

| Course Code | Course Name               | Credits |
|-------------|---------------------------|---------|
| 26ED506     | HIGHER EDUCATION IN INDIA | 04      |

### Course Objectives

The course aims to,

- To understand the structure and evolution of higher education in India
- To analyze policies, governance, and regulatory frameworks
- To examine challenges, reforms, and global trends
- To explore issues of access, equity, quality, and employability
- Develop awareness of career pathways in academia and policy

### Learning Outcomes

After the completion of the course, the Learner will be able to,

- ❖ Understanding the structure of Higher Education
- ❖ Understand the linkage between higher education and skills/ employment
- ❖ Demonstrate awareness of equity, diversity, and inclusion.
- ❖ Conduct basic research on higher education topics.

### Unit 1 - Historical Development of Higher Education in India (12 hours)

Ancient Indian universities (Nalanda, Takshashila, Vikramshila) - Medieval period and decline of institutional learning - Colonial period: British influence and modern universities - Post-independence expansion and development - Role of commissions (Radhakrishnan Commission, Kothari Commission)

### Unit 2 – Structure and Governance (12 hours)

Types of higher education institutions: Central Universities, State Universities, Deemed to be Universities, Private Universities, Institutes of National Importance (IITs, IIMs, AIIMS) - Regulatory bodies: University Grants Commission (UGC) - All India Council for Technical Education (AICTE) - National Council for Teacher Education (NCTE) - Governance and autonomy in higher education

### Unit 3 - Policies and Reforms (12 hours)

National Policy on Education (1986) and Programme of Action 1992 - National Education Policy (NEP 2020) - Role of NAAC (National Assessment and Accreditation Council) -Accreditation, ranking, and quality assurance mechanisms - Choice Based Credit System (CBCS)

### Unit 4 – Research and Innovation (12 hours)

Role of higher education in research and development - Research funding agencies (ICSSR, CSIR, DST) - Innovation and entrepreneurship in universities - Collaboration with industry.

### Unit 5 - Emerging Trends and Future Directions (12 hours)

Digital learning and online education (SWAYAM, MOOCs/NPTEL) - Skill-based education and vocationalization - Multidisciplinary and holistic education (NEP 2020) - Future challenges and opportunities

### Reference Books:

1. Agarwal, P. – Indian Higher Education: Envisioning the Future
2. Altbach, P. G. – Global Perspectives on Higher Education
3. Government of India – National Education Policy 2020
4. Tilak, J. B. G. – Higher Education in India
5. UGC Reports and NAAC Manuals

### Alignment with NEP – 2020

1. The alignment of NEP 2020 with Higher Education in India syllabus focuses on making the curriculum more flexible, multidisciplinary, skill-based, and inclusive. Below is a clear, exam-ready explanation.
2. The National Education Policy 2020 aims to transform higher education in India into a holistic, multidisciplinary, and globally competitive system aligned with 21st-century needs.
3. NEP 2020 aligns higher education syllabus with global standards and future needs by promoting flexibility, interdisciplinarity, skill development, and research. It transforms the syllabus from content-heavy to learner-centered and outcome-based, preparing students for both employment and lifelong learning.

**COs and Bloom's Taxonomy Level (BTL) Mapping for 26ED506**

| Course Outcomes | On successful completion of the course, the students will be able to   | BTL                 |
|-----------------|------------------------------------------------------------------------|---------------------|
| CO1             | To understand the structure and evolution of higher education in India | <b>K1 &amp; K 2</b> |
| CO2             | To analyze policies, governance, and regulatory frameworks             | <b>K 4</b>          |
| CO3             | To examine challenges, reforms, and global trends                      | <b>K 5</b>          |
| CO4             | To explore issues of access, equity, quality, and employability        | <b>K 3</b>          |
| CO5             | Develop awareness of career pathways in academia and policy            | <b>K 6</b>          |

**Bloom's Taxonomy Level (BTL):-** K1 and K2 – remembering and understanding, K3 - Applying, K4 – Analyse, K5 - Evaluate and K6- Create

**Relationship Matrix**

| Course Outcomes | Programme Outcomes (POs) |     |     |     |     |     |     |     | Programme Specific Outcomes (PSOs) |      |      |      |      |      |      | Mean Score of COs |
|-----------------|--------------------------|-----|-----|-----|-----|-----|-----|-----|------------------------------------|------|------|------|------|------|------|-------------------|
|                 | PO1                      | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PSO1                               | PSO2 | PSO3 | PSO4 | PSO5 | PSO6 | PSO7 |                   |
| CO1             | 3                        | 2   | 2   | 2   | 3   | 2   | 3   | 2   | 3                                  | 2    | 2    | 2    | 2    | 2    | 2    | <b>2.3</b>        |
| CO2             | 2                        | 2   | 2   | 2   | 3   | 3   | 3   | 3   | 2                                  | 2    | 2    | 2    | 2    | 2    | 2    | <b>2.3</b>        |
| CO3             | 2                        | 3   | 2   | 2   | 2   | 2   | 3   | 2   | 2                                  | 2    | 2    | 2    | 3    | 2    | 3    | <b>2.3</b>        |
| CO4             | 2                        | 2   | 2   | 2   | 3   | 2   | 3   | 3   | 2                                  | 2    | 2    | 2    | 3    | 2    | 3    | <b>2.3</b>        |
| CO5             | 2                        | 2   | 2   | 2   | 3   | 2   | 3   | 3   | 1                                  | 2    | 2    | 2    | 3    | 2    | 2    | <b>2.2</b>        |
| <b>Total</b>    |                          |     |     |     |     |     |     |     |                                    |      |      |      |      |      |      | <b>2.3</b>        |

Mean Score: 3- High, 2- Medium/Moderate, 1-Low

