

Course No. PSEDTC301
Title: Educational Technology

Credits: 4 **Maximum Marks: 100**
a) Minor Test-I : 20
b) Minor Test-II : 20
c) Major Test : 60

**Syllabus for the examinations to be held in Dec. 2022
to December 2024**

Learning Outcomes:

1. Students will understand the meaning, nature, scope and significance of Educational Technology and its Components in terms of Hardware and Software.
2. Students will understand the difference between Communication and Instruction so that they can develop and design a sound instructional system.
3. Students will be acquainted with the levels, strategies and models of teaching for future improvement.
4. Students will understand the programmed learning and its types.
5. Students will be acquainted with the models and trends in Educational Technology.

COURSE CONTENTS

Unit-I

Educational Technology-concept and scope Components of Educational Technology – Hardware and Software, System approach in educational technology, and its characteristics, Multi-media & Mass media approaches in educational technology, Relationship of the term teaching with other similar concepts such as conditioning, instruction, training and indoctrination.

Instructional Technology: Concept, importance and implications, difference between educational and instructional technology.

Communication and Instruction : Concept, nature, principles, modes, facilitators and barriers of communication process, classroom communication (Interaction – verbal and non-verbal)

Unit-II

Designing Instructional System – formulation, task analysis, designing of instructional strategies such as lecture, team teaching, discussion, seminar and tutorials (concept and importance).

Programmed Learning – Concept, origin, basic structure of Linear (Extrinsic) and Branching (Intrinsic) styles of programming, Various steps involved in construction of programmes.

Computer Assisted Learning (CAL) and Computer Managed Learning (CML) – Concept, process, merits and demerits.

Unit-III

Teaching Strategies - Meaning, Nature, Functions and Types the following Models of Teaching :

- Concept Attainment Model;
- Inquiry Training Model;
- Glaser's Basic Teaching Model;

Modification of teaching behaviour:

- Microteaching : Concept; importance, different teaching skills, microteaching cycle, advantages and limitations.
- Flanders Interaction analysis and Simulation: Nature, procedure, advantages and limitations.

Unit-IV

Distance Education: Concept – Different contemporary System viz., Correspondence, Distance and Open, Student Support Services, Counselling Methods in

Distance Education, Evaluation strategies in Distance Education, use of ICT in Distance Education, IGNOU an open learning system.

Emerging trends in Educational Technology – Role of Videotape, Radio-television, Tele-conferencing, CCTV, EDUSAT, e-learning, Virtual Class Room.

Composition and Role of Resource Centres for Educational Technology – CES (UGC) CIET, AVRC, EMRC, INTEL

Modes of Transaction: *Lecture-cum-discussion method*

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Upto 50%	Forty five minutes	20
Major Test (after 90 days)	Upto 100%	Three hours	60

Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

Books Recommended:

- | | | | |
|--------------------------|---|---------------------|--|
| 1. Allen, D. & Tyen, K. | Micro-Teaching, Addison-Wesley, 1969. | 6. Markle, Susan M. | Good Frames and Bad – A Grammar of Frame Writing – John Wiley and Sons, 1969. |
| 2. Chauhan, S.S. | A Text-Book of Programmed Instruction, New Delhi: Sterling Pub. Co. 1978. | 7. Pipe, Peter | Practical Programming, Holt, Rainohard & Winster, 1965 |
| 3. Flanders, Ne, A. | Analysing Teaching Behaviour, Addison-Wesley Pub. Co., 1970. | 8. Passi, B.K. | Becoming Better Teacher-Micro Teaching Mudranalyan, 1976. |
| 4. Groundlund, Norman E. | Stating Behaviour-1 Objectives for Classroom Instruction, MacMillon Co. 1970. | 9. Pandey, K.P. | A first course In Instructional Technology. Gaziabad, Amitash Prakashan, 1980. |
| 5. Mager, Robert F. | Preparing Instructional Objectives Fearon Publishers, 1965. | | |

Course No. PSEDTC302

Title: Comparative Education

Credits: 4 Maximum Marks : 100

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|----|---------------|------|
| a) | Minor Test-I | : 20 |
| b) | Minor Test-II | : 20 |
| c) | Major Test | : 60 |

Syllabus for the examinations to be held in Dec. 2022 to December 2024

Learning Outcomes:

1. Students will understand the comparative education as a discipline of education.
2. Students will be acquainted with the educational systems in terms of factors and approaches of comparative education.
3. Students will be able to assess critically the educational systems of various countries.

COURSE CONTENTS

Unit-I

Conceptual framework

- Concept and Scope of comparative Education. Difference between Comparative and International Education
- A brief on Historical Journey of Comparative Education.

- Role of UNESCO in improving the educational opportunities and facilities among the member nations
- A brief critique of the Indian educational system on comparative lines of the developed economies.

Unit-II

Approaches & Methods

Conceptual framework and features of following approaches

- (a) Philosophical
- (b) Statistical
- (c) Historical
- (d) Scientific
- (e) Global /cross cultural

A detailed review of the role of the different actors (parents, practitioners, policy makers, international educational bodies & academics) in comparative education

A review of the Quantitative and Qualitative approach to the comparative education

Unit-III

Factors & Influences

Impact of following factors on development of education on comparative perspectives :

- A (i) Economic

- (ii) Geographical
 - (iii) Political
 - (iv) Philosophical
- B**
- (i) Religious
 - (ii) Lingual
 - (iii) Socio-culture
 - (v) Scientific
 - (vi) Racial

Unit-IV

Critical study of the educational programmes in regard to .

- Primary education in UK, USA, & India.
- Secondary education in USA,UK and India
- Quality and internationalization of Higher Education in India, UK & USA
- Teacher education in USA, Germany & India
- Adult Education in Australia, Brazil and India.

Modes of Transaction: *Lecture-cum-discussion method*

Note for paper setting:

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conduct of each course on the basis of their performance as follows.

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Books Recommended:

1. Geoffery Wilford : Choice and Wquity in Education- Cassells, London.

2. Brain Holines; Comparative Education : Some considerations of method- unwin Education Book, Boston.
3. Aggarwal and Biswas : Comparative Education Arya Book Depot, Delhi.
4. Hans, Nicholas : Comparative Education Routedledge and Kagan Paul, London, 1990.
5. Human Development Report in South Asia 2000- the Gender Question OUP, 2002.
6. Public Report on basic Education in India – Probe Team OUP, 1999.
7. Govinda, R. India Education Report- NIEPA, 2002.
8. Coimparative Education Research –Approaches and Methods edt Mark Bray et.al

- ><http://www.ala.asn.au/>
- ><http://australia.gov.au/topics/education-and-training/continuing-education>
- ><http://www.edna.edu.au/edna/go/ace>
- ><http://www.steinaustralia.org/other/training.html>
- >www.rgu.ac.uk
- >www.londonexternal.ac.uk/
- >www.commopu.org
- >www.derby.ac.uk

Web References

- ><http://tntee.umu.se/publications/v2n2/pdf/12Germany.pdf>
- >http://www.sprachenzentrum.huberlin.de/studium_und_lehre/studentische_beitraege/education_in_britain_and_germany/katja1.htm
- ><http://www.gttr.ac.uk/>
- ><http://www.ph-vorarlberg.ac.at/>
- ><http://www.european-agency.org/country-information/germany/national-overview/teacher-training-basic-and-specialist-teacher-training>
- ><http://www.eric.ed.gov/PDFS/ED068775.pdf>
- ><http://www.unesco.org/en/brasilvia/resources-services/studies-and-evaluations/violence/#c38354>
- ><http://www.unesco.org/en/brasilvia/special-themes/preventing-youth-violence/youth/#c37722>

Course No. PSEDTC303

Title: Methods of Data Analysis

Credits: 4

Maximum Marks: 100

- a) **Minor Test-I : 20**
 b) **Minor Test-II : 20**
 c) **Major Test : 60**

Syllabus for the examinations to be held in Dec 2022 to Dec 2024

Learning Outcomes:

- (1) Students will understand the concepts and methods used in Statistical analysis of test scores.
- (2) Students will gain the idea about the concept of qualitative and quantitative data .
- (3) Students will understand the concept and use of Inferential and Descriptive Statistics.
- (4) Students will develop the skill for computations through statistical techniques.

COURSE CONTENTS

Unit-I

- (a) Nature of Educational Data: Quantitative and Qualitative; Descriptive and Inferential Statistics, Scales of Measurement.
- (b) Raw scores and Frequency Distribution Graphical Representation of Frequency Distribution – Polygon and Histogram – Differences between the two methods, Cumulative Frequency Curve, – Pie-Chart, ogive and smoothed frequency curve, .

Unit-II

Measures of Central Tendency – Concepts and Calculation of Mean, Median and Mode, Properties of Mean, when to employ mean, median and mode, Merits and Demerits.

Measures of Variability : Concept and Calculations of Quartile Deviation, Standard Deviation, Interpretation of standard deviation, Percentile and Percentile Rank through ogive also, Merits and Demerits.

Unit-III

Normal Distribution Curve : Characteristics of Normal Probability Curve. Meaning and uses of standard scores. Concept of skewness and Kurtosis,

- i) Determination of the percent of cases/number of scores falling within the given limits.
- ii) Determination of the limits, which include given percent of cases
- iii) Determination of raw scores from the given percent of cases.

Measures of Relationship : Concept, uses and computations of correlations by Pearson Product Moment Method and first order partial correlation.

Unit-IV

- a) Concept of levels of significance.
- b) Types of Errors (Type I and Type II error), One-tailed and Two-tailed tests.
- b) Significance of Statistics: Concept of Standard Error, Estimating Confidence Limits of Mean (Small and Large Sample).
- c) Analysis of Variance: Meaning, Assumptions and uses with computations up to one-way classification only.

Modes of Transaction: *Problem solving method*

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

Theory	Syllabus to be covered in the examination	Time allotted for the examination	% Weightage (marks)
Minor Test-I (after 30 days)	Upto 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Upto 50%	Forty five minutes	20
Major Test (after 90 days)	Upto 100%	Three hours	60

Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

Books Recommended

1. Aggarwal, Y.P (2009) Statistical Methods, Sterling Publishers Private Limited, New Delhi
2. Carter ,David Clark .(2004) Quantitative Psychological Research , Psychology Press, East Sussex, New York
3. Cohen, Louis, et.al (2011) Research methods in education, Routledge, New York
4. Garrett, Henry.E. (1981) Statistics in psychology and education, Vakils Fefferand Simons Ltd. Bombay
5. Koul, Lokesh .(2011)Methodology of Educational Research, Vikas Publishing House Pvt Ltd, New Delhi
6. Mangal ,S.K. (2007) Statistics in psychology and education, Prentice Hall Of India Pvt Ltd. New Delhi
7. Patel R.S. (2011)Statistical methods for Educational Research, Jay Publication, Ahmedabad

Course No. PSEDTE304

Title: Creativity and Education

Credits: 4

Maximum Marks: 100

- a) **Minor Test-I : 20**
 b) **Minor Test-II : 20**
 c) **Major Test : 60**

Syllabus for the examinations to be held in Dec. 2022 to December 2024.

Learning Outcomes:

1. Students will be familiarized with creativity and its aspects
2. Students will be able to differentiate between creativity and Intelligence and creativity and Personality.
3. Students will be acquainted with different procedures, measurement and development of creativity.

COURSE CONTENTS

Unit-I

Concept of creativity: Meaning, nature, dimensions of creativity, historical development: contributions of Guilford and Torrance.

Major aspects of creativity: • The creativity process; •The creative product • The creative persons; • Theories of creativity.

Unit-II

Creativity and Intelligence:

- Concept of Intelligence;
- Theories of Intelligence (Gardner and Sternberg's Theories)

- Relationship of creativity with intelligence; Creativity and Academic Achievement; Problem solving and creativity;
- Research in creativity : In India and abroad.

Unit-III

Creativity and Personality

A. i) Personality of a creative child; ii) Personality of a creative Scientist;

Stages of creative development during i) Pre-School; ii) Elementary school years; iii) After school years. Impact of heredity and environment in the development of creativity.

Unit-IV

Measuring and developing creativity

i) Tools of Measuring creative talent

ii) Techniques of developing creativity;

a) Brainstorming

b) Group discussion

c) Play way

d) Problem solving

Teaching for creativity, Role of Teacher and School in promoting creativity. Problems of creative children and their remedies.

Modes of Transaction: *Lecture-cum-discussion method*

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

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Minor Test-I (after 30 days)	Upto 25%	Forty five minutes	20
Minor Test-II (after 60 days)	Upto 50%	Forty five minutes	20
Major Test (after 90 days)	Upto 100%	Three hours	60

Note for Paper Setters (Major Test):

The question paper will contain long and short answer type questions. There will be total of eight long answer type questions (two questions from each unit with internal choice) and the candidates will be required to answer one question from each unit. Each long answer type question will carry 12 marks. Question No. 1 will be compulsory and shall have four short answer type questions (100 words per question). Short answer type questions will be from third and fourth unit (two questions from each unit). Each short answer type question will carry 03 marks. There will be nine questions in total and candidates are required to attempt five questions.

Books Recommended:

1. Getzels, J.W. Creativity and Intelligence & Jackson, P.E.
2. Gowan, J.C.; Dwes G.D. Creativity and its Educational & Torrance, E.P. Implications.
3. Kneller, G.E. The Art and Science of Creativity.
4. Mehdi, B. Creativity in Teaching and Learning (New Delhi: NCERT. 1981).
5. Mehdi, B. Towards Learning Society. (Delhi: Northern Book Depot, Ansari) Road.
6. Rather, A.R. Creativity and Drop out incidence. (Srinagar: Gulshan Publishers).
7. Sharma, K.N. Dynamics of Creativity.
8. Stein, Morris & Heinze Creativity and the Individual.
9. Torrance, E.P. Guiding Creativity Talent. 10. Vernon, E.P. (Ed) Creativity.

Course No. PSEDTE305

**Title: Information and Communication Technology
in Education**

Credits: 4

Maximum Marks : 100

- a) **Minor Test-I : 20**
- b) **Minor Test-II : 20**
- c) **Major Test : 60**
**(48 marks for theory and
12 marks for Practical)**

**Syllabus for the examinations to be held in Dec.
2022 to December 2024.**

Duration of Theory examination : 2hrs

Learning Outcomes :

1. Students will be familiarized with fundamentals of ICT.
2. Students will aware about the use of ICT in Education.
3. Students will develop the skills of computing education.
4. Students will aware about new concepts, terminologies being used in digital world..
6. Students will be able to use computers in data analysis/ processing and research in education.

Unit-I:

Weightage: 25%

Computer & Technological Development

- Concept of ICT, Importance and scope of ICT in Education, Concept of Information and Knowledge Society. A brief of various Computer languages.
- Operating System : Concept, History and Evolution of Operating System, Functions of Operating System and Classification of Operating System.
- Disruptive Technologies : Concept & its application; the use of social media & mobile apps in the integration of the pedagogy & teaching learning process. The Integration & data transfer from the You Tube Twitter & Blog (Creation, dissemination & reproduction) for the educational content . The respect for the Copy Rights & policy of plagiarism in the Googling

Unit-II:

Weightage: 25%

Use of Computers in Instruction and Research

- Introduction to the MS Office, its Anatomy and Applications.
- Concept of Multimedia, use of Multimedia in Education, Playing and organizing with media player. Editing & Formatting of the Clip Art Pictures & Videos. Use of paint facility in producing a new Content

- Concept of CAL, CAI, E-Books, E-Boards. Differences & Applications. Use of the Digital India Initiatives in Education – Concept of the SWAYAM & its utilities in NDL,NAD . Use of MOOC & creating a dummy account . Use & fill ups of Online applications

Unit-III: Weightage: 25%

Working with Computers (MS Office and its Utilities)

- MS Word : Concept of Notepad, WordPad and Word processor, Creating, Saving and Navigating a document, Mail Merge.
- MS Excel : Concept, Creating and Saving Worksheet, working with Data, and using Graphics. Use of Statistical Functions
- MS Power Point : Concept, Creating and Saving, Using Design Template to view Presentations. Running and closing Presentation on Educational themes & topics (Five PPTs).
- MS Access: Concept of DBMS, Component of Database, Creating a Database, Importing and Exporting Data files.

Unit-IV: Weightage: 25%

Networking and Internet

- Concept of a Computer Network, Classification of Network as per geographical locations, Components

of Networking, Applications of Networking. Concept of TCP/IP, IP address, DNS.

- Internet : Concept, Evolution of WWW, Features of Internet, Services. Creating and Communicating with E-mail, Web browsers. Concept of Hypertext, Hypermedia, URL, HTML, HTTP, FTP Cloud Computing – The concept & its applications in education.
- Searching the Web : Use of search engines for the research problems, Identifying the legal and ethical aspects of using information on web. Restricting the undesirable information on the Web.

Duration of Practical Examination : 1 hr.

MS Office and its applications.

Using the Commands of DOS.

- Use of accessories like Paint Brush, Media Player, Transferring and manipulating of the files. Use of Scanner, Printer.
- MS Word creating, editing and navigating the documents by switching from paint media player and creating a well formatted document.
- MS Excel creating, editing and entering the data in worksheet and using the Graphics for the results and simple statistical queries based on syllabus.
- MS PPT creating, editing and running a Power point with multimedia presentation on some Educational topics.

- MS Front Page Introduction of the front page, creating a web page on the web. Previewing & Publishing the web page on the web.

The Practical shall be conducted by an external examiner out of the approved panel. The practical shall be of 12 marks followed by viva-voce marks to be conducted by the same external examiner.

Modes of Transaction: Lecture-cum-discussion method and Demonstration

Note for paper setting:

There shall be three tests in each semester and the students shall be continuously evaluated during the conduct of each course on the basis of their performance as follows.

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Minor Test-I (after 30 days)	Upto 25%	Forty five minutes	20
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BOOKS RECOMMENDED:

1. Fundamentals of Information Technology by Alexion Leon and Mathews Leon, Vikas Publishing Pvt. Ltd.
2. Computer Fundamentals by R.K. Sinha, BPB Publication.
3. Fundamentals of Computer by V. Rajaraman, PHI Pvt. Ltd.
4. A first course in Computers by Sanjay Saxena, Vikas Publishing Pvt. Ltd.
5. The Complete Reference Office 2000 by Stephen L. Nelson.
6. Fundamentals of Information Technology by Deepak Bharihoke, Excel Books.

Course No. PSEDTE306

Title: Environmental Education

Credits: 4

Maximum Marks : 100

- a) **Minor Test-I : 20**
 b) **Minor Test-II : 20**
 c) **Major Test : 60**

Syllabus for the examinations to be held in Dec. 2022 to December 2024.

Learning Outcomes

- Students will understand the relationship between environment & humans
- Students will understand about the various measures available to conserve
- Students will understand the environment for sustaining the development.
- Students will organize various activities at the secondary & hr. Secondary level
- Students will realize the need and approaches for environmental management
- Students will appreciate the various bio-diversity present, need and ways to preserve them
- Students will gain knowledge of various environmental legislations

Unit-I

Environmental education-meaning, objectives, scope and need of environmental education

Environmental awareness through education-programme for secondary & hr. Secondary school children
 Formal & non-formal environmental education.

Unit-II

Man & environment relationship, man as a creator & destroyer

Conservation of environment: an immediate need

Need of sensitizing learners towards concern of environmental conservation

Concept and need of sustainable development

Challenges for sustainable development

Unit-III

Need for environmental management

Aspects of environment management-ethical, economic, technological and social.

Approaches for environmental management- economic policies, environmental indicators, setting of standards, information exchange and surveillance

Unit-IV

Concept and types of biodiversity

Strategies for conservation of bio-diversity-institution and ex-situ environmental legislations in India:-

a) the water act-1977

b) forest conservation act-1980

c) the air act-1981

d) Environmental act-1986

e) National environmental educational Act-1990

Modes of Transaction: *Lecture-cum-discussion method*

Note for paper setting:

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Books Recommended:

Aggarwal, J.C. (2007): Education for values ,environment and human rights, Shipra publications, Delhi
 Dani, H.M. (1996): Environmental Education. Publication Bureau, Punjab University, Chandigarh
 Kohli, V.K. and Kohli, V. (2000): Environmental Pollution and Management. Vivek Publishers, Ambala
 Nanda, V.K. (1997): Environmental Education, Anmol Publications, New Delhi
 Reddy, K.P. and Reddy, D.N. (2002): Environmental Education. Neelkamal Publications Pvt. Ltd, Hyderabad
 Sharma, R.C. Environmental Education, Metropolitan Book Pvt. Ltd.
 Sungosh, S.M. (2006): An introduction to Environmental Education , Akashi Book Depot, Shillong
 Trivedi, R.N. (1990): Dimensions of safe environment, Anmol Publications, New Delhi

Title: Dissertation

Credits: 4

Maximum Marks: 100

**Syllabus for the examinations to be held in Dec. 2022
to December 2022.**

Dissertation

- Writing of the Research Proposal
- Preparation of Tools
 - Data Collection

Course No. PSEDTO 308

Open course (SWAYAM)

Credits: 4

Maximum Marks: 100

**Syllabus for the examinations to be held in Dec. 2022
to December 2024**