

**DRAFT**

**National Education Policy-2020**

**Common Minimum Syllabus for Uttarakhand State Universities and  
Colleges**

**Four Year Undergraduate Programme-**

**FYUP/Honors Programme /Master in Arts**

**PROPOSED STRUCTURE FOR FYUP/MASTER'S EDUCATION  
SYLLABUS**

**SKILL ENHANCEMENT COURSE (SEC)**

**DEPARTMENT OF EDUCATION**

### EXPERT COMMITTEE

S.N.	Name	Designation	Department	Affiliation
1.	Prof. Saumen Chattopadhyay	Professor External Expert	Zakir Hussain Centre for Educational Studies	JNU New Delhi
2.	Prof. Rajnish Pande	Professor Convener	Department of Economics	D.S.B Campus Nainital
3.	Prof. Padam Singh Bisht	Professor	Department of Economics	D.S.B Campus Nainital
4.	Dr. D.S. Bisht	Assistant Professor	Department of Education	S.S.J University, Almora
5.	Prof. Digar Singh Farswan	Professor	Department of Education	U.O.U Haldwani
6.	Dr. Vijiya Rani Dhondhiyal	Professor	Department of Education	S.S.J University, Almora
7.	Dr. N.C. Dhondhiyal	Professor	Department of Education	S.S.J University, Almora
8.	Prof. R.S. Pathni	Professor	Department of Education	S.S.J University, Almora
9.	Prof. P.C Shukla	Professor	Department of Education	Gorakhpur University
10.	Dr. Ruchi Harish Arya	Professor	Department of Education	Sri Dev Suman University
11.	Dr. Nivedita Priyadarshani	Assistant Professor	Department of Education	Sri Dev Suman University
12.	Dr. Atal Bihari Tripathy	Assistant Professor	Department of Education	Sri Dev Suman University
13.	Dr. Kalpana Patni Lakhera	Assistant Professor	School of Education	U.O.U Haldwani
14.	Dr. Hemant Kumar Binwal	Assistant Professor	Department of Education	G.D.C Lamgara, S.S.J University, Almora
15.	Dr. Gaurav Kumar	Assistant Professor	Department of Education	S.S.J University, Almora
16.	Dr. Diksha Khampa	Assistant Professor	Department of Education	Kumaun University
17.	Dr. Renu Joshi	Assistant Professor	Department of Education	I.P. G..G.P.G College Haldwani

## SYLLABUS PREPARATION COMMITTEE

S.N.	Name	Designation	Department	Affiliation
1	Dr. Soni Tamta	Assistant Professor	Department of Education	M.B. Govt. P.G College, Haldwani Kumaun University, Nainital
2	Dr. Rohit Kumar Kandpal	Assistant Professor	Department of Education	M.B. Govt. P.G College, Haldwani, Kumaun University, Nainital
3.	Dr. Dinesh Jaiswal	Assistant Professor	Department of Education	M.B. Govt. P.G College, Haldwani, Kumaun University, Nainital
4.	Dr. Manisha Nariyal	Assistant Professor	Department of Education	M.B. Govt. P.G College, Haldwani, Kumaun University, Nainital
5.	Dr. Mamta Adhikari	Assistant Professor	Department of Education	M.B. Govt. P.G College, Haldwani, Kumaun University, Nainital
6.	Dr. Gaurvandra Dev Arya	Assistant Professor	Department of Education	M.B. Govt. P.G College, Haldwani Kumaun University, Nainital
7.	Dr. Sanjay Sunal	Assistant Professor	Department of Education	M.B. Govt. P.G College, Haldwani Kumaun University, Nainital

## **SKILL ENHANCEMENT COURSE (SEC)**

### **DEPARTMENT OF EDUCATION**

#### **SKILL ENHANCEMENT COURSE (SEC) PREPARED FOR THE POOL OF COURSES**

	<b>Paper Title</b>	<b>Theory/Practical</b>	<b>Credits</b>
<b>SKILL ENHANCEMENT COURSE(SEC 1)</b>	<b>Computer In Education</b>	<b>Theory</b>	<b>2</b>
<b>SKILL ENHANCEMENT COURSE(SEC 2)</b>	<b>Leadership and Personality Development</b>	<b>Theory</b>	<b>2</b>
<b>SKILL ENHANCEMENT COURSE(SEC 3)</b>	<b>Digital Education</b>	<b>Theory</b>	<b>2</b>
<b>SKILL ENHANCEMENT COURSE(SEC 4)</b>	<b>ICT in Education</b>	<b>Theory</b>	<b>2</b>
<b>SKILL ENHANCEMENT COURSE(SEC 5)</b>	<b>Artificial Intelligence and Education</b>	<b>Theory</b>	<b>2</b>
<b>SKILL ENHANCEMENT COURSE(SEC 6)</b>	<b>Data Interpretation and Statistical Analysis</b>	<b>Theory</b>	<b>2</b>

#### **VALUE ADDITION COURSE (VAC) PREPARED FOR THE POOL OF COURSES**

<b>Course</b>	<b>Paper Title</b>	<b>Theory/ Practical</b>	<b>Credits</b>
<b>Value Addition Course (VAC)</b>	<b>Morale Education</b>	<b>Theory/Practical</b>	<b>2</b>

#### **Abbreviations-**

**SEC- Skill Enhancement Course; VAC-Value Addition Course**

## Department of Education

### Undergraduate Certificate in Education

#### SEMESTER 1

No. of Hours: 30

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course(if any)
		Lecture	Tutorial	Practical/Practice		
SEC 1: Computer in Education	2	2	0	0	(Passed class 12 <sup>th</sup> ) Open to all	Nil

#### Learning Objectives:

- On completion of the course, learners will be able to :
- Understand the basic applications of computers in education and daily life.
- Define computing, data, and information and explain their significance in digital systems.
- Select, Open, save, Edit, and close documents efficiently.
- Apply different page design and layout options for professional document formatting.
- Create and interpret charts and graphs (bar charts, pie charts, histograms, and polygraphs).
- Perform data tabulation for organizing and analyzing data effectively.

Unit	Topics	No. of Hours
Unit	Introduction to Computers in Education: Basic Applications of Computer; Components of Computer System, Central Processing Unit (CPU), VDU, Keyboard and Mouse, Other input/output Devices, Computer Memory, Concepts of Hardware and Software; Concept of Computing, Data and Information;	15
Unit I	Introduction to MS WORD: saving, closing, Opening an existing document, Selecting text, Editing text, Finding and replacing text, printing documents, Page Design and Layout. Editing and Profiling Tools: Checking and correcting spellings. Handling Graphics, Creating Tables and Charts, Document Templates and Wizards. Introduction to MS EXCEL: Introduction to EXCEL, Sort and filter data with Excel, Create effective charts to present data, tabulation of data, construction of Graph, Histogram, Polygraph and Pie chart	15

#### Recommended Readings:

1. Computer Fundamentals" – P.K. Sinha & Priti Sinha
2. "Mastering MS Office (Word, Excel, PowerPoint)" – Bittu Kumar
3. Information & Communication Technology (ICT) in Education by Dr. Vanaja M, Dr. S Rajasekar, Dr. S. Arulsamy.
4. Digital India: Understanding Information, Communication and Social Change by Prad

**Suggested Continuous Evaluation Methods:**, formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose.

**Suggested equivalent online courses:** On Swayam, [Vidyamitra.inflibnet.ac.in](http://Vidyamitra.inflibnet.ac.in), [study-online.com](http://study-online.com), [epg-pathshala, egyankosh.ac.in](http://epg-pathshala.egyankosh.ac.in)

**Examination:** Subject to University' directions.

**Department of Education****SEMESTER 2****Undergraduate Certificate in Education****SKILL ENHANCEMENT COURSE (SEC 2) – Leadership and Personality****No. of Hours-30****CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course(if any)
		Lecture	Tutorial	Practical/Practice		
<b>SEC 2: Leadership and Personality</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>Passed class 12<sup>th</sup> (Open to all)</b>	<b>Nil</b>

**Learning Objectives:**

The course aims to offer an integrated approach to understand the concepts and applications of leadership and personality skills.

**Learning Outcomes:**

After the completion of this course, the learner will be able to:

1. Develop understanding of the concepts and principles of basic psychological skills
2. Apply techniques and methods to enhance productivity and time management
3. Develop critical thinking skill
4. Organize human resources with improved leadership qualities.

Unit	Topic	No. of Hours
<b>Unit I</b>	Leadership: Definition and meaning, Importance, Leadership and Management, Leader vs Manager, Essential qualities of an effective leader	15
<b>Unit II</b>	Theories of Leadership: Trait theory, Behavioral theories, Types of Leaders, Leadership styles: Traditional, Transactional, Transformational, Inspirational and servant leadership and Emerging issues in leadership: Emotional Intelligence and leadership. Trust as a factor, Gender and Leadership	15

**Suggested Reading:**

- Bast, F. (2016). Crux of time management for students. Available at: <https://www.ias.ac.in/article/fulltext/reso/021/01/0071-0088>
- Cialdini, R.B. (2001). Influence: The Psychology of Persuasion, Revised Edition. Harper Collis.
- Green, C.J. (2015). Leadership and soft skills for students: Empowered to succeed in High School, College and beyond. Dog Ear Publishing.
- Velayudhan, A. and Amudhadevi, N. V. (2012). Personality Development for College Students. LAP Lambert Academic Publishing.

**Suggested Continuous Evaluation Methods:** formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose.  
**Suggested equivalent online courses:** On Swayam, [Vidyamitra.inflibnet.ac.in](http://Vidyamitra.inflibnet.ac.in), [study-online.com](http://study-online.com), e-pg-pathshala, [egyankosh.ac.in](http://egyankosh.ac.in)

**Note:**

**Examination:** Subject to University' directions.



## Undergraduate Diploma in Education

Department of Education

SEMESTER 3

### SKILL ENHANCEMENT COURSE (SEC 3) – Digital Education

No. of Hours-30

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course(if any)
		Lecture	Tutorial	Practical/Practice		
SEC 3: Digital Education	2	2	0	0	Passed Undergraduate Certificate in Education (Open to all)	Nil

#### Learning Objectives:

1. Digital Education is a technique or method of learning which involves technology and digital devices.
2. This is a new and broad technical sphere which shall help any student attain knowledge and gain information from any corner across the country.

#### Learning Outcomes: On successful completion of this course the students will be able to:

1. Identify, describe, and apply emerging technologies in teaching and learning environments.
2. Demonstrate knowledge, attitudes, and skills of digital age work and learning.
3. Plan, design, and assess effective learning environments and experiences.
4. Implement curriculum methods and strategies that use technology to maximize student learning.

Unit	Topic	No. of Hours
Unit I	Introduction to Digital Education: Meaning & Evolution of Digital Systems. Role & Significance of Digital Technology, Offline Vs. Online education, Digital Education: advantages and disadvantage	15
Unit II	Challenges with Digital Education in India: Digital Device, Language Barrier, CWSN (Children with special need), Lack of training and Communication, Health issues. Digital Education Tools: Information & Communication Technology & Tools, Interactive tools- Microsoft Teams, Google Classroom, LinkedIn, ZOOM etc. Creative Tools - Google Forms, Google Slides, Google Spreadsheets, Google Drive, YouTube Channel ; Google scholar, SABD, Platformization.etc.)	15

#### Recommended Readings:

1. E-Governance in India: Initiatives and issues by R.P. Sinha
2. Information & Communication Technology (ICT) in Education by Dr. Vanaja M, Dr. S Rajasekar, Dr. S. Arulsamy.
3. Digital India: Understanding Information, Communication and Social Change by Pradhan

**Suggested Continuous Evaluation Methods:**, formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose. **Suggested equivalent online courses: On Swayam, Vidyamitra.inflibnet.ac.in, study-online.com, epg-pathshala, egyankosh.ac.in**

**Examination: Subject to University' direction.**

## Undergraduate Diploma in Education

### Department of Education

#### SEMESTER 4

#### SKILL ENHANCEMENT COURSE (SEC 4) – ICT in Education

No. of Hours-30

#### CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course(if any)
		Lecture	Tutorial	Practical/Practice		
SEC 4: ICT in Education	2	2	0	0	Passed Undergraduate Certificate in Education (Open to all)	Nil

#### Learning Objectives:

On completion of the course, learners will be able to :

- Understand the role and significance of ICT in education.  
Use various ICT tools and platforms for effective teaching and learning.
- Utilize E-Learning materials, videos, and interactive content for self-paced learning.
- Define Digital Libraries and Repositories and their role in education.

Unit	Topics	No. of Hours
Unit	Introduction to ICT in Education: Meaning and characteristics of ICT: and its role in teaching learning process, Advantages and Challenges of ICT in Education, Evolution of ICT in Education: From Traditional to Digital Learning, Government Policies on ICT in Education	15
Unit I	New Trends in ICT: Virtual and Smart Classroom; Online Learning Resources : , E-Learning, Websites, MOOCS (SWAYAM, NPTEL), Digital Libraries and Repositories: National Digital Library of India (NDLI), World Digital Library, Shodhgangotri, Shodhganga (Indian Research Repository)	15

#### Recommended Readings:

1. "Information and Communication Technology in Education" – S. K. Mangal & Uma Mangal
2. Integrating ICT in Teaching-Learning" – R. L. Sharma
3. "E-Resources in Education" – Dr. Ramesh Sharma
4. Technology for Teaching and Learning" – M. Kumar & V. Srivastava

**Suggested Continuous Evaluation Methods:**, formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose.

**Suggested equivalent online courses:** On Swayam, [Vidyamitra.inflibnet.ac.in](http://Vidyamitra.inflibnet.ac.in), [study-online.com](http://study-online.com), [epg-pathshala](http://epg-pathshala), [egyankosh.ac.in](http://egyankosh.ac.in)

**Department of Education**  
**Bachelor of Arts in Education**  
**SEMESTER 5**

**SKILL ENHANCEMENT COURSE (SEC 5) – Artificial Intelligence and Education**

No. of Hours-30

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course(if any)
		Lecture	Tutorial	Practical/Practice		
<b>SEC 4: Artificial Intelligence and Education</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>Open to all</b>	<b>Nil</b>

**Learning Outcomes:**

By the end of the course, students will:

- Define and explain the meaning and scope of Artificial Intelligence (AI).
- Analyze how AI is transforming education through adaptive learning, personalized learning, and automation.
- Discuss the role of human teachers in an AI-driven education system.

Unit	Topic	No. of Hours
<b>Unit I</b>	Introduction to Artificial Intelligence: Meaning and Definition of Artificial Intelligence, AI in everyday life and Education	15
<b>Unit II</b>	<b>Components of AI</b> , Role of AI in improving Learning, Challenges in using AI in Education Future Trends in AI and Education: How AI is reshaping the role of teachers and students: Challenges in using AI in Education	15

**Suggested Reading:.**

1. Artificial Intelligence in Education: A Practical Guide" by A. K. Sharma
2. AI for Education" by S. K. Sinha
3. Digital Learning in India: Current Trends and Future Prospects" by Shivendra Kumar & Shubham Yadav
4. AI and Education: The Importance of Teacher and Student Relationship" by D. C. Mishra

**Suggested Continuous Evaluation Methods:** formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose.

**Suggested equivalent online courses:** On Swayam, Vidyamitra.inflibnet.ac.in, study-online.com, e-pg-pathshala, egyankosh.ac.in

**Note: Examination: Subject to University' directions**

**Department of Education**  
**Bachelor of Arts in Education**  
**SEMESTER 6**

**SKILL ENHANCEMENT COURSE (SEC 6) – Data Interpretation and Statistical Analysis**  
**SKILL ENHANCEMENT COURSE (SEC 1) – Computer in Education**

No. of Hours-30

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course(if any)
		Lecture	Tutorial	Practical/Practice		
<b>SEC 5: Data Interpretation and Statistical Analysis</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>Open to all</b>	<b>Nil</b>

**Learning Objectives:**

- On completion of the course, learners will be able to :
- Define and explain the importance of data interpretation in decision-making and research
- Identify and apply different data collection methods
- Present data effectively using charts, graphs, and tables
- Compute and analyze measures of central tendency
- Apply statistical techniques to real-life case studies in education, business, and social sciences.

Unit	Topics	No. of Hours
<b>Unit</b>	Introduction to Data Interpretation and Statistics: Definition and importance of data interpretation, Role of statistics in decision-making and research, Types of data: Quantitative vs. Qualitative Data and Primary vs. Secondary Data Levels of Measurement: Nominal, Ordinal, Interval, Ratio Data Collection and organization: Methods of data collection: Surveys, Interviews, Observations, Online data sources Organizing data: Classification and tabulation	<b>15</b>
<b>Unit I</b>	Graphical Representation of Data: Tables, Charts, Graphs, Bar Graphs, Line Graphs, Pie Charts, Data distribution and trends interpretation Measures of Central Tendency and Variability: Mean, Median, Mode , Standard Deviation, t-test – Computation and applications	<b>15</b>

**Recommended Readings:**

1. **Educational Research: An Introduction** – M.L. Koul
2. **Fundamentals of Statistics"** – S.C. Gupta & V.K. Kapoor (Sultan Chand & Sons)
3. **Statistical Methods"** – S.P. Gupta (Sultan Chand & Sons)

**Suggested Continuous Evaluation Methods:**, formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose.

**Suggested equivalent online courses:** On Swayam, Vidyamitra. [inflibnet.ac.in](http://inflibnet.ac.in), [study-online.com](http://study-online.com), [epg-pathshala](http://epg-pathshala), [egyankosh.ac.in](http://egyankosh.ac.in)

**Examination:** Subject to University

**VALUE ADDITION COURSE (VAC)**

**DEPARTMENT OF EDUCATION**



Department of Education

**VALUE ADDITION COURSE (VAC)- Morale Education**

No. of Hours-30

**CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITES OF THE COURSE**

Course Title	Credits	Credit distribution of the Course			Eligibility criteria	Pre-requisite of the course(if any)
		Lecture	Tutorial	Practical/Practice		
<b>VAC: Morale Education</b>	<b>2</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>Open to all</b>	<b>Nil</b>

**Learning Objectives:**

- To Build Character
- To Install Ethical Outlook among Students
- Foster Community
- Endear Culture among students and enable them to value the wealth of culture available across the world.

**Learning Outcomes:**

- Enabling youth to grow into productive, contributing members of their communities, and anchors of the nation's sustainable development.
- Equipping youth with the skills they need to become a generation of responsible and resilient people, who know their rights and responsibilities

Unit	Topic	No. of Hours
<b>Unit I</b>	Introduction <ul style="list-style-type: none"> <li>• What is Moral Education Need content and purpose</li> <li>• Vedic values</li> <li>• Character building</li> </ul>	15
<b>Unit II</b>	The Self and You <ul style="list-style-type: none"> <li>• Understanding the Self-Self awareness, fighting the five evils (lust, anger. UN attachment, ego and greed), Self growth.</li> <li>• Personal ethics</li> <li>• Aspiration v/s ambition, self- seeking v/s selflessness</li> <li>• Self Discipline</li> </ul>	15

**Suggested Reading:-**

- Allport, G.W., Vernon, P.E., and Lindzey, G. (1970) study of values, Boston: Houghton Mifflin.
- Central Board of Secondary Education (1997), Value Education: A Handbook for Teachers, Delhi: Central Board of Secondary Education.
- Charles, E.A. (2000) (ed), Value Education: A Manual for Teachers, Mumbai: St. Xavier's Institute of Education Society.
- Delors, J. (1996), Learning: The Treasure within- Report of the International Commission on Education for the Twenty-First Century, Paris: UNESCO.
- Eighty-first Report on Value Based Education (1999), Department Related Parliamentary Standing Committee on Human Resources Development, New Delhi: Rajya Sabha Secretariat.
- Havighurst, R.J. (1953), Human Development and Education, New York: Longman's Green and Co.
- Karan Singh (1996) Education for global society, in Delors, J., Learning: The Treasure Within, Paris: UNESCO.
- Kohlberg, L. (1969), Stage and sequence, in D.A. Goslin (ed) Handbook of Socialization Theory and Research, Chicago: Rand Mc Nally.
- Konopka, G. (1973), Formation of Values in the Developing person, American journal of Orthopsychiatry, 43(1), 86-96

**Suggested Continuous Evaluation Methods:** formative assessment can and should be used extensively. Oral presentations, peer interviews, and group tasks can be used for this purpose.

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**Note:**

**Examination:** Subject to University' directions.