

# **NATIONAL EDUCATION POLICY-2020**

**Sri Dev Suman Uttarakhand University,  
Badshahithaul, Tehri Garhwal  
(Uttarakhand)**

**Syllabus for all  
Colleges Affiliated to Sri Dev Suman  
Uttarakhand University for  
First Three Years of Degree Course of  
Higher Education**

**UG - SYLLABUS ON EDUCATION**

**From the Session 2022-23**



**SRI DEV SUMAN UTTARAKHAND UNIVERSITY**

**Curriculum prepared by Dr. Atal Bihari Tripathy**

## Curriculum Design Committee, Uttarakhand

Sr.No.	Name & Designation
1.	Prof. N.K. Joshi Vice-Chancellor, Kumaun University Nainital Chairman
2.	Prof. O.P.S. Negi Vice-Chancellor, Uttarakhand Open University Member
3.	Prof. P. P. Dhyan Vice-Chancellor, Sri Dev Suman Uttarakhand University Member
4.	Prof. N.S. Bhandari Vice-Chancellor, Soban Singh Jeena University Almora Member
5.	Prof. Surekha Dangwal Vice-Chancellor, Doon University, Dehradun Member
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## Expert Committee

S.N.	Name	Designation	Department	Affiliation
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3.	Dr Hemant Kumar Binwal (Online)	Assistant Professor	Department of Education	S.S.J University, Almora
4.	Dr. Gorav Kumar (Online)	Assistant Professor	Department of Education	S.S.J University, Almora
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## Syllabus Preparation Committee

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**List of all Papers in Six Semester  
Semester-wise Titles of the Papers in Education**

Year	Sem	Course Code	Paper Title	Theory/ Practical	Credits
<b>Certificate Course in FUNDAMENTAL EDUCATION</b>					
<b>FIRST YEAR</b>	I	EDU-101T	Education and society	Theory	4
		EDU-102P	Value/ Environmental awareness/ Motivation scale and test	Practical	2
	II	EDU-201T	Philosophical foundations of Education	Theory	4
		EDU-202P	Learning/ mental fatigue/ ability Scale & test	Practical	2
<b>Diploma in PERSPECTIVE OF EDUCATION</b>					
<b>SECOND YEAR</b>	III	EDU-301T	Development of Indian Education System	Theory	4
		EDU-302P	Aptitude / Attitude / creativity Scale & test	Practical	2
	IV	EDU-401T	New Trends In Education	Theory	4
		EDU-402P	Level of educational aspiration/ Adjustment / Mental health Scale & test	Practical	2
<b>Bachelor of Arts in EDUCATION</b>					
<b>THIRD YEAR</b>	V	EDU-501T	Psychological Foundations of Education	Theory	4
		EDU-502T	Teacher Education	Theory	4
		EDU-503P	Psychological tool Administration anxiety/ stress scale and test	Practical	2
		EDU-504PR	Regulatory bodies of education in India	Project	4
	VI	EDU-601T	Basic concept of Educational Research and Statistics	Theory	4
		EDU-602T	Educational Administration and Management	Theory	4
		EDU-603P	Intelligence /Personality/ Achievement test	Practical	2
		EDU-604PR	Educational Guidance and counseling	Project	4

### Subject prerequisites:

- ❖ Subject prerequisites: To study this subject, a student must have had the subject(s) in class 12<sup>th</sup> and Open to all.

### COURSE INTRODUCTION

- ❖ Under the new Education policy, the course has been implemented for U.G level students. Department of EDUCATION will offer various course / papers during six semesters. In the first, second, third and fourth semester, the students will be offered one-one compulsory THEORY paper (each of 4 credits: total 16 credits).
- ❖ A PRACTICAL course based on the theory papers (each semester 2 credits; total 8 credits).
- ❖ One minor ELECTIVE course to be done either in First or second semester and one minor elective course to be done either in third or fourth semester (each of 4/5/6credits).
- ❖ Vocational course will also be done in first, second, third and fourth semester (each of 3 credits).
- ❖ During the fifth and Sixth semester, the students will have to go through two discipline specific core in theory paper (each of 4 credits; total 8+8=16 credits) and one Practical paper (each of 2 credits; total 2+2=4 credits).
- ❖ Apart from this co-curricular course is must in each semester. The major research project is compulsory in fifth and sixth semester separately. (Each of 4 credits)

### **Programme outcomes (POs) :**

<b>PO 1</b>	<ul style="list-style-type: none"><li>• This course will provide students the basic concept of Education</li><li>• The student will be able to understand relation between education and society.</li><li>• The student will be able to analyse Indian and western philosophy.</li></ul>
<b>PO 2</b>	<ul style="list-style-type: none"><li>• The student will be able to understand new trends and importance of ICT.</li><li>• The student will be able to explain the importance of human rights, environment in our life.</li><li>• The student will be able to explain the importance of values, mental health and hygiene.</li></ul>
<b>PO 3</b>	<ul style="list-style-type: none"><li>• Students will be able to understand interdisciplinary nature of the subject.</li><li>• Program will be helpful in conceptualization and synthesis of knowledge of life skill and sustainable education.</li></ul>
<b>PO 4</b>	<ul style="list-style-type: none"><li>• Program will be helpful in conceptualization and synthesis of knowledge of Educational aspects in relation to: Human Development- Human Behavior, Teaching Learning, Measurement and Evaluation, Society and Nation.</li></ul>
<b>PO 5</b>	<ul style="list-style-type: none"><li>• The student will be able to understand importance of research and statistics in education.</li></ul>
<b>PO 6</b>	<ul style="list-style-type: none"><li>• The student will be able to analyse administration and management in education.</li><li>• The student will be able to explain the glorious history of education.</li></ul>

**Programme specific outcomes (PSOs) :**  
**UG I Year / Certificate Course in FUNDAMENTAL EDUCATION**

1. This course provides the basic ideas and concepts of education and role of society in education.
2. This course has attempted to introduce students the philosophical basis of education, explaining how the Constitutional system of the nation contribute in the field of education
3. This course intends to clarify the educational aims and functions.
4. This course will help students to understand the contribution of great western and Indian philosopher in education.
5. This course introduces the challenges faced by Indian Education and initiates a critical analysis of concerns and solutions towards better education.
6. Program will be helpful in conceptualization and synthesis of knowledge of life skill and sustainable education.
7. The student will able to explain the importance of values, mental health and hygiene.

**Programme specific outcomes (PSOs) :**  
**UG II Year/ Diploma in PERSPECTIVES OF EDUCATION**

- A. The course aims to acquaint students with characteristic features of ancient, medieval and British education system and educational commissions set up from time to time.
- B. The student will able to explain the glorious history of education.
- C. This course will help students to understand constitutional values and provisions for education and their rights.
- D. This course provides the basic ideas and concepts of human right and environmental education.
- E. This course introduces the students about concept of New Trends in Education and importance of ICT.
- F. It explores the process of development and learning Through ICT.
- G. The students will be able to check different aspects of psychological parameter which are important for education through the tests and scales.

**Programme specific outcomes (PSOs) :**  
**UG III Year / Bachelor of Arts in EDUCATION**

- This Course enables the students to understand basic concept of psychological foundations of education and teacher education.
- This course consists of the knowledge of history of teacher education and various types of teacher education programmes in India.
- This program will be helpful in conceptualization and synthesis of knowledge of Educational aspects in relation to: Human Development- Human Behavior, Teaching Learning process.
- The programme will be helpful to know the major theories, concepts and mechanism which explain human behavior or various psychological phenomena.
- This course will enhance ability of students to interpret the design and conduct of basic research in education.
- This course provides the assessment and evaluation techniques used in Education by psychological tools.
- This course enables the students to understand concepts and needs of statistics in education.
- This course consists of the knowledge of Educational Administration and Management in schools.
- It will develop an insight about the organizational and administrative structure of Education.
- This course discusses about the various governing/regulatory bodies of the Indian Education System.
- The student will able to understand importance of research and statistics in education.
- This Program will be helpful for students to understand MS Office and able to interpret /present research data diagrammatically or graphically with the help of computer.
- This course enables the students to understand concepts, needs and importance of Guidance and Counseling in our life.

<b>PSO 1</b>	<ul style="list-style-type: none"> <li>➤ The student will be able to understand the concept of psychological foundations of education.</li> <li>➤ To know the different psychological major theories of learning, intelligence and personality.</li> <li>➤ Students will be able to conceptualize the knowledge of Educational aspects in relation to human development.</li> </ul>
<b>PSO2</b>	<ul style="list-style-type: none"> <li>➤ The student will be able to understand the concept and need of teacher education.</li> <li>➤ The student will understand history of teacher education and various types of teacher education programme in India.</li> </ul>
<b>PSO 3</b>	<ul style="list-style-type: none"> <li>➤ The student will enhance ability to interpret design and conduct basic psychological research.</li> <li>➤ The student will be able to understand importance of research and statistics in education.</li> <li>➤ This course enables the students to apply statistics in research work in education.</li> </ul>
<b>PSO 4</b>	<ul style="list-style-type: none"> <li>➤ The students will be able to explain the concept and needs of Administration and Management in Education.</li> <li>➤ It will develop an insight about the organizational and Administrative structure of education.</li> <li>➤ The students will understand types of educational planning.</li> </ul>
<b>PSO 5</b>	<ul style="list-style-type: none"> <li>➤ This paper enables understanding about the various governing/regulatory bodies of the Indian Education System.</li> <li>➤ The student will be able to conduct the assessment and evaluation techniques used in Education with the help of psychological tools.</li> </ul>
<b>PSO 6</b>	<ul style="list-style-type: none"> <li>➤ The students will be able to understand computer programme MS Office and be able to interpret /present research data diagrammatically or graphically with the help of MS Office.</li> <li>➤ This course enables the students to understand concepts, needs and importance of Guidance and Counseling in our life.</li> <li>➤ The students will be able to analyze difference between Guidance and Counseling.</li> </ul>



**LIST OF ALL PAPERS IN ALL SIX SEMESTERS.**  
**COURSE INTRODUCTION**

Year	Sem	Course I (Theory)	Credits	Course II (Theory/Practical)	Credits	Course III (Theory/Practical)	Credits	Research Project	Credits	Total Credit
1 year	I sem	Education and society	4	Value/ Environmental awareness/ Motivation scale and test	2	Nil	Nil	Nil	Nil	6
	II sem	Philosophical foundations of Education	4	Learning/ mental fatigue/ ability Scale & test	2	Nil	Nil	Nil	Nil	6
2 year	III sem	Development of Indian Education System	4	Aptitude / Attitude / creativity Scale & test	2	Nil	Nil	Nil	Nil	6
	IV sem	New Trends In Education	4	Level of aspiration/ Adjustment / Mental health Scale & test (P) Teacher	2	Nil	Nil	Nil	Nil	6
3 year	V sem	Psychological Foundations of Education	4	Education (T)	4	Administration and interpretation of a psychological tool. Anxiety / stress Scale & Test (P)	2	Project Regulatory bodies of education in India	4	14
	VI sem	Basic concept of Educational Research and Statistics	4	Educational Administration and Management (T)	4	Intelligence /Personality / Achievement test (P)	2	Project Educational Guidance and counselling	4	14

Programme/Class: Certificate		Year: First	Semester: First
Subject: Education			
Course Code = EDU-101T		Course Title: Education and Society	
Course learning outcomes: On completion of this course, learners will be able to:			
<ol style="list-style-type: none"> <li>1. To understand the meaning, nature, features &amp; different branches of Indian Society.</li> <li>2. Illustrate the meaning and nature of Education.</li> <li>3. Compare how Education &amp; Sociology are related to each other.</li> <li>4. To understand meaning, nature, and scope of educational sociology.</li> <li>5. Discuss the education as a social process.</li> </ol>			
<b>Credits:4</b>		<b>Core Compulsory</b>	
<b>Max. Marks: 25+75=100</b>		<b>Min. Passing Marks: 8+24=33</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): L-4/w</b>			
Unit	Topics	No. of Lectures	
I	EDUCATION: NATURE AND AIMS <ol style="list-style-type: none"> <li>1. Education: its meaning, nature, scope</li> <li>2. Education as a social process and as a discipline</li> <li>3. Functions and Aims of education</li> </ol>	16	
II	AGENCIES OF EDUCATION <ol style="list-style-type: none"> <li>1. Meaning and Types of Agencies of education</li> <li>2. Formal,</li> <li>3. Informal</li> <li>4. Non formal.</li> </ol>	12	
III	EDUCATION AND SOCIOLOGY <ol style="list-style-type: none"> <li>1. Relation between sociology and education.</li> <li>2. Educational Sociology- meaning, nature, scope and limitations.</li> <li>3. Impact of sociology on education</li> </ol>	16	
IV	EDUCATION AS A SOCIAL PROCESS <ol style="list-style-type: none"> <li>1. Relation between education and society</li> <li>2. Education as a social process, social change, social stratification, social mobility</li> <li>4. Equality of educational opportunity and Equity</li> </ol>	16	
<b>Suggested Readings:</b> Dewey, J. The School and Society. Chicago, The University of Chicago Press. 1915 Durkheim, E. Education and Sociology. New York: The Free Press. 1956 Elmhirst, L.K. Rabindranath Tagore: Pioneer in Education. Delhi: Sahitya Chayan. 1994 Freire, P. Pedagogy of the Oppressed. London, Penguin Books. N.p. 1970 Kneller, G.F. Foundations of Education. London and New York, John Wiley and Sons, Inc. 1963 Kumar, K. The Political Agenda of Education: A Study of Colonialist and nationalist Ideas. New Delhi, Sage Publications. 1991 Shukla, S. and Kumar, K. Sociological Perspective in Education. New Delhi, Chanakya Publications. 1985. Maxmullar, F. The six system of Indian Philosophy, Calcutta: Susheel gupta, 1965. Cohen B: Educational Thought, London: Macmillan & co, 1969. ओड, एल० के०, शिक्षा की दार्शनिक पृष्ठभूमि, हरिहर प्रकाशन। सक्सेना, एन० आर० स्वरूप, उदीयमान भारतीय समाज में शिक्षक, मे० ड० आर० लाल० बुक डिपो।			
This course can be opted as an elective by the students of following subjects: Open to all			
Suggested Continuous Evaluation Methods: For Internal assessment (25 marks)			
Assignment/test/Quiz/Seminar/Attendance			
Course prerequisites: To study this course, a student must have had the subject in class/12 <sup>th</sup> / certificate/diploma/ open to all			
Suggested equivalent online courses: S w a y a m/ M O O C s/ NPTEL			

<b>Program/Class: Certificate/BA</b>		<b>Year: First</b>	<b>Semester: First</b>
<b>Subject: Education</b>			
<b>Course Code = EDU-102P</b>		<b>Course Title: Value/Environmental awareness / Motivation scale and test</b>	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. The student will be able to understand and implement the psychological tools.</li> </ol>			
<b>Credits: 2</b>		<b>Core Compulsory</b>	
<b>Max. Marks: 100</b>		<b>Min. Passing Marks: 33</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w</b>			
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>	
<b>I</b>	Psychological Practical (any Two) <ol style="list-style-type: none"> <li>1. Value Conflict scale/test</li> <li>2. Environmental awareness scale/test</li> <li>3. Motivation scale/test</li> <li>4. Paired Comparison Method</li> </ol>	<b>60</b>	
<p>Suggested Readings:</p> <ol style="list-style-type: none"> <li>1. Mangal, S. K. : <i>Educational Psychology</i>, New Delhi, PHI.</li> <li>2. अणु ढेगात्मक शिक्षा मनोविज्ञान श्रीवास्तव डी एन विनोद पुस्तक मंदिर आगरा</li> <li>3. अणु ढेगात्मक शिक्षा मनोविज्ञान भार्गव किके एन पी सी आगरा</li> </ol>			
This course can be opted as an elective by the students of following subjects: Open to all			
Suggested Continuous Evaluation Methods: For Internal assessment(25marks)			
Practical File/Attendance for External assessment (25marks) Viva-voce by external expert.			
Course prerequisites: To study this course, a student must have had the subject in class/12 <sup>th</sup> / certificate/diploma/ open to all			
Suggested equivalent online courses: Swayam/MOOCs/ NPTEL			

<b>Program/Class: Certificate/BA</b>		<b>Year: First</b>	<b>Semester: Second</b>
<b>Subject: Education</b>			
<b>Course Code: EDU-201T</b>		<b>Course Title: Philosophical foundations of Education</b>	
Course Learning Outcomes 1. To enable the students to understand the major Philosophies of education. 2. To recognize the specific needs and functions of education with regard to philosophy. 3. To explore the educational thoughts of Indian and Western educational thinkers.			
<b>Credits: 4</b>		<b>Core Compulsory</b>	
<b>Max. Marks: 25+75=100</b>		<b>Min. Passing Marks: 8+25=33</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w</b>			
<b>Unit</b>	<b>Topics</b>		<b>No. of Lectures</b>
<b>I</b>	PHILOSOPHY: NATURE AND FUNCTIONS 1. Philosophy-meaning and Branches 2. Relationship between philosophy and education 3. Educational Philosophy: meaning, nature and scope 4. Impact of Philosophy on Education		<b>14</b>
<b>II</b>	SCHOOLS OF PHILOSOPHY 1. Schools of philosophy – approaches and their educational implications. 2. Idealism, Naturalism and Pragmatism with special reference to aims, curriculum, teaching methods, discipline, School		<b>16</b>
<b>III</b>	EPISTEMOLOGICAL BASIS OF EDUCATION 1. Epistemological Basis of Education: Knowledge, Reason and Belief, Experience and Awareness, Values and Ideals.		<b>14</b>
<b>IV</b>	CONTRIBUTION OF PHILOSOPHERS 1. A critical study of Indian educational thinkers and their contribution. Swami Vivekananda, Mahatma Gandhi and Ravindra Nath Tagore 2. A critical study of western educational thinkers and their contribution –Rousseau, John Dewey and Plato		<b>16</b>
Suggested Readings: भटनागर, सक्सेना भारत में शिक्षा व्यवस्था का विकास । भटनागर, ए०बी० एवं मीनाक्षी .भारत में शिक्षा प्रणाली का विकास । भारत में शिक्षा व्यवस्था का विकास । भारतीय शिक्षा प्रणाली का विकास । चौबे एस० पी०, भारतीय शिक्षा का इतिहास । ओड, एल० के०, शिक्षा की दार्शनिक पृष्ठभूमि ,हरिहर प्रकाशन । सक्सेना,एन० आर० स्वरूप, उदीयमान भारतीय समाज में शिक्षक, मेरठ ,आर० लाल० बुक डिपो Altekar A. S. Education in Ancient India. Varanasi, Nandkishore & Brothers. 1963 Lal R.B. & Sharma K.K. ‘History, Development and Problems of Indian Education’, R.Lal Book Depo, Meerut, 2015. Mitra, V. Education in Ancient India. Delhi, Arya Book Depot. 1964 Ramchandran, P. & Ramkumar, V. ‘Education in India’, NBT, N, Delhi,2014. Dewey, J. The School and Society. Chicago, The University of Chicago Press. 1915 Durkheim, E. Education and Sociology. New York: The Free Press. 1956			
This course can be opted as an elective by the students of following subjects: Open for all/passed in 1 <sup>st</sup> semester			
Suggested Continuous Evaluation Methods: For Internal assessment (25 marks) Assignment / test / Quiz (MCQ) / Seminar/ Attendance			
Course prerequisites: To study this course, a student must have had the subject in class/12 <sup>th</sup> / certificate/diploma/ open to all			
Suggested equivalent online courses: Courses on Swayam / MOOCs/ NPTEL			

<b>Program/Class: Certificate/BA</b>	<b>Year: First</b>	<b>Semester: Second</b>
<b>Subject: Education</b>		
<b>Course Code: EDU-202P</b>	<b>Course Title: Learning/ mental fatigue/ ability Scale &amp; test</b>	
Course Learning Outcomes On completion of this course, learners will be able to: 01- The student will be able to understand and implement the psychological tools.		
<b>Credits: 2</b>	<b>Core Compulsory</b>	
<b>Max. Marks: 100</b>	<b>Min. Passing Marks: 33</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w</b>		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Psychological Practical (any Two) 01- Transfer of Learning scale/test 02- Mental fatigue scale/test 03- Reasoning Ability scale/test	<b>60</b>
Suggested Readings: 01- Mangal, S.K. : <i>Educational Psychology</i> , New Delhi, PHI . 02- प्रयोगात्मक शिक्षा मनोविज्ञान श्रीवास्तव डी एन विनादे पुस्तक मंदिर आगरा 03- प्रयोगात्मक शिक्षा मनोविज्ञान भार्गव व्किरे एन पी सी आगरा		
This course can be opted as an elective by the students of following subjects: Open to all/ passed in 1 <sup>st</sup> semester		
Suggested Continuous Evaluation Methods: For Internal assessment(25marks) Practical File/Attendance for External assessment (75marks) Viva-voce by external expert.		
Course prerequisites: To study this course, a student must have had the subject in class/12 <sup>th</sup> / certificate/diploma/ open to all		
Suggested equivalent online courses: Swayam/MOOCs/ NPTEL		

**BA 2<sup>nd</sup> Year Education- DIPLOMA COURSE IN PERSPECTIVES  
OF EDUCATION**

<b>Program/Class: Diploma Course</b>		<b>Year: Second</b>	<b>Semester: Third</b>
<b>Subject: Education</b>			
<b>Course Code: EDU-301T</b>		<b>Course Title: Development of Indian Education System</b>	
Course Learning Outcomes			
<ol style="list-style-type: none"> <li>To build up an understanding of the different Indian education system.</li> <li>To critically analyze the recommendations of various commissions.</li> <li>To promote sensitivity towards Indian Educational Heritage.</li> <li>To explore the importance and utility of educational heritage in present scenario of education.</li> </ol>			
<b>Credits: 4</b>		<b>Core Compulsory</b>	
<b>Max. Marks: 25+75=100</b>		<b>Min. Passing Marks: 8+25=33</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w</b>			
<b>Unit</b>	<b>Topics</b>		<b>No. of Lectures</b>
<b>I</b>	Ancient Education System <ol style="list-style-type: none"> <li>Meaning, Aims and Characteristics of - <ol style="list-style-type: none"> <li>Vedic Education system</li> <li>Buddhist Education system</li> <li>Muslim Education system</li> </ol> </li> </ol>		<b>12</b>
<b>II</b>	British Education System <ol style="list-style-type: none"> <li>Macaulay's Minute</li> <li>Wood's dispatch.</li> <li>Hunter Commission.</li> <li>Indian University Commission (1904)</li> </ol>		<b>12</b>
<b>III</b>	Indian Education Movement <ol style="list-style-type: none"> <li>Gokhale bill 1911</li> <li>Sadler Commission (Calcutta University commission, 1917</li> <li>Wardha scheme of education 1937</li> </ol>		<b>12</b>
<b>IV</b>	Post-Independence Education Commission's <ol style="list-style-type: none"> <li>Radha Krishnan commission 1948</li> <li>Mudaliyar commission 1952-53</li> <li>Kothari commission 1964-66.</li> </ol>		<b>12</b>
<b>V</b>	Modern Education System <ol style="list-style-type: none"> <li>NPE -1986</li> <li>Revised NPE 1992 &amp; POA</li> <li>National Curriculum Framework -2005</li> </ol>		<b>12</b>
Suggested Books			
<ol style="list-style-type: none"> <li>भारतीय शिक्षा का इतिहास , पाठक – त्यागी</li> <li>भारतीय शिक्षा का इतिहास , रमण बिहारी लाल</li> <li>Modern Indian Education- History, Development and Problems, J.C.Aggarwal</li> <li>Modern Indian Education and Its Proble , Suresh Bhatnagar &amp; Anamika Saxena.</li> <li>Problems of Education in India, Sharma and Sharma</li> <li>Education in Ancient India,A.S.Altakar</li> <li>Ancient Indian Education, R.K.Mukarjee</li> <li>Education in Muslim India,S.M.Jaffar</li> <li>Progress of Education in Free India,J.C.Aggarwal</li> <li>History of Indian Education, Nurullaha &amp; Naik</li> </ol>			
This course can be opted as an elective by the students of following subjects: Open to all/ passed in Certificate Course.			
Suggested Continuous Evaluation Methods: For Internal Assessment (25marks) Assignment / test / Quiz (MCQ) / Seminar/Attendance.			
Suggested equivalent online courses: Courses on Swayam / MOOCs/ NPTEL			

<b>Program/Class: Diploma Course</b>	<b>Year: Second</b>	<b>Semester: Third</b>
<b>Subject: Education</b>		
<b>Course Code: EDU-302P</b>	<b>Course Title: Aptitude / Attitude / creativity Scale &amp; test</b>	
<p>Course Learning Outcomes  On completion of this course, learners will be able to:  01- The student will be able to understand and implement the psychological tools.</p>		
<b>Credits: 2</b>	<b>Core Compulsory</b>	
<b>Max. Marks: 100</b>	<b>Min. Passing Marks: 33</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w</b>		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Psychological Practical (any Two) 01- Aptitude scale/test 02- Attitude scale/test 03- creativity test	<b>60</b>
<p>Suggested Readings:  01- Mangal, S. K. : <i>Educational Psychology</i>, New Delhi, PHI .  02- प्रयोगात्मक शिक्षा मनोविज्ञान श्रीवास्तव डी एन विनोद पुस्तक मंदिर आगरा  03- प्रयोगात्मक शिक्षा मनोविज्ञान भार्गव क्विके एन पी सी आगरा</p>		
<p>This course can be opted as an elective by the students of following subjects:  Open to all / passed in Certificate Course.</p>		
<p>Suggested Continuous Evaluation Methods: For Internal assessment(25marks)  Practical File/Attendance for External assessment (75marks) Viva-voce by external expert.</p>		
<p>Course prerequisites: To study this course, a student must have had the subject  in class/12<sup>th</sup>/ certificate/diploma/ open to all</p>		
<p>Suggested equivalent online courses: Swayam/MOOCs/ NPTEL</p>		

<b>Program/Class: Diploma Course</b>		<b>Year: Second</b>	<b>Semester: Fourth</b>
<b>Subject: Education</b>			
<b>Course Code: EDU-401T</b>		<b>Course Title: NEW TRENDS IN EDUCATION</b>	
Course Learning Outcomes: 1. To develop analytical skills to question and appraise Integration and practices at national and international levels 2. To analyze critically the effect of globalization and Vocationalization in education 3. To understand the need of distance education in present scenario 4. To understand the main Purpose of NEP			
<b>Credits: 4</b>		<b>Core Compulsory</b>	
<b>Max. Marks: 25+75=100</b>		<b>Min. Passing Marks:8+25=33</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w</b>			
<b>Unit</b>	<b>Topics</b>		<b>No. of Lectures</b>
<b>I</b>	Distance Education: Objectives and Needs 1. Distance education: its meaning, objectives, need and purpose. 2. Difference between distance education and traditional education. 3. Current trends in the field of distance learning- E learning, SWAYAM 4. Use of ICT in distance education, Blended learning, MOOCS		<b>15</b>
<b>II</b>	Education for National Integration and International Understanding 1- National Integration -- Meaning and concept, 2- International Understanding – Meaning and concept, 3- Factors of National Integration and International Understanding 4- Role of education in promoting National Integration and International Understanding		<b>15</b>
<b>III</b>	Globalization and Education 1- Globalization – Meaning, Nature and Causes 2- Impact of globalization on education 3- Vocationalization of Education and Experiential learning at Primary, Secondary, Higher Education level)		<b>15</b>
<b>IV</b>	NEW EDUCATION POLICY- 2020		<b>15</b>
Suggested Books 1- भारतीय शिक्षा का इतिहास, पाठक & त्यागी 2- भारतीय शिक्षा का इतिहास, रमण बिहारी लाल 3- Progress of Education in Free India, J.C.Aggarwal 4- Educational Technology, S.K.Mangal & Uma Mangal 5- Educational Technology -S.P.Kulsrestha 6- Essentials of Educational Technology- J.C.Aggarwal 7- Introduction to Educational Technology – S.S.Kulkarni			
This course can be opted as an elective by the students of following subjects: Open to all/ passed in Certificate Course.			
Suggested Continuous Evaluation Methods: For Internal Assessment (25marks) Assignment / test / Quiz (MCQ) / Seminar/Attendance.			
Suggested equivalent online courses: Courses on Swayam / MOOCs/ NPTEL			



<b>Program/Class: Diploma Course</b>		<b>Year: Second</b>	<b>Semester: Fourth</b>
<b>Subject: Education</b>			
<b>Course Code: EDU-402P</b>		<b>Course Title: Level of Aspiration/ Adjustment / Mental health Scale &amp; test</b>	
Course Learning Outcomes On completion of this course, learners will be able to: 01 The student will be able to understand and implement the psychological tools.			
<b>Credits: 2</b>		<b>Core Compulsory</b>	
<b>Max. Marks: 100</b>		<b>Min. Passing Marks: 33</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w</b>			
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>	
<b>I</b>	Psychological Practical (any Two) 01- Level of Aspiration scale/test 02- Adjustment Inventory 03- Mental health scale/test	<b>60</b>	
Suggested Readings: 01- Mangal, S.K. : <i>Educational Psychology</i> , New Delhi, PHI . 02- प्रयोगात्मक शिक्षा मनोविज्ञान श्रीवास्तव डी एन विनोद पुस्तक मंदिर आगरा 03- प्रयोगात्मक शिक्षा मनोविज्ञान भार्गव क्विके एन पी सी आगरा			
This course can be opted as an elective by the students of following subjects: Open to all / passed in Certificate Course.			
Suggested Continuous Evaluation Methods: For Internal assessment(25marks) Practical File/Attendance for External assessment (75marks) Viva-voce by external expert.			
Course prerequisites: To study this course, a student must have had the subject in class/12 <sup>th</sup> / certificate/diploma/ open to all			
Suggested equivalent online courses: Swayam/MOOCs/ NPTEL			

## BA 3<sup>rd</sup> Year Education- BACHLOR OF ARTS DEGREE IN EDUCATION

<b>Program/Class: Degree/BA</b>	<b>Year: Third</b>	<b>Semester: Fifth</b>
<b>Subject: Education</b>		
Course Code: EDU-501T	Course Title: Psychological Foundations of Education	
<p>Course Learning Outcomes:            On completion of this course, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. To understand the relation between Education and Psychology.</li> <li>2. To understand the learning theories and laws of learning.</li> <li>3. To explore the importance of transfer of learning.</li> <li>4. To understand the theories of intelligence and laws of learning</li> <li>5. To understand the concept of intelligence and personality</li> </ol>		
<b>Credits: 4</b>	<b>Core Compulsory</b>	
<b>Max. Marks: 25+75=100</b>	<b>Min. Passing Marks:8+25=33</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w</b>		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Educational Psychology – Nature, functions and methods 1. Psychology- Meaning, Definition 2. Educational psychology: Meaning, definition 3. Nature, scope and functions of educational psychology. 4. Relevance of Educational Psychology for a Teacher 5. Methods of Educational Psychology	<b>12</b>
<b>II</b>	Human Development and Individual difference 1. Human growth and development- Meaning and Nature 2. Difference between human growth and development 4. Individual difference: meaning & types 3. Stage of development (Infancy, Childhood, Adolescence)- Characteristics and Educational Implications	<b>16</b>
<b>III</b>	Learning – Characteristics and theories 1. Learning: meaning, definition and Characteristics. 2. Theories of learning: Classical conditioning theory, Skinner’s operant theory, 3. Thorndike’s theory of learning and Kohler’s Insight Theory 4. Transfer of Learning.	<b>16</b>
<b>IV</b>	Personality and Intelligence 1. Personality: Meaning, Definition and Nature. 2. Theories of personality: Type and Trait Theories 3. Intelligence: Meaning, Nature, Types and scope 4. Theories of intelligence and Measurement of Intelligence.	<b>16</b>
<p>Suggested Readings:</p> <ol style="list-style-type: none"> <li>1. Educational Psychology, S.P.Gupta</li> <li>2. Educational Psychology, S. K. Mangal, S. Bhatnagar &amp; A. Saxena.</li> <li>3. Advanced Educational Psychology, S.K.Mangal</li> <li>4. Educational Psychology – P.D.Pathak</li> <li>5. शिक्षा मनोविज्ञान रुचि हरीश आर्या नीलकमल प्रकाशन</li> <li>6. पाठ्य रामशकलशिक्षामनोविज्ञान,मेरठ,सूर्यपब्लिकेशन</li> <li>7. पाठक,पी.डी.शिक्षामनोविज्ञान,आगरा,विनादे पुस्तकमन्दिर।</li> <li>8. माथुर,एस.एस.शिक्षामनोविज्ञान,आगरा,विनोदपुस्तकमन्दिर।</li> </ol>		
This course can be opted as an elective by the students of following subjects: Open to all		
Suggested Continuous Evaluation Methods: For Internal assessment (25 marks) Assignment/test/Quiz/Seminar/Attendance		
Course prerequisites: To study this course, a student must have had the subject in class/12 <sup>th</sup> / certificate/diploma/ open to all		
Suggested equivalent online courses: S w a y a m/M O O C s/NPTEL		

<b>Program/Class: Degree /BA</b>	<b>Year: Third</b>	<b>Semester: Fifth</b>
<b>Subject: Education</b>		
<b>Course Code: EDU-502T</b>	<b>Course Title: Teacher Education</b>	
Course Learning Outcomes		
1- To acquaint the student with Objectives and aims of teacher education at different levels. 2- To develop an understanding of Teacher Education programmes 3- To analyze the historical background of teacher education 4- To understand Need and significance for Teacher Education at higher education Level 5- To explore the Problems in Teacher Education in India 6- To develop an understanding towards the role of different Agencies/institutions in imparting Teacher Education in India.		
<b>Credits: 4</b>	<b>Core Compulsory</b>	
<b>Max. Marks: 25+75=100</b>	<b>Min. Passing Marks:8+25=33</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w</b>		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Teacher Education – Aims and Objectives 1. Teacher Education- meaning, nature and scope. 2. Aims and objectives of Teacher Education in Elementary and Secondary levels.	<b>12</b>
<b>II</b>	Role and ethics of a teacher 1. Functions of teacher, characteristics of an ideal teacher, role of teacher in present context. 2. Definition and characteristics of teaching, teaching as a profession. Ethics of a teacher.	<b>12</b>
<b>III</b>	Development of Teacher Education 1. Development of Teacher Education in pre-independent India: Wood’s Despatch to Wood-Abbot Report 2. Development of Teacher Education in post –independence period: Recommendations of various Commissions and Committees for the development of Teacher Education.	<b>18</b>
<b>IV</b>	Agencies of Teacher Education 1. Agencies of Teacher education and their functions and responsibilities NCERT, NUEPA, SCERT, UGC, NCTE	<b>18</b>
Suggested Readings:		
1. Educational Psychology, S.P.Gupta 2. Educational Psychology, S. K. Mangal, S. Bhatnagar & A. Saxena. 3. Ram, S.: Current Issues in Teacher Education. 4. Rao, Digumurti Bhaskara. Teacher Education in India. 5. Mehta C.S. and Joshi D.C.- Principles and problems of Teacher Education. 6. Shukla R.S.- Emerging Trends in Teacher Education 7. NCTE (1998): Curriculum Framework for Quality Teacher Education. 8. NCTE (2009): National Curriculum Framework of Teacher Education. 9. अध्यापक शिक्षा : भट्टाचार्या		
This course can be opted as an elective by the students of following subjects: Open to all		
Suggested Continuous Evaluation Methods: For Internal assessment (25 marks) Assignment/test/Quiz/Seminar/Attendance		
Course prerequisites: To study this course, a student must have had the subject in class/12 <sup>th</sup> / certificate/diploma/ open to all		
Suggested equivalent online courses: S w a y a m/M O O C s/NPTEL		

<b>Program/Class: Degree /BA</b>	<b>Year: Third</b>	<b>Semester: Fifth</b>
<b>Subject: Education</b>		
<b>Course Code: EDU-503P</b>	<b>Course Title: Psychological test, Administration of anxiety/ stress scale</b>	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Use the scientific method to collect the measurable evidence related to psychological test.</li> <li>2. Administer and Analyze the steps of different Psychological Tests.</li> </ol>		
<b>Credits: 2</b>	<b>Core Compulsory</b>	
<b>Max. Marks: -100</b>	<b>Min. Passing Marks:33</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w</b>		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	01- Psychological Test: Study Habit Inventory  02- anxiety/ stress scale	60
<p>Suggested Readings:</p> <p>04- Mangal, S . K . : <i>Educational Psychology</i>, New Delhi, PHI .</p> <p>05- प्रयोगात्मक शिक्षा मनोविज्ञान श्रीवास्तव डी एन विनादे पुस्तक मंदिर आगरा</p> <p>06- प्रयोगात्मक शिक्षा मनोविज्ञान भार्गव विवेक एन पी सी आगरा</p>		
<p>This course can be opted as an elective by the students of following subjects: Open to all / passed in Diploma Course.</p>		
<p>Suggested Continuous Evaluation Methods: For Internal assessment(25marks) Practical File/Attendance for External assessment (75marks) Viva-voce by external expert.</p>		
<p>Course prerequisites: To study this course, a student must have had the subject in class/12<sup>th</sup>/ certificate/diploma/ open to all</p>		
<p>Suggested equivalent online courses: Swayam/MOOCs/ NPTEL</p>		

<b>Program/Class: Degree /BA</b>	<b>Year: Third</b>	<b>Semester: Fifth</b>
<b>Subject: Education</b>		
<b>Course Code: EDU-504PR</b>	<b>Course Title: Regulatory bodies of education in India</b>	
<p>Course Learning Outcomes  On completion of this course, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. To develop scientific understanding of Research in Education.</li> <li>2. Develop a stronger view towards research</li> <li>3. Understand basics of research</li> <li>4. Develop attitude towards research</li> <li>5. Collect and analyze data</li> </ol>		
<b>Credits: 4</b>	<b>Core Compulsory</b>	
<b>Max. Marks: - 50+50=100</b>	<b>Min. Passing Marks: 40%</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): P-4/w</b>		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
I	Regulatory Bodies of Education in India UGC, NCERT, NCTE, AICTE, NUEPA, DIET, SCERT, NIOS, etc. (To Prepare Detail Project Report on Any one Regulatory bodies of Education specially objectives, Structure, administration, management and functions)	60
<p>Note: In Final Examination report shall be examined by external and internal examiners.  Assessment: 50% external+50% internal</p>		
<p>Suggested Readings:  <i>Anastasi, A. Psychological Testing. New York, Macmillan Publishing Co.Inc. 1976</i>  <i>NCERT Curriculum and Evaluation, New Delhi, NCERT 1990</i></p> <ol style="list-style-type: none"> <li>1. शिक्षा में निर्देशन एवं परामर्श रुचि हरीश आर्या नीलकमल प्रकाशन</li> <li>2. Fundamentals of Guidance and Counselling, R. A. Sharma</li> <li>3. Guidance and Counselling. Narayan Rao</li> <li>4. Counselling and Guidance, A.K Nayak</li> <li>5. Guidance and Counselling, Asha Bhatnagar and Nirmala Gupta</li> </ol>		



<b>Program/Class: Degree /BA</b>	<b>Year: Third</b>	<b>Semester: Sixth</b>
<b>Subject: Education</b>		
<b>Course Code: EDU-601T</b>	<b>Course Title: Basic concept of Educational Research and Statistics</b>	
Course Learning Outcomes		
1- To explore the role of research in education 2- To acquire a conceptual understanding of research in education. 3- To develop a critical understanding about the Measurement and Evaluation on the basis of statistics. 4- To acquaint the students with use of statistics.		
<b>Credits: 4</b>	<b>Core Compulsory</b>	
<b>Max. Marks: 25+75=100</b>	<b>Min. Passing Marks:8+25=33</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w</b>		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Fundamentals of research 1. Research – Meaning, Definition, Characteristics. 2. Educational Research – Meaning, Objectives, Types. 3. Functions and Characteristics of Educational research. 4. Steps in educational research.	<b>15</b>
<b>II</b>	Research- variables, hypothesis and data collection 1. Meaning and types of variables, 2. Meaning, importance, characteristics and types of hypotheses 3. Sampling –Population and Sample-concept, definition and types	<b>15</b>
<b>III</b>	Fundamental of statistics 1. Statistics –meaning, definition 2. Functions of statistics 3. Need and significance of statistics in education 4. T o o l s o f Collection of Data and their uses	<b>15</b>
<b>IV</b>	A. Measures of central tendencies i. Mean ii. Median iii. Mode B. Measures of Variability i. Range ii. Quartile Deviation iii. Mean Deviation iv. Standard deviation	<b>15</b>
Suggested Readings:		
1. Statistics in Psychology and Education, Hannery E. Garnett 2. Measurement and Evaluation in Education, Bhatnagar And Bhatnagar		
This course can be opted as an elective by the students of following subjects: Open to all		
Suggested Continuous Evaluation Methods: For Internal assessment (25 marks) Assignment/test/Quiz/Seminar/Attendance		
Course prerequisites: To study this course, a student must have had the subject in class/12 <sup>th</sup> / certificate/diploma/ open to all		
Suggested equivalent online courses: S w a y a m/M O O C s/NPTEL		

<b>Program/Class: Degree /BA</b>	<b>Year: Third</b>	<b>Semester: Sixth</b>
<b>Subject: Education</b>		
<b>Course Code: EDU-602T</b>	<b>Course Title: Educational Administration and Management</b>	
<p>Course Learning Outcome</p> <p>On completion of this course, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Describe different Educational Organizations.</li> <li>2. Compare Administration, Management and Supervision.</li> <li>3. Differentiate between inspection and supervision.</li> </ol>		
<b>Credits: 4</b>	<b>Core Compulsory</b>	
<b>Max. Marks: 25+75=100</b>	<b>Min. Passing Marks:8+25=33</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): L- 4/w</b>		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Educational management <ol style="list-style-type: none"> <li>1. Meaning, Nature and Concept of Management</li> <li>2. Nature, objective and scope of educational management.</li> <li>3. Principles of Educational Management</li> <li>4. Management of various resources</li> </ol>	<b>16</b>
<b>II</b>	Meaning, Nature and Concept of Administration <ol style="list-style-type: none"> <li>1. Basic Functions of Administration.</li> <li>2. Meaning, Nature, needs and Importance of Educational Administration</li> <li>3. Functions of Educational Administration POSDCORB</li> <li>4. Role and functions of Headmaster/Teacher.</li> </ol>	<b>14</b>
<b>III</b>	Educational Planning <ol style="list-style-type: none"> <li>1. Meaning &amp; Nature of Educational Planning.</li> <li>2. Need &amp; Objectives for Educational Planning.</li> <li>3. Approaches to Educational planning               <ul style="list-style-type: none"> <li>✓ Rate of Return approach</li> <li>✓ Social Demand Approach</li> <li>✓ Man Power Approach</li> </ul> </li> <li>4. Types of Educational Planning               <ol style="list-style-type: none"> <li>a. Micro &amp; Macro</li> <li>b. Short Term &amp; Long Term</li> </ol> </li> <li>5. Historical background of Education Planning in India</li> </ol>	<b>18</b>
<b>IV</b>	Leadership in Educational Administration <ol style="list-style-type: none"> <li>1. Nature &amp; Meaning of Educational Leadership.</li> <li>2. Styles of Leadership               <ul style="list-style-type: none"> <li>✓ Autocratic</li> <li>✓ Democratic</li> <li>✓ Laissez-faire</li> </ul> </li> <li>3. Characteristics of a good educational administrator</li> <li>4. Characteristics of a good Leader</li> </ol>	<b>12</b>
<p><b>Suggested Readings:</b></p> <ol style="list-style-type: none"> <li>1. विद्यालय प्रशासन एवं संगठन, एस0पी0 सुखीजा</li> <li>2. शैक्षिक प्रशासन एवं प्रबंधन, गजेन्द्र सिंह तमर</li> <li>3. Educational Administration- Umesh Ch. Kudesia</li> <li>4. Mohilman, School Administration</li> <li>5. Mort, P.B., Principles of School Administration</li> <li>6. Mukherji, L., Problems of Administration of Education in India</li> <li>7. Mukherji, S N., Administration of Education in India</li> <li>8. Chandrakanth L.S., Educational.</li> <li>9. Kudesia Umesh chandra - Educational Administration.</li> <li>10. Bhatt K.S. - Administration of Education</li> <li>11. Hussain Syed Anwar, Administration of India</li> </ol>		
Suggested equivalent online courses: Courses on Swayam / MOOCs		
This course can be opted as an elective by the students of following subjects: Open to all		
Suggested Continuous Evaluation Methods: For Internal assessment (25 marks)		
Assignment/test/Quiz/Seminar/Attendance		



<b>Program/Class: Degree /BA</b>	<b>Year: Third</b>	<b>Semester: Sixth</b>
<b>Subject: Education</b>		
<b>Course Code: EDU-603P</b>	<b>Course Title: Intelligence /Personality/ Achievement test</b>	
Course Learning Outcomes On completion of this course, learners will be able to: 01- Use the scientific method to collect the measurable evidence related to psychological test. 02- Administer and Analyze the steps of different Psychological Tests.		
<b>Credits: 2</b>	<b>Core Compulsory</b>	
<b>Max. Marks: -100</b>	<b>Min. Passing Marks:33</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w</b>		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Psychological Practical (any Two) 01- Intelligence test 02- Personality test 03- Achievement test	<b>60</b>
Suggested Readings: 03. Mangal, S .K . : <i>Educational Psychology</i> , New Delhi, PHI . 04. प्रयोगात्मक शिक्षा मनोविज्ञान श्रीवास्तव डी एन विनादे पुस्तक मंदिर आगरा 05. प्रयोगात्मक शिक्षा मनोविज्ञान भार्गव विवेक एन पी सी आगरा		
This course can be opted as an elective by the students of following subjects: Open to all / passed in Diploma Course.		
Suggested Continuous Evaluation Methods: For Internal assessment(25marks) Practical File/Attendance for External assessment (75marks) Viva-voce by external expert.		
Course prerequisites: To study this course, a student must have had the subject in class/12 <sup>th</sup> / certificate/diploma/ open to all		
Suggested equivalent online courses: Swayam/MOOCs/ NPTEL		

<b>Program/Class: Degree /BA</b>	<b>Year: Third</b>	<b>Semester: Sixth</b>
<b>Subject: Education</b>		
<b>Course Code: EDU-604PR</b>	<b>Course Title: Educational Guidance and counselling</b>	
<p>Course Learning Outcomes  On completion of this course, learners will be able to:</p> <ol style="list-style-type: none"> <li>6. To develop scientific understanding of Research in Education.</li> <li>7. Develop a stronger view towards research</li> <li>8. Understand basics of research</li> <li>9. Develop attitude towards research</li> <li>10. Collect and analyze data</li> </ol>		
<b>Credits: 4</b>	<b>Core Compulsory</b>	
<b>Max. Marks: - 100</b>	<b>Min. Passing Marks: 40%</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): P-4/w</b>		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Educational Guidance and Counseling (To Prepare Detail Project Report Any one Vocational Or Carreer oriented Job Profile)	<b>60</b>
<p>Note: In Final Examination report shall be examined by external and internal examiners.  Assessment: 50% external+50% internal</p>		
<p>Suggested Readings:  <i>Anastasi, A. Psychological Testing. New York, Macmillan Publishing Co.Inc. 1976</i>  <i>NCERT Curriculum and Evaluation, New Delhi, NCERT 1990</i></p> <ol style="list-style-type: none"> <li>6. शिक्षा में निर्देशन एवं परामर्श, सीताराम जयसवाल</li> <li>7. शिक्षा में निर्देशन एवं परामर्श रुचि हरीश आर्या नीलकमल प्रकाशन</li> <li>8. Fundamentals of Guidance and Counselling, R. A. Sharma</li> <li>9. Guidance and Counselling, S. Narayan Rao</li> <li>10. Counselling and Guidance, A.K Nayak</li> <li>11. Guidance and Counselling, Asha Bhatnagar and Nirmala Gupta</li> </ol>		

**Co-Curricular Course compulsory in Certificate / Diploma/ Degree Courses for  
1 to 6 semesters  
Dramatically activities/ Workshop/seminar/Assignment/ Group Discussion /chart  
presentation/model (Theory or Practical Related)**

<b>Program/Class: Certificate/Diploma/BA</b>	<b>Year: First &amp; Second</b>	<b>Semester: First/Second/Third/Fourth</b>
<b>Subject: Education</b>		
Course Code EDU-104CCC EDU-204CCC EDU-304CCC EDU-404CCC EDU-505CCC EDU-605CCC	Course Title = Co-Curricular Course	
Course Learning Outcomes On completion of this course, learners will be able to: 1. The students will able to enhance their abilities and creative ideas		
<b>Credits:</b>	<b>Core Compulsory</b>	
<b>Max. Marks: -</b>	<b>Min. Passing Marks: 40%</b>	
Total No. of Lectures-Tutorials-Practical (in hours per week)		
Co-Curricular Course compulsory in Certificate, Diploma and Degree Courses for 1 to 6 semesters Dramatically activities/ Workshop/seminar/Assignment/ Group Discussion /chart presentation/model (Theory or Practical Related)		
This course can be opted as an elective by the students of following subjects: Open to all/compulsory		
Suggested Continuous Evaluation Methods: For Internal assessment Assignment/test/Quiz/Seminar/Attendance		

**Elective Courses are Optional and will be taken by student of Certificate course**  
**Either in 1<sup>st</sup> or 2<sup>nd</sup> (EL1) and 3<sup>rd</sup> or 4<sup>th</sup> (EL2)**  
**semester of same stream (or any stream Students)**

<b>Program/Class:</b> Certificate/Diploma/BA	<b>Year:</b> First & Second	<b>Semester:</b> First/Second/Third/Fourth
<b>Subject: Education</b>		
<b>Course Code</b> EDU- EL1 EDU- EL2	<b>Course Title = Elective Course</b>	
<b>Credits: 2</b>	<b>Core Compulsory/ Optional</b>	
<b>Max. Marks: -50</b>	<b>Min. Passing Marks:17</b>	
Total No. of Lectures-Tutorials-Practical (in hours per week) P-2/W		
Elective Courses is Optional taken by student of Certificate course Either in 1 <sup>st</sup> or 2 <sup>nd</sup> semester of same stream (or Taken by another stream Students)		
EDU-EL1 <b>EDUCATION FOR SUSTAINABLE DEVELOPMENT</b> (Chose either in 1 <sup>st</sup> Sem or 2 <sup>nd</sup> Sem for same stream Students)		
Elective Courses is Optional taken by student of Certificate course Either in 3 <sup>rd</sup> or 4 <sup>th</sup> semester of same stream (or Taken by another stream Students)		
EDU-EL2 <b>HUMAN RIGHT EDUCATION</b> (Chose either in 3 <sup>rd</sup> Sem or 4 <sup>th</sup> Sem same stream Students)		

<b>Program/Class:</b> <b>Certificate/BA</b>	<b>Year:</b> <b>First</b>	<b>Semester:</b> <b>First/Second</b>
<b>Subject: Education</b>		
<b>Course Code: EDU-EL1</b>	<b>Course Title: Education for Sustainable Development</b>	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. To understand Concept of sustainable development</li> <li>2. To analyze the responsibilities of government</li> <li>3. The learner will understand the important role of education and lifelong learning opportunities for all</li> <li>4. The learner will also understand education as a public good, a global common good, a fundamental human right and a basis for guaranteeing the realization of other rights.</li> <li>5. The learner will able to understand about inequality in access to and attainment of education, particularly between girls and boys and in rural areas, and about reasons for a lack of equitable access to quality education and lifelong learning opportunities</li> <li>6. The learner will understand that education can help create a more sustainable, equitable and peaceful world.</li> </ol>		
<b>Credits: 2</b>	<b>Core Compulsory/ Optional</b>	
<b>Max. Marks: -50</b>	<b>Min. Passing Marks:17</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w</b>		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	SUSTAINABLE DEVELOPMENT - CONCEPT AND NEED 1. Concept of sustainable development 2. Meaning and evolution of the concept of sustainable development 3. Characteristics and scope of sustainable development 4. Need for sustainable development 5. Role of education for sustainable development	<b>15</b>
<b>II</b>	SUSTAINABLE DEVELOPMENT – CHALLENGES AND ROLE OF GOVERNMENT 1. Goals and challenges of sustainable development 2. Challenges of sustainable development for India 3. Learning Objectives for education for sustainable development 4. Role of government agencies for sustainable development 5. Role of NGOs for sustainable development	<b>15</b>
<p>Suggested Readings:</p> <ol style="list-style-type: none"> <li>01- UNESCO. Education for Sustainable Development A Roadmap <a href="https://www.gcedclearinghouse.org/sites/default/files/resources/200782eng.pdf">https://www.gcedclearinghouse.org/sites/default/files/resources/200782eng.pdf</a></li> <li>02- UNESCO. Competencies for ESD (Education for Sustainable Development) teachers <a href="https://unece.org/fileadmin/DAM/env/esd/inf.meeting.docs/EGonInd/8mtg/CSCT%20Handbook_Extract.pdf">https://unece.org/fileadmin/DAM/env/esd/inf.meeting.docs/EGonInd/8mtg/CSCT%20Handbook_Extract.pdf</a></li> <li>03- Kumar, Dinesh. (eds.) Education for sustainable Development: Indian Perspective, Prayagraj: Sharda Pustak Bhawan. 2022</li> <li>04- UNESCO. learning for the future</li> <li>05- <a href="https://unece.org/fileadmin/DAM/env/esd/ESD_Publications/Competences_Publication.pdf">https://unece.org/fileadmin/DAM/env/esd/ESD_Publications/Competences_Publication.pdf</a></li> <li>06- कुमार,दिनेश-भारतीय परिप्रेक्ष्य में सतत विकास के लिए शिक्षा, प्रयागराज: शारदा पुस्तक भवन. 2022</li> </ol>		
This course can be opted as an elective by the students of following subjects: Open to all		
Suggested Continuous Evaluation Methods: For Internal assessment Assignment/test/Quiz/Seminar/Attendance		

<b>Program/Class:</b> Diploma/BA	<b>Year:</b> Second	<b>Semester:</b> Third /fourth
<b>Subject: Education</b>		
<b>Course Code: EDU-EL2</b>	<b>Course Title: Human Right Education</b>	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ul style="list-style-type: none"> <li>• To know the basic concept of human rights</li> <li>• To know the role of United Nations and human rights</li> <li>• To understand enforcement mechanism in India</li> <li>• To know the role of advocacy groups</li> </ul>		
<b>Credits: 2</b>	<b>Core Compulsory/ Optional</b>	
<b>Max. Marks: -50</b>	<b>Min. Passing Marks:17</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w</b>		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Human Right - Concept, Needs and Significance 1. Concept and Nature of Human Rights 2. Scope of Human Rights 3. Concept, objectives, principles of Human Rights Education 4. Needs and Significance of Human Rights Education in India	<b>15</b>
<b>II</b>	Human Right- responsible bodies 1. Universal Declaration of Human Rights (1948) by UN 2. UN and Promotion and Protection of Human Rights 3. Human Rights and Indian Constitution 4. Role of educational institutions, press, media and NGOs	<b>15</b>
<p>Suggested Readings:</p> <ol style="list-style-type: none"> <li>1. Alam, Aftab (2000), Human Rights in India: Issues and Challenges, Delhi, Raj Publication.</li> <li>2. Bajpai, Asha (2010) Child Rights in India: Law, Policy and Practice, Oxford University Press: New Delhi.</li> <li>3. Chaudhary, Dashrath (2004), Human Rights and Education, New Delhi, Rainbow Publishers Ltd. Conventions on the Rights of the child (2000), MHRD Govt of India.</li> <li>4. Gupta, Madan (2001) What will be Human Rights of students, New Delhi, Jnanada Pub.</li> <li>5. MHRD (2003), Human Rights Education, Teaching and Training, Indian Institute of Human Rights, New Delhi.</li> <li>6. NHRC (2005), Human Rights Education for beginners, New Delhi, National Human Rights Commission.</li> <li>7. Pachuari, S.K. (1995), Women and Human Rights, Delhi, . APH, Publication.</li> <li>8. Philip, Kavita (2004), Constructing Human Rights in the Age of Globalization, PHI: New Delhi.</li> </ol>		
This course can be opted as an elective by the students of following subjects: Open to all		
Suggested Continuous Evaluation Methods: For Internal assessment Assignment/test/Quiz/Seminar/Attendance		
Course prerequisites: To study this course, a student must have had the subject in class/12 <sup>th</sup> / certificate/diploma.		
Suggested equivalent online courses: Swayam/MOOCs/ NPTEL		

**Skill development Programme / Vocational Programme is taken by students  
of any stream or open to all**

<b>Program/Class: Certificate/BA</b>	<b>Year: First</b>	<b>Semester: First</b>
<b>Subject: Education</b>		
<b>Course Code: EDU-103SDP</b>	<b>Course Title: Mental Health and Hygiene</b>	
<p>Course Learning Outcomes</p> <p>On completion of this course, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Acquaint with the fundamentals and development of mental health and the characteristics of a mentally healthy person.</li> <li>2. Understand the concept and importance of mental hygiene and its relationship with mental health.</li> <li>3. Acquire knowledge about the principles, factors promoting mental health and the role of home, school, and society in maintaining proper mental health.</li> <li>4. Learn the meaning and problem of adjustment and also the different adjustment mechanisms.</li> </ol>		
<b>Credits: 3</b>	<b>Core Compulsory/ Optional</b>	
<b>Max. Marks: 25+50=75</b>	<b>Min. Passing Marks:25</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): P-3/w</b>		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Fundamentals of Mental Health 1. Mental Health – Meaning and Definitions 2. Scope of Mental Health 3. Dimensions of Mental Health 4. Need and importance of Mental Health 5. Characteristics of a mentally healthy person	<b>15</b>
<b>II</b>	Mental Hygiene – Meaning and Definitions 1. Mental Hygiene – Meaning and Definitions 2. Goals of Mental Hygiene 3. Functions of Mental Hygiene 4. Need and importance of Mental hygiene 5. Relationship between Mental health and hygiene	<b>15</b>
<b>III</b>	Education and Mental Health 1. Principles of sound Mental Health 2. Factors affecting Mental Health 3. Mental Health Hazards 4. Mental Health of Students 5. Role of Home, School and Society	<b>15</b>
<p>Suggested Readings:</p> <ol style="list-style-type: none"> <li>1. Baron, Robert. (2000). Psychology. (3rd ed.). New Delhi: Prentice Hall.</li> <li>2. Bernard, H. W. (1951). Towards Better Personal Adjustment. New York: McGraw Hill.</li> <li>3. Bhatnagar, A. and Gupta, N. (Eds). (1999). Guidance and Counselling, Vol. I: A Theoretical Perspective, New Delhi:</li> <li>4. Davar, B. (2001). Mental Health from a Gender Perspective. New Delhi: Sage.</li> <li>5. Dusek, J. B. (1991). Adolescent Development and Behaviour. New Jersey: Prentice Hall.</li> <li>6. Goode, William. (1994). The Family. (2nd ed.). New Delhi: Prentice Hall</li> <li>7. Patel, V. and Thara, R. (Ed). (2003). Meeting the Mental Health Needs of Developing Countries. New Delhi: Sage Publications</li> <li>9. Pachuari, S.K. (1995), Women and Human Rights, Delhi, . APH, Publication.</li> <li>10. Philip, Kavita (2004), Constructing Human Rights in the Age of Globalization, PHI: New Delhi.</li> </ol>		
This course can be opted as an elective by the students of following subjects: Open to all		
Suggested Continuous Evaluation Methods: For Internal assessment (25 marks) Assignment/test/Quiz/Seminar/Attendance		
Course prerequisites: To study this course, a student must have had the subject in class/12 <sup>th</sup> / certificate/diploma.		
Suggested equivalent online courses: Swayam/MOOCs/ NPTEL		

<b>Program/Class:</b> Certificate/BA	<b>Year:</b> First	<b>Semester:</b> Second
<b>Subject: Education</b>		
<b>Course Code: EDU-203SDP</b>	<b>Course Title: Life skill Education</b>	
Course Learning Outcomes On completion of this course, learners will be able to:		
<ol style="list-style-type: none"> <li>1. To Understand Meaning and Concept of Life Skills education</li> <li>2. To Classify and analysis the life skills and Training and Techniques</li> </ol>		
<b>Credits: 3</b>	<b>Core Compulsory/ Optional</b>	
<b>Max. Marks: 25+50=75</b>	<b>Min. Passing Marks:25</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): P-3/w</b>		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Life Skills- Meaning, Concept and Development <ol style="list-style-type: none"> <li>1. Concept of Life Skills</li> <li>2. Meaning and concept of life skills.</li> <li>3. Origin of life skill in education.</li> <li>4. Development of the concept of life skills.</li> </ol>	<b>15</b>
<b>II</b>	Life Skills- Classification and Problem <ol style="list-style-type: none"> <li>1. Classification of life skills</li> <li>2. Generic Life skills a) Survival skills b) Negotiating skills c) Coping skills</li> <li>3. Problem specific skills</li> <li>4. Skills for area specific development. a. Info-savvy skills b. digital age skill</li> </ol>	<b>15</b>
<b>III</b>	Life Skills- Training and Techniques <ol style="list-style-type: none"> <li>1. Training and Techniques</li> <li>2. Concept of training and techniques for life skill education</li> <li>3. Types of training</li> <li>4. Stages of life skill education</li> </ol>	<b>15</b>
Suggested Readings: <ol style="list-style-type: none"> <li>1. Life Skill Education Gaurav Mahajan Shipra Publication 2022</li> <li>2. Life Skill Education in Hindi Dr. Ruchi Harish Arya Neelkamal Prakashan</li> <li>3. Nair, M. (2005). Family Life &amp; Life Skills Education for Adolescents. Abstract, University of Southampton.</li> <li>4. Vranda, M., &amp; Rao, M. (2011). Life Skills Education for Young Adolescents and Indian Experience.</li> <li>5. UNO Document For LIFE SKILL DEVELOPMENT <a href="https://www.ugc.ac.in/e-book/SKILL%20ENG.pdf">https://www.ugc.ac.in/e-book/SKILL%20ENG.pdf</a></li> </ol>		
This course can be opted as an elective by the students of following subjects: Open to all		
Suggested Continuous Evaluation Methods: For Internal assessment (25 marks) Assignment/test/Quiz/Seminar/Attendance		
Course prerequisites: To study this course, a student must have had the subject in class/12 <sup>th</sup> / certificate/diploma.		
Suggested equivalent online courses: Swayam/MOOCs/ NPTEL		



<b>Program/Class:</b> <b>Diploma/BA</b>	<b>Year:</b> <b>Second</b>	<b>Semester:</b> <b>Third</b>
<b>Subject: Education</b>		
<b>Course Code: EDU-303SDP</b>	<b>Course Title: Environmental Studies</b>	
<p>Course Learning Outcomes On completion of this course, learners will be able to:</p> <ol style="list-style-type: none"> <li>To enable the students to understand the concept, scope and importance of environmental education.</li> <li>To enable the students to understand the programmes of environmental education at different levels of education.</li> <li>To make the students aware of environmental stressors and knowledge on disaster management education.</li> </ol>		
<b>Credits: 3</b>	<b>Core Compulsory/ Optional</b>	
<b>Max. Marks: 25+50=75</b>	<b>Min. Passing Marks:25</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): P-3/w</b>		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	Environment - Concept and Importance <ol style="list-style-type: none"> <li>Concept and Definition of Environment</li> <li>Components of the Environment and their Importance on Human Life</li> <li>Environmental Degradation and its Consequences</li> </ol>	<b>15</b>
<b>II</b>	Environmental Education- Nature and Objectives <ol style="list-style-type: none"> <li>Nature, Scope and Objectives of Environmental Education</li> <li>Importance of Environmental Education and Sustainable Development</li> <li>Environmental Education at Different Levels—Primary, Secondary and Higher</li> </ol>	<b>15</b>
<b>III</b>	Role of Agencies in Environment Protection <ol style="list-style-type: none"> <li>Role of Informal Education Agencies in Environment Protection</li> <li>Awareness and attitude change through formal education</li> <li>Role of Formal and Non-Formal education</li> <li>Role of NGO</li> </ol>	<b>15</b>
<p>Suggested Readings:</p> <ol style="list-style-type: none"> <li>NCERT, Environmental Education at school level.</li> <li>Environmental Education- Principles and Practices: Edward</li> <li>George, Martin and Turner, Environmental studies.</li> <li>Odum, E.P., Fundamental of Ecology</li> <li>James M Major, Environmental Education Objectives and Field Activities</li> <li>Harendra Chakhaiya, Periwinkle Environmental Education Part IX</li> <li>Sharma, R. A. (2008). Environmental Education Meerut, R. Lall Books Depot. 2008</li> <li>Reddy, P. K. &amp; Reddy, N. D. Environmental Education. Hyderabad: Neelkamal publications. 2001</li> <li>Sharma, B. L., &amp; Maheshwari, B. K. Education for environmental and human value. Meerut, R. Lall Books Depot. 2008</li> <li>Singh, Y. K. Teaching of environmental science, New Delhi, APH Publishing 2009</li> </ol>		
This course can be opted as an elective by the students of following subjects: Open to all		
Suggested Continuous Evaluation Methods: For Internal assessment (25 marks) Assignment/test/Quiz/Seminar/Attendance		
Course prerequisites: To study this course, a student must have had the subject in class/12 <sup>th</sup> / certificate/diploma.		
Suggested equivalent online courses: Swayam/MOOCs/ NPTEL		

<b>Program/Class: Diploma/BA</b>	<b>Year: Second</b>	<b>Semester: Fourth</b>
<b>Subject: Education</b>		
<b>Course Code: EDU-403SDP</b>	<b>Course Title: MS Office</b>	
<p>Course Learning Outcomes  On completion of this course, learners will be able to:  MS. Office course trains students how to use MS Office applications use in office work such as creating professional-quality documents; store, organize and analyze information; arithmetic operations and functions and create dynamic slide presentations with animation, narration, images, and much more, digitally and effectively</p>		
<b>Credits: 3</b>	<b>Core Compulsory</b>	
<b>Max. Marks:25+ 50=75</b>	<b>Min. Passing Marks:25</b>	
<b>Total No. of Lectures-Tutorials-Practical (in hours per week): P-2/w</b>		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lectures</b>
<b>I</b>	<p style="text-align: center;">MS WORD</p> Text Basics, Text Formatting and saving file, Working with Objects, Header & Footers, Working with bullets and numbered lists, Tables, Styles and Content, Merging Documents, Sharing and Maintaining Document, Proofing the document, Printing.	<b>5</b>
<b>II</b>	<p style="text-align: center;">MS EXCEL</p> Introduction to Excel, Formatting excel work book, Perform Calculations with Functions, Sort and Filter Data with Excel, Create Effective Charts to Present Data Visually, Analyze Data Using PivotTables and Pivot Charts, Protecting and sharing the work book, Use Macros to Automate Tasks, Proofing and Printing. Tabulation of Data, Construction of Graph, Histogram, Polygon and Pie Chart.	<b>10</b>
<b>III</b>	<p style="text-align: center;">MS POWERPOINT</p> Setting Up PowerPoint Environment, creating slides and applying themes, Working with bullets and numbering, Working with Objects, Hyperlinks and Action Buttons, Working with Movies and Sounds, Using SmartArt and Tables, Animation and Slide Transition, Using slide Master, Slide show option, Proofing and Printing	<b>5</b>
<p>Suggested Books:</p> <ol style="list-style-type: none"> <li>1. Microsoft Excel Functions &amp; Formulas by BPB Publication</li> <li>2. Microsoft Office Complete Reference by Tata McGraw Hill Publication</li> </ol>		
This course can be opted as an elective by the students of following subjects: Open to all		
Suggested Continuous Evaluation Methods: For Internal assessment (25 marks) Assignment/test/Quiz/Seminar/Attendance		
Course prerequisites: To study this course, a student must have had the subject in class/12 <sup>th</sup> / certificate/diploma.		
Suggested equivalent online courses: Swayam/MOOCs/ NPTEL		