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/MTQ4OTEwMjUxODM3/m/MjQxMDEyMjk0MjYy/details

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https://classroom.google.com/c/MTQ4OTEwMjUxODM3/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**

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 Driscoli, 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

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Department of Education
Head
Integral University, Lucknow

Integral University, Lucknow

Effective from Session: 2016-2017							
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	D. El. Ed				
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	Application of educational planning and financing in real life situation

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	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	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	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	15	4
5	Educational Planning	Meaning and nature of educational planning Approach to educational planning Perspective planning, Financing of education, Nature and scope of educational finance. Sources of financing imagination of local resources private and self-financing in education	12	5

Reference Books:

1. Getzeb, Lipham & Campbell Educational Administration as Social Process, Harper & Row

2. Williams, W. Stanley, Educational Administration in Secondary School, Holt Rinehart & Winston

3. Banghman, Anderson, Smith, Wiltse Administration & Supervision of Modern Secondary School Parker Publishing Co

4. Sears, J.B., Public School Administration-Ronald Press.

e-Learning Source:

https://drive.google.com/file/d/1ULuT3NeIPttjzEbuPW8l48cmUyQ5-Qo /view?usp=sharing

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

PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
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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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Integral University, Lucknow

Effective from Session: 2017-18							
Course Code	EDV 701	Title of the Course	Teacher Education	L	T	P	C
Year	3	Semester	NA	4	1	0	5
Pre-Requisite	B.Ed.	Co-requisite	Nil				
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 salient features of pre-service curriculum and distance education in teacher education
CO4	Apply and explain the components of educational technology used in teacher education
CO5	Analyze the need of research, innovations and professional organization in teacher education

Unit No.	Title of the Unit	Content of Unit	Contact Hrs.	Mapped CO
1	Teacher education	Concept and scope, Objectives of teacher education at different levels- pre-primary, elementary and secondary, Brief review of development of teacher education in ancient, medieval and British India, Study of recommendations of various committees and commissions in British India, Commissions and committees in post-independence era NPE-1986 and it revised formulation 1992 regarding teacher education	12	1
2	Approaches to Pre service Teacher training	Competency Based Approach, Integrated Approach, Concurrent/Traditional Approach, Field Based Approach, In- service teacher training; Objectives, strategies, Agencies, Orientation program, Summer Classes, Refresher courses, workshops project's	12	2
3	Pre-Service Teacher Education Curriculum;	Salient features, curricular structure, teaching strategies, evaluation, Continuing and distance education for teachers, open university, and distance university courses	12	3
4	Teaching models	concept attainment and enquiry training model, Writing objectives in behavioral terms, Lesson planning, Micro-teaching, simulated teaching, Role of ICT in teacher education	12	4
5	Research and innovation in teacher education	Need, trends, present status, gaps, Experiment in teacher education, Quality and standard in teacher education, Professional organizations roles and responsibilities, National council for teacher education roles and responsibilities efforts made	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://tripuraunlv.ac.in/Content/pdf/StudyMaterialsDetail/MA%20Education%203rd%20Semester/EDCN-906E-Teacher%20Education.pdf

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

PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PS10
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

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

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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:

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PO-PSO CO	PO1	PO2	PO3	PO4	PO5	PSO1	PSO2	PSO3	PSO4	PSO5	PSO6	PSO7	PSO8	PSO9	PSO10
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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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