Integral University, Lucknow

Effective from Session: 2016-17								
Course Code	EDV701	Title of the Course	Curriculum Development		L	T	P	C
Year	II	Semester	NA		4	1	0	5
Pre-Requisite	B. Ed.	Co-requisite	Nil					
Course Objectives		The course is aimed to develop deep understanding of the concept, importance and status of curriculum development in India						

Course Outcomes	
CO1	Explain the concept, domains and different types of curriculum
CO2	Analyze the influence of society and culture in the planning and development of curriculum
CO3	Acquaint with the significance of different approaches to curriculum designing
CO4	Identify various methods and approaches used in curriculum evaluation
CO5	Describe the development of curriculum in Indian context

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Nature of Curriculum	Meaning and concept, Domains of curriculum, objective, concept learning experiences and evaluation; Types of curriculum: Subject centered, Learner centered, core curriculum and Integrated curriculum, History of curriculum development.	12	1
2	Bases and Determinants of Curriculum	Philosophical considerations, Psychological considerations, Sociological considerations, Discipline oriented considerations	12	2
3	Approaches to Curriculum Designing	Administrative Approach, Demonstration Approach, Grass root Approach, System analysis Approach Different Models	12	3
4	Curriculum Evaluation	Nature and need, Approaches to Curriculum Evaluation-Formative and Summative Evaluation, Methods of Curriculum Evaluation, Interpretation of Evaluation Results.	12	4
5	Curriculum Development in India	Curriculum at Primary, Secondary and University level in the light of Mudaliyar Commission Report, Kothari Commission Report, NPE 1986, Role of NCERT and SCERT in Curriculum Development.	12	5

Reference Books:

1. Alberty and Alberty, Re-organizing the Secondary School Curriculum
2. Taunce HC and Bossing NL, Development the Core Curriculum, second ed. Prentice Hall of India
3. American Associations of School Administrators, American School Curriculum
4. Hyman Ronald T, Approaches to Curriculum.
5. Stratemyer Developing Curriculum for Modern Living.
6. Mohd Shrif Khan, School Evaluation APH Publishing Corp., Ansari Road, Dariyaganj, New Delhi.

e-Learning Source:

https://classroom.google.com/c/MTQ4QTEwMjUxODM3/m/MjQxMDEyMjk0MjYy/details

https://classroom.google.com/c/MTQ4QTEwMjUxODM3/m/Mjg0MzkzNjM1NjQ5/details.

https://classroom.google.com/c/MTQ4QTEwMjUxODM3/p/MjkzNjMwNDIzMjA2/details.

https://classroom.google.com/c/MTQ4QTEwMjUxODM3/m/MjkzNjMyMjg0OTk2/details

PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	3	2	1	1	1	2	1	1	2	1	1	1	2	2	3
CO2	3	1	2	1	2	1	1	2	2	1	1	1	2	3	3
CO3	3	2	2	1	3	3	2	2	3	1	1	1	2	3	3
CO4	3	2	1	3	2	2	1	1	2	1	1	1	2	2	3
CO5	3	2	1	1	3	2	1	1	2	1	1	2	2	3	3

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Dr. E. Ahmad E Ah	Md Ali Imam
Name & Sign of Program Coordinator	**Sign & Seal of HoD**

Department of Education

Head

Integral University, Lucknow

Effective from Session: 2016-17

Course Code	EDY702	Title of the Course	Educational Technology and Computer Application in Education	L	T	P	C
Year	2	Semester	NA	4	1	0	5
Pre-Requisite	B.Ed.	Co-requisite					
Course Objectives			The purpose of this post graduate course is to impart basic and key knowledge of Educational Technology. By using the principle of teaching and psychology of students It is helpful for pupil teacher for higher studies. After successfully completion of course, the student will able explore subject into their respective dimensions.				

	Course Outcomes
CO1	understand the need and significance of Educational Technology in the present era of education
CO2	Know the concept of system approach and understand its application in education.
CO3	be acquainted with modern model of teaching and their role in effective teaching
CO4	Use and apply educational and computer technology in teaching and training
CO5	Understand the concept of programmed instruction and develop self-instructional material

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Educational Technology: Overview	Meaning, scope and significance of Educational Technology. Concept of Educational Technology (ET) as a Discipline: (Information Technology, Communication Technology & Information and Communication Technology (ICT) and Instructional Technology. Applications of Educational Technology in formal, non-formal (Open and Distance Learning), informal and inclusive education systems	12	1
2	Scope of Educational Technology	System approach in teaching and learning. Designing of instructional strategies: such as lecture, Team- Teaching, Discussion andSeminar. Models of Teaching: Meaning, Characteristics & Fundamental Elements. Joyce and Weil Classification of models of teaching, Flanders Interactional Analysis. Gagne's Nine Events of Instruction and Five E's of Constructivism , Nine Elements of Constructivist Instructional Design.	12	2
3	Introduction to Communication Technology	Classroom communication: Concepts, Process Components and Types. Levels of teaching: Meaning, nature, functions and Types. Programmed learning: Meaning, Origin Types and development, Concept of e learning, Approaches to e-learning (Offline, Online, Synchronous, Asynchronous, Blended learning, mobile learning) : Concept and Development, Emerging Trends in e learning: Social learning (concept , use of web 2.0 tools for learning, social networking sites, blogs, chats, videoconferencing, discussion forum), Open Education Resources (Creative Common, Massive Open Online Courses; Concept and application), E-Inclusion – Meaning & Concept.	12	3
4	Fundamentals of Computer	Introduction: - Basic of computer functionality, component Analysis, Memory basic, Input & Output devices, software types and their utility. Internet: - Types of Internet connections, educational website (Government and non-Government, Searching techniques, Networking fundamentals, Cyber laws and cyber- crime. Software: - MSWord, Ms PowerPoint, Ms Excel (General operations, charting simple function and formula, conditional formatting	12	4
5	Computer Application in teaching & learning	Computer Application in teaching & learning: Smart Class, Video Conferencing, Virtual class room, Computer- Assisted Teaching (CAT), Computer- Assisted Learning (CAL). Fostering creativity, intelligence and Problem-solving ability with the help of computer technology. Computer Application in 1) Research 2) Innovations 3) Evaluation, E portfolios, ICT for Research - Online Repositories and Online Libraries, Online and Offline assessment tools (Online survey tools or test generators) Application of Computers in Education: CAI, CAL, CBT, CML, CAT, EDUSAT and its application	12	5

Reference Books:

1. Dececco, John P, The Psychological Learning and Instruction, Prentice Hall, India
2. Percival, F and Ellington H, A Handbook of Educational Technology, London, Kogun Page, 1984
3. Freiberg, H.J. and Driscoll, Amy, Universal Teaching Strategies, Boston: Allyan and Bacon, 1992
4. Joyce, Bruce and Weil Marsha, Models of Teaching, Englewood cliffs, New Jersy: Prentice Hall, 1980
5. Mohanty, Jagannath, Modern Trends in Educational Technology, Neelkamal publication, New Delhi

PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	3	1	1	1	2	1	1	1	1	1	1	1	2	1	1
CO2	3	1	2	1	2	1	1	1	1	1	1	1	2	1	1
CO3	3	1	2	1	2	1	1	1	1	1	1	1	2	1	1
CO4	3	1	1	1	3	1	1	1	1	1	1	1	2	1	1
CO5	3	2	2	1	3	1	1	2	2	2	2	2	2	2	1

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Dr. E. Ahmad   E Ah——

Name & Sign of Program Coordinator

Md Ali Imam

Sign & Seal of HoD

Department of Education
Head
Integral University, Lucknow

Integral University, Lucknow

Effective from Session: 2023-2024								
Course Code	EDY703	Title of the Course	Fundamentals of Educational Administration and Supervision	L	T	P	C	
Year	2 Year	Semester	-	4	1	0	5	
Pre-Requisite	B. Ed	Co-requisite	-					
Course Objectives	The purpose of this postgraduate course is to impart theoretical and practical knowledge of Educational Administration. By studying the different types of Administrative Theories and process, students will be able to become good administrator in different areas, Application of leadership theories.							

Course Outcomes	
CO1	Understand the Meaning and Concept of Educational Administration, Know about the different theories of administration
CO2	Acknowledge the Administrative problems and issues
CO3	Be acquaint students about different leadership theories &Application of the same in educational setting.
CO4	Understand the importance of theories of administration
CO5	Understand the modern Trends in Educational Administration and Management

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Introduction and Functions	• Meaning and concept of Educational Administration • Scope of Educational Administration. • Principles of Educational Administration. • Administration as a process	12	1
2	Leadership in Educational Administration	• Meaning and nature of leadership • Theories of Leadership. • Styles of leadership • Measurement of leadership • Decision making-concept principles, types and problems.	12	2
3	Educational Supervision	• Meaning, objectives, need and scope of supervision • Principles of supervision. • Importance of democratic procedures. • Evaluation of Supervisory effectiveness. • Academic Supervision Vs. Administrative supervision	12	3
4	History of Educational Administration	• Historical development of concept of Education Administration • Scientific Management • Human relationship approach to administration • Behavioral Sciences • Administration as bureaucracy • System approach • Landmarks in the development of Educational Administration before independence (1813- 1947) in India. • Educational Administration in India after independence.	15	4
5	Modern Trends in Educational Administration	• Meaning and concept of Organizational Development. • Objectives and Process of Organizational Development. • Meaning of Organizational Change. • Process of Organizational Change. • Meaning and Nature of Organizational Compliance • Meaning and Nature of PERT (Programme Evaluation and Review Technique)	12	5

Reference Books:

1. Agarwal, J.C. (2007): Development of Educational system in India, (Revised Edition) Shipra publications 115-A, Vikasmarg, Shakarpur, Delhi.
2. Sindhu, I.S. (2012) Educational Administration and Management, Dorling Kindersley (India) Pvt. Ltd.
3. Gosh, B. (1994). A New Look at Organizational behaviour, Bombay: Himalaya Publishing House.
4. Gupta, C.B. (2009) Management – Theory and Practice Sultan Chand and Sons, New Delhi.
5. Khan Sharif and Saleem Khan (2007): Educational Publishing Corporation, 4435-36/7, Ansari Road, Darya Ganj,

New Delhi.

6. Khanna S.D, et. al., (2000): Educational Administration, planning. Supervision and Financing, Doaba House, book sellers & publishers, Delhi.
7. Laxmi Devi (1998): Educational Planning, (Encyclopedia of Educational Development and Planning Services), Institute for sustainable development, Lucknow and Anmol Publications private Limited, New Delhi.
8. Naik, J.P. (1965): Educational Planning in India, New Delhi, Allied.
9. Nayor, P.R. Dave, P.N., and Arora, K. (1982). The Teacher and education in the Emerging India Society. New Delhi: NCERT.
10. Bhatnagar, R.P. Educational Administration Supervision, Planning and Financing
11. Getzeb, Lipham & Campbell Educational Administration as Social Process, Harper & Row

e-Learning Source:

https://drive.google.com/file/d/1ULuT3NeIPttjzEbuPW8i48cmUyQ5-Qo/view?usp=sharing

https://docs.google.com/presentation/d/1Q_UaP-y4WvVLHqUlCAbPR1O_6FShkdOl/edit?usp=sharing&ouid=116085517013840770804&rtpof=true&sd=true

PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	3	2	3	3	3	3	3	3	3	3	3	3	3	2	2
CO2	2	3	3	3	2	3	3	3	2	2	2	3	2	2	2
CO3	3	3	1	3	1	2	2	3	2	2	2	2	3	3	1
CO4	3	2	3	3	2	2	2	3	1	2	1	2	2	2	3
CO5	2	3	3	3	3	3	1	3	2	2	2	3	2	2	3

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

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Dr. E. Ahmad

Name & Sign of Program Coordinator

Sign & Seal of HoD

Department of Education
Head
Integral University, Lucknow

Integral University, Lucknow

Effective from Session: 2023-24						L	T	P	C
Course Code	EDY704	Title of the Course	Teacher Education			4	1	0	5
Year	2	Semester	--						
Pre-Requisite	B.Ed.	Co-requisite	--						
Course Objectives	To enable students to describe the development of teacher education with reference to Indian context								
	To ensure students identify and explain different approaches used in teacher education and know about in-service teacher training								
	To make students describe the salient features of pre-service curriculum and distance education in teacher education								
	To equip students to apply and explain the components of educational technology used in teacher education								
	To develop the ability to analyze the need of research, innovations and professional organization in teacher education								

Course Outcomes	
CO1	Explain the development of teacher education with reference to Indian context
CO2	Identify and explain different approaches used in teacher education and know about in-service teacher training
CO3	Describe the structure of teacher education and distance education in teacher education
CO4	Apply and explain the practices followed in teacher education
CO5	Analyze the need of research, innovations and professional ethics in teacher education.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Reflections in Teacher Education	• Teacher education: Concept, scope & objectives of teacher education at different levels- pre-primary, elementary & secondary • Brief review of development of teacher education in ancient, medieval pre-independent and post-independent India	12	1
2	Approaches to Pre service Teacher training	• Understanding knowledge base of Teacher education from the view point of Schulman, Deng &Luke and Habermas • Models of Teacher Education: Behaviouristic and competency-based model • Approaches to Pre-service Teacher Education: Expository, collaborative & Experiential learning	12	2
3	Structure of Teacher Education	• Structure of teacher education according to NCTE &NCERT • Pre-Service Teacher Education-Curriculum Salient features, Curricular structure, Teaching strategies, evaluation, • In- service Teacher Education: Concept, need and scope, agencies and institutions of in-service teacher education • Continuing and distance education for teachers, Open Universities & courses	12	3
4	Practices in Teacher Education	• Microteaching, Simulated teaching, Lesson planning, Evaluation in teacher education- Micro & Macrolevel, • ICT in teacher education • Role of Professional Organisations	12	4
5	Ethics, Research & Innovation in Teacher Education Teaching	• Teaching as a profession, Professional ethics for teachers, aims of professional development of teachers • Research and innovation in teacher education: Need, trends, present status, gaps, Experiment in teacher education, ethics of professional practice &Educational research	12	5

Reference Books:

1. APEID, Innovations and Initiatives in teacher education in Asia and the pacific region. Vol I , Overview, Bangkok, UNESCO Principal regional office for Asia and the Pacific 1990
2. APEID, Innovations and Initiatives in teacher education in Asia and the pacific region. Vol II , Case studies, Bangkok, UNESCO Principal regional office for Asia and the Pacific 1990
3. Buch, M B (Ed) Surveys of research in education (4Nos) Trend reports on teacher education, Baroda and New Delhi
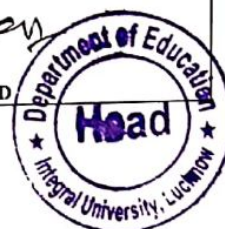
e-Learning Source:

https://tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/MA%20Education%203rd%20Semester/EDCN-906E-Teacher%20Education.pdf

https://archive.mu.ac.in/myweb_test/ma%20edu/Teacher%20Education%20-%20IV.pdf

PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	3	1	1	1	3	3	1	1	1	3	1	3	3	1	2
CO2	3	2	1	1	2	3	1	1	1	2	1	3	3	1	2
CO3	3	2	2	1	2	3	2	1	1	3	2	3	3	1	2
CO4	3	1	2	1	3	3	1	1	1	3	1	3	2	1	2
CO5	2	1	1	1	2	2	1	1	1	3	1	3	3	1	2

2- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

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Integral University, Lucknow

Effective from Session: 2016-2017							
Course Code	EDY705	Title of the Course	Educational Measurement & Evaluation	L	T	P	C
Year	2	Semester	NA	4	1	0	5
Pre-Requisite	B. Ed	Co-requisite	-				
Course Objectives	The purpose of this post graduate course is to impart basic and key knowledge of Educational Measurement and Evaluation. Students will be able to measure of intelligence, creativity, personality and aptitude. To develop skills and competencies in constructing and standardizing a test and know about the Bloom's taxonomy and new reforms in examination system.						

Course Outcomes	
CO1	Know the concept, characteristics and relationship between measurement and evaluation in education
CO2	To measure of intelligence and creativity
CO3	To measure of achievement, attitude and Personality
CO4	To understand the Traditional approaches and New Trends in Examination Reforms
CO5	To develop skill about Test Construction and its standardization

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Concept and Scope of Measurement and Evaluation	Concept, definitions and Nature of Measurement and Evaluation, purposes, function and principles of measurement and evaluation, scale of measurement and their characteristics, difference and relationship between measurement and evaluation, scope of Measurement and evaluation in educational system, Reliability and Validity: Meaning, types, Methods for estimating and factors affecting it	12	1
2	Measurement of Intelligence and Creativity	Measurement of general mental ability and aptitudes, theories of intelligence and its measurement with special reference to Thurston, Spearman and Guilford, creativity and its measurement, factors affecting intelligence and creativity	12	2
3	Measurement of achievement, attitude and Personality	Measurement of achievement, attitude and interest; Thurston and Likert type scales for Attitude and interest measurement, Measurement of personality: personality inventory, rating scales and projective techniques	12	3
4	Traditional approaches and New Trends in Examination Reforms	Traditional approaches to evaluation; essay and oral examination: advantages and limitations, Bloom's Taxonomy and its uses in writing objectives in behavioral form: Semester system and Continuous Internal Evaluation: Formative: And Summative evaluation, New Trends in Examination Reforms, grading System, Question Banks and their uses: Computer in examination	12	4
5	Test Construction	General principles of test construction and its standardization, writing test items, item construction, and try out and Item analysis procedures for norm, referenced and criterion referenced mastery tests, Basic characteristics of good measuring instruments: Validity, objectivity, Reliability, Usability and Norms, Standardization of measuring instruments	12	5

Reference Books:

1. Thorndike, R. L. (1971) Educational Measurement American council on Education, Washington
2. Singh, A.K. (1986) Tests Measurement and Research Methods in Behavioral Sciences. TMH, New Delhi
3. Anastasi, (A) 1968 Psychological Testing, London McMillan & Co.
4. Singh, A.K. (2003). Test, Measurement and Research Methods in Behavioral Sciences. Bharti Bhawan, Patna

e-Learning Source:

https://classroom.google.com/c/MTU5NzM0MjY4OTUz/p/MjcyNTg2MjQ3Mjkw/details

https://classroom.google.com/c/MTU5NzM0MjY4OTUz/p/MjY2MzYwNTA3ODUx/details

PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	3	1	1	1	2	1	2	2	2	1	1	1	1	2	2
CO2	3	1	2	1	2	2	3	2	1	2	2	2	2	2	2
CO3	3	1	2	1	2	1	2	1	1	2	2	2	2	1	1
CO4	3	2	3	3	2	2	1	3	2	1	2	2	1	2	2
CO5	3	2	2	1	3	3	2	2	1	2	3	1	2	1	2

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

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Integral University, Lucknow

Effective from Session: 2015-16						L	T	P	C
Course Code	EDY706	**Title of the Course**	Value Education			4	1	0	5
Year	2	**Semester**	NA						
Pre-Requisite	M.Ed.	**Co-requisite**							
Course Objectives			The purpose of this postgraduate course is to impart theoretical and practical knowledge of Value Education. By studying the different types of value education, students will be able to do research in different areas of value education.						

Course Outcomes	
CO1	To enable students to understand the need and importance of value education and education for Human Rights
CO2	To enable them to understand the nature of values, moral values, moral education and to differentiate such values from religious education.
CO3	To orient the students with the basis of morality and the place of reason and emotions in moral development of the child.
CO4	To enable them to understand the process of moral development vis-à-vis their cognitive and social development.
CO5	To orient the students with various intervention strategies for moral education and conversion of moral learning into moral education

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Introduction to Moral Education	• The socio-moral and cultural context • Need and importance of Value Education and Education for Human Rights in the existing social scenario. • Valuation of Culture: Indian Culture and Human Values	12	1
2	Nature and Concept of Morality and Moral Education	• Moral Education vis-à-vis religious education; moral instructions, moral training and moral indoctrination. • Language of moral education- its form and context characteristics of a morally educated person. • Justice and Care-the two dimensions perspectives in Morality: Dichotomy between reason and passion. • Moral Judgment and Moral Action.	12	2
3	Moral Development of the Child and Approaches	• Moral Development of the Child • Concept of Development and concept of Moral Development. • Psycho-analytic approach. • Learning theory approach, especially social learning theory approach. • Cognitive developmental approach- Piaget and Kohlberg, stages of moral development and their characteristic features.	12	3
4	Moral Learning and Moral Education	• Moral Learning to Moral Education • Moral Learning outside the school- child rearing practices and moral Learning, Moral learning via limitation. Nature of Society and moral learning. Media and moral learning. • Moral Learning Inside the school: providing "form "and "content of education." • Moral Education and the curriculum: Can moral education be imparted taking it as a subject of curriculum.	12	4
5	Intervention Strategies for Moral Education and Assessment of Moral Maturity.	• Intervention Strategies for Moral Education and Assessment of Moral Maturity. • Model of Moral Education – i) Rationale Building Mode, ii) The consideration Model, iii) Value classification Mode, iv) Social Action Mode, v) Just Community Intervention Model. • Assessment of moral maturity via moral dilemma resolution. • Examples of some select moral dilemmas.	12	5

Reference Books:

1. Kneller, G.F., Foundations of Education (John Wiley & Sons, Inc., New York, 1963)
2. Kneller, G.F., Introduction to Philosophy of Education,(John Wiley New York, 1964)
3. Buties, J Donal, Four Philosophies and their practice in Education and Religion (Harper and Row Publishers, New York) 3rd Ed. 1968
4. Morris, Van Cleve, Philosophies & their practice in Education and Religion(Harper and Row Publishers, New York) 3rdEd1968

PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	3	2	1	2	1	1	1	1	1	1	1	1	2	2	1
CO2	3	1	2	1	2	1	1	1	1	1	1	1	2	1	2
CO3	3	1	2	1	2	1	1	1	1	1	1	1	2	1	2
CO4	1	2	3	1	2	1	1	1	1	1	1	1	2	2	1
CO5	3	2	1	2	2	1	1	1	1	1	1	1	1	2	1

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

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Integral University, Lucknow

Effective from Session: 2015-16					L	T	P	C
Course Code	EDY707	Title of the Course	Higher Education					
Year	2	Semester	NA		4	1	0	5
Pre-Requisite	M.Ed.	Co-requisite						
Course Objectives		The purpose of this postgraduate course is to impart theoretical and practical knowledge of Higher Education. By studying the different types of Higher education and process, students will be able to do research in different areas of Higher education,						

Course Outcomes	
CO1	To know the history and governance of higher education
CO2	To understand the structure and features of universities
CO3	To know the types of universities and funding
CO4	To understand the different issues and problems
CO5	To know the functions of regulatory bodies of university and colleges

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	History and Governance of Higher Education	• The mother universities – Bologna, Oxford, and Paris • Idea, meaning aims and functions of University • Growth of modern Universities in India during colonial period and after • Types and Governance of Indian Universities and Colleges • Central Universities, Center of excellence • State Universities: salient features of U P State Universities Act, 1975 • Deemed Universities (Government owned and private) • Private Universities	12	1
2	Structure and features of Universities	• Act, Status, Ordinance and regulations • General structure of a University • Higher education in colleges under directorate of higher education; and colleges under grant-in-aid and self- financing mode • Associations of Universities and higher education institutions	12	2
3	Various types of Universities across the world	• Federal unitary, affiliating, residential • State controlled vs private • Universities as corporate bodies • 2. Funding of Universities abroad and in India • 3. Concept of rating and accreditation in higher education. • American concept • Accreditation in India by NAAC • Other benchmarking models	12	3
4	Contemporary Issues and Problems in Higher Education	• University and Society • An instrument of service and public relations • Autonomy versus accountability • Political interference in the functioning of University • Problem of discipline: students, teachers and employees • Open University system	12	4
5	Regulatory Bodies: UGC, AICTE, NCTE, NAAC	• Privatization: Concept of self – financing • Interaction with industry and business, placement services • Foreign Universities in India • Increasing role of professional education • Concept of distance education	12	5

Reference Books:
1.Oxford University Act, 1200 AD
2.HG Good, A History of Western Education (1949) New York, The Macmillan Company
3.Paul Munroe, A Brief Course in the History of Education (1951) London: The Macmillan company

4.Crammer and Brown Contemporary Education

5.Report of the University Education Commission (1948-49) New Delhi: Ministry of Education, Government of India.

6.Report of Education Commission (1964-66) New Delhi, Ministry of Education, Government of India.

7. India-2014. Publication division, Government of India.

e-Learning Source:

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https://drive.google.com/open?id=1IvDCRh-6e4hDrXkc14E20BzXS1yzrQt6&authuser
https://drive.google.com/open?id=1OA8xj3WJu1OHb9HhR-gOmE3guNns56cu&authuser https://drive.google.com/open?id=1PIq4F7_f-P_9mC-gUChHMp-Ji9KwBPa8&authuser https://drive.google.com/open?id=1PIq4F7_f-P_9mC-gUChHMp-Ji9KwBPa8&authuser

PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
CO1	3	2	1	2	1	1	1	1	1	1	1	1	2	2	1
CO2	3	1	2	1	2	1	2	1	2	1	1	1	2	1	2
CO3	3	1	2	1	2	1	1	1	1	1	1	1	2	1	2
CO4	1	2	3	1	2	1	1	2	1	1	1	1	2	2	1
CO5	3	2	1	2	2	1	1	1	1	1	1	1	1	2	1

1- Low Correlation; 2- Moderate Correlation; 3- Substantial Correlation

Dr. E. Ahmad E Ah

Name & Sign of Program Coordinator

Sign & Seal off HOD

Head
Department of Education
Integral University, Lucknow

Integral University, Lucknow

Effective from Session: 2023-24							
Course Code	EDY708	**Title of the Course**	Quality Issues in Higher Education	**L**	**T**	**P**	**C**
Year	II	Semester	-	4	1	0	5
Pre-Requisite	B.Ed.	Co-requisite	-				
Course Objectives	The student will be able to know the various aspects and dimensions of Quality issues in Higher Education						

Course Outcomes

CO1	Able to understand the meaning and concept of quality in higher education.
CO2	Acquainted with the different concepts of quality in higher education and its improvement
CO3	Familiarized with the hurdles in the maintenance of quality in higher education
CO4	Students will be able to identify and reflect on the norms of assessment of quality in higher Education and the NAAC system
CO5	Aware of the system and process of the University's autonomy.

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Quality in Higher Education: Meaning and Concepts	• Best students, best teachers, best infrastructure, and best governance • Concept of top 100 universities • Best teaching and best research • Best patenting and best publication	12	1
2	Different Concepts of Quality in higher education	• University's Idea, vision, and mission for quality • Concept of quality improvement • Idea of quality maintenance • Idea of total quality management (TQM)	12	2
3	Hurdles in the maintenance of quality	• Ruthless growth of higher education institutions • Poor governance of universities and colleges • Political interference in higher education institutions • Encroachment on the university's autonomy • Poor funding of higher education	12	3
4	Assessment of quality	• Norms of assessment • Types of assessment: National, International, and Private assessment organizations • NAAC: Its functioning and the criteria of assessment	12	4
5	University's autonomy and quality of higher education	• University's autonomy as a factor of quality • Autonomy Vs accountability in higher education • Funding Vs Control of higher education • Autonomy Vs Overregulation	12	5

• **Reference Books:**
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• Kamat, A.R. (1985), education and Social Change in India, New Delhi: Somaiya
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• Ansari, M.M. (2003), 'Quality Assurance and Accreditation of Open and Distance
• Learning (ODL) Institutions in India: Some Perspectives' Paper presented at ICDL Conference, Hong Kong
• Antony, Stella (2001), 'Impact of Assessment and Accreditation on Institutions of Higher Education'; University News, Vol. 39.

- Gnanam, A. and Stella, A (2001),'Future Perspectives for Quality assessment by NAAC, ThrustAreasforthe10th PlaninHigherEducationduring10thPlan. (NIEPA).
- NAAC(2001),Handbook on Quality Assessment; NAAC: Bangalore
- NAAC(1998), Relevance of Assessment and Accreditation in the Indian Context, Bangalore

e-Learning Source:
- https://studylink.com/international-study-advice/university-rankings-explained/
- https://egyankosh.ac.in/bitstream/123456789/8451/1/Unit-12.pdf
- https://managementstudyguide.com/total-quality-management.htm

PO-PSO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
PSO CO1	2	3	3	2	2	2	1	1	1	1	2	3	3	1	3
CO2	3	3	2	2	2	1	2	2	2	1	1	2	3	1	3
CO3	3	2	3	2	2	1	2	2	2	2	1	2	2	1	2
CO4	3	2	2	3	3	2	2	2	2	1	2	3	2	1	2
CO5	3	2	3	2	3	2	1	1	1	3	1	2	2	1	2

1- LowCorrelation;2-ModerateCorrelation;3- Substantial Correlation

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Dr. E. Ahmad	
Name & Sign of Program Coordinator	**Sign & Seal of Head**