

PSEDTC401**Title: Curriculum Development**

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

Syllabus for the examination to be held in May 2023 to May 2025**Learning Outcomes:**

1. Students will understand the concept of curriculum construction.
2. Students will be familiarized with the process of different curriculum designs.
3. Students will understand the models of curriculum.
4. Students will understand the process of curriculum evaluation.

COURSE CONTENTS**Unit-I**

Curriculum – Concept, difference between syllabus and curriculum, concept of emerging, Hidden and Irrelevant Curriculum, Sources of curriculum design, Major approaches to curriculum – structure and humanistic; Current Issues and Trends in curriculum organization and development, National Curriculum Framework (NCF) - 2000 & 2005.

Unit-II

Curriculum Planning: Concept, Components of Curriculum Planning, Trends in Curriculum Planning, Principles of Curriculum Planning.

Unit-III

Curriculum Development: Concept, Different categories and types of curriculum. Different models of curriculum development. Process of Curriculum development.

Unit-IV

Curriculum Evaluation: Concept, Need, Sources of Curriculum evaluation; Role of Support material, types of material. Evaluation – Aspects of evaluation formative and summative evaluation and its interpretation.

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	Upto 25%	Forty five	20

(after 30 days)		minutes	
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, J.C. (1990) : Curriculum Reforms in India, Doaba house, New Delhi.
2. Kelly, A.V, (1989) : The Curriculum : Theory and Practice : London Paul Chapaman Publishers.
3. Bruner, J.S. (1977) : The Process of Education, Harward University Pres.

4. Sharpes, D.K. (1988) Curriculum Traditions and practices Roueldge London.
5. Warwick, D (1975) Curriculum Structures and Design, University of London.
6. Dewey, J. (1996) The child and curriculum- The school and the society, Phoenix, USA.
7. Malhotra M.M (1985) Curriculum Evaluation and Renewal Manila, CBSE Publication.
8. Stephen, W. & Dougals, P. (1972) Curriculum Evaluation Bristol NFER Publishing.
9. Mac neil, John, D. (1977) Curriculum A comprehensive introduction, Little Brown and Co. Boston.
10. Dash, B.N. (2007) Curriculum Planning and Development Dominant Publishers and Distributors.

Course No. PSEDTC402

Title: Pedagogy of Education

Credits: 4

Maximum Marks : 100

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

Syllabus for the examination to be held in May 2023 to May 2025

Learning Outcomes:

1. Students will understand the concept of Pedagogics and its significance in the context of the latest trends in the field of teaching and learning.
2. Students will be familiarized with the principles, maxims of successful teaching and the different methods of teaching.
3. Students will understand the need and importance of various devices of teaching and the role of audio-visual aids in the development of teaching-learning process.
4. Students will be able to point out and illustrate the difference between teaching and learning and their relationship between the two.
5. Students will be acquainted with the different levels of teaching learning process and will be able to organize teaching at these levels.

COURSE CONTENTS

Unit-I

- Pedagogy of Education.
 - Meaning and Scope of Pedagogics of Education, Components of teaching, Teaching as Science and

Art, Phases of Teaching, Relationship between Teaching and Learning, Variables of Teaching.

- Behavioural Objectives:
 - Meaning and importance of behavioural objectives, Writing behavioural objectives for different subjects, difference between educational and instructional objectives. Blooms Taxonomy and its new version
- Principles and Maxims of successful Teaching.

Unit-II

- Organizing Teaching at:
 - Memory level, understanding level and reflective level.
- Methods of Teaching:
 - Meaning, importance, procedure, advantages and limitations of (a) inductive method (b) deductive method (c) project method (d) Analytic, and (e) Synthetic method.
 - (f) Brainstorming
 - Individualized and Cooperative Teaching and Learning.
 - Concept and Significance of Individualized and Cooperative Teaching-Language Laboratory, Tutorials, Keller's Plan (PSI), Learner Controlled Instructions (LCI), Computer Supported Collaborative Learning (CSCL)

Unit-III

- Devices of Teaching:
 - Teaching devices: Oral communication, exposition, explanation, narration, description, illustrations,

questioning, homework, textbooks and reference books.

- Fixing devices: Drill, review, recapitulation and repetitive practice.

- Teaching aids:

- Communication Media: Concept, types and functions of audio, visual and audio-visual media.
- Audio : Radio, Tape-recorder
- Visual : Projected aids, Overhead projector, Slide projector.
- Non-projected aids: Charts, Display boards, Models, Posters, Maps, Diagrams, Flash cards.
- Audio-visual: Films, Television, Video projection and Satellite instruction.

Unit-IV

Lesson Planning

- Meaning, importance and Criteria of an Effective lesson Plan.
 - Approaches in Lesson Planning- Herbertian, and RCEM Approaches. Difference between different Approaches.
- Evaluation in Teaching.
- Concept of evaluation, relationship between Teaching and Evaluation. Types of Evaluation (formative and Summative).
 - Method of Evaluation through Essay type, Objective Type and Oral Method. Comparative

merits and demerits of different methods of evaluation.

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:

- Aggarwal, J.C. Principles Method and Techniques of Teaching Vikas Publishing House, Pvt. Ltd.
- Aggarwal, J.C. Essentials of Educational Technology Teaching and Learning Vikas Publishing House Pvt. Ltd, New Delhi.
- Bigge, M.L. Learning Theories for Teachers, UBS, New-Delhi.
- Champion Lectures on Teaching English in India, Oxford University Press.
- Dececco, J.P. & Crawford, W.R. The Psychology of Learning and Instruction, New Delhi Prentice Hall of India Pvt. Ltd, 1977.
- Fleming, C.M. Teaching, Methuan and Co. Ltd. 1958.
- Gage, N.L. The Scientific Basis of Art of Teaching, London Teachers College Press, Columbia University 1978.
- Kochar, S.K. Methods and Techniques of Teaching Sterling Publishers (P) Ltd., 1981 Shambri & others Teaching of English, Longmans.

- Perna clerke Teaching and Learning : The Culture of Pedagogy sage publication, 2001.
- Sharma R.A. Managing Teaching Activities, Surya publications, 2003.
- Skinner B.F. The Technology of Teaching. Appleton Century Crafts. New York, 1968.
- Tara Chand Principles of Teaching, Anmol Publications 1990.
- Valdman, Abert Trends in Language Teaching, McGraw Hill; K.C. 1966.
- Vedanyagam, E.G. Teaching Technology for College Teachers, Sterling Publishers Pvt. Ltd New Delhi 1998.

Course No: PSEDTC403

Title: Educational Planning and Finance

Duration of Exam: 3 Hrs

Credit: 4

Total Marks: 100 Minor Tests-I: 20

Minor Test-II: 20

Major Test: 60

Syllabus for the examination to be held in May 2023 to May 2025

Learning Outcomes:

1. Students will understand the concept and process of educational administration
2. Students will understand the function of educational administration
3. Students will develop an insight about the educational planning and supervision
4. Students will understand the recent techniques in educational administration

Unit I

Educational administration: Concept, objectives, nature, elements and principles; Basic functions of administration: Planning, organizing, directing and controlling. Difference between the Educational administration & Management

Educational Supervision: Meaning, objectives and nature, Inspection vs. supervision, Types of educational supervision, qualities of a good supervisor, defects in present supervision, Planning, organizing and implementing a supervisory Programme

Unit II

Educational Planning: Meaning, objectives and nature Approaches to educational planning Institutional planning: Need, characteristics and steps. The Role of Quality Control in the Institutions And the parameters of Quality. Difference between the educational auditing & Inspection. The Role of the peer team in the Quality controls of the Institution.

Educational Organizations: Meaning, characteristics and types Functions of educational organizations, The Organisation of Panchayat & its role in the SSA & educational administration of PRIs. Decentralization in Education.

Unit III

Functions of State govt. at different levels of education Functions of board of school education and university. The Role & function of UGC in the administration of Higher Education.

Modern Trends in Educational Administration and Management: PPBS (Planning Programming Budgeting System) - Concept and implications, MBO (Management by Objective) - Concept and implications

Unit IV

Role of Headmaster in school management and administration Role of teacher in school management and administration

Leadership: Concept, nature and types of leadership Theories of leadership

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

Note for paper setting:

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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. Harbison, I.F. (1967). Educational Planning and Human Resource development. Paris: UNESCO.
2. Harding, H. (1987). Management Appreciation. London: Pitman Publishing.
3. Hatehy, H.J. (1968). Educational Planning, Programming, Budgeting – A Systems Approach, New Jersey: Prentice Hall.
4. Kingrough, R.B. and Nunnery, M.Y. (1983). Educational Administration – An Introduction. N.Y.: MacMillan.

5. Ravishankar, S., Mishra, R.K. and Sharma, M.L. (1988). Human Resource Development. Bombay: Dhruv & Deep.
6. Shukla, P.D. (1983). Administration of Education in India. New Delhi: Vikas.
7. Sinha, P.S.N. (ed.) (2002). Management and Administration in Govt. New Delhi: Commonwealth Publishers.

Course No. PSEDTE404

Title: Advanced Statistics in Education

Credits: 4 **Maximum Marks: 100**

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

Syllabus for the examination to be held in May 2023 to May 2025

Learning Outcomes:

1. Students will be made conversant with the problems of research design, the tools of collecting data and methods and techniques of analysis.
2. Students will be able to interpret educational research
3. Students will understand the concepts and methods used in statistical analysis of test scores.
4. Students will be able to apply the derived knowledge in tabulating and interpreting tests scores.

5. Students will develop the skills necessary for the analysis and interpretation of tests scores.

COURSE CONTENTS

Unit-I

Normal Distribution Curve - Characteristics of Normal Distribution Curve: Importance, Causes for Divergence of Normality, Applications of Normal Curve.

- i) To compare the distributions in term of overlapping
- ii) To determine the relative difficulty of test questions, problems and other test items.
- iii) To separate a given group into sub- groups according to capacity when the trait is normally distributed.

Unit - II

1. Concept, uses and Computations of Biserial, Point-biserial, comparison Tetrachoric, Phi-coefficient, comparison and 2nd order partial and multiple correlation.
2. Regression Equations: Concept of Regression, Framing regression Equations (involving two variables). Standard Error of Estimate Coefficient of Alienation, forecasting Efficiency coefficient, Correlation as Coefficient of Determination,

Advantages and limitations of regression and prediction.

Unit-III

1. (a) Significance of Statistics : Concept of standard Error, setting up confidence Intervals for correlations and percentages/ proportions.
(b) Statistical Inferences of the Differences between Correlations, and Percentages/proportions (Independent).
(c) Significance of Mean Differences of Two matched groups on Mean and SD.
2. Analysis of variance : Concept, Assumptions and Computations of Two Way Classifications with equal number of cases, Advantages and limitations,

Unit-IV

Parametric and Non-parametric Statistics, Differences between the two, uses of Non-Parametric Statistics and Computations of Sign Test, Median test, Kolmogorov-Smirnov test (Small and Large Small with equal and unequal N), RUN test and Mann- Whitney U test.

Chi-square and Hypothesis Testing: Concept, when to use Assumptions and Advantages.

Hypothesis Testing

- i) Testing Deviation of the Observed Frequencies from the Expected Frequencies against equal Probability Hypothesis.
- ii) Testing Deviation of the Observed Frequencies from Expected Frequencies against Normal Distribution Hypothesis.
- iii) Testing Hypothesis of Independence when Observed Frequencies are given in contingency.
- iv) Goodness of fit of Normal Distribution of Frequencies.
Factor Analysis (upto one factor loading)

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.

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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. 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. PSEDTE405

Title: Mental Health and Yoga

Credits: 4

Maximum Marks: 100

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

Syllabus for the examination to be held in May 2023 to May 2025

Learning Outcomes::

1. Students will understand the concept of mental health and hygiene and role of various agencies in sustenance of mental health
2. Students will understand the forms, symptoms and causes of various mental disorders and stress management.
3. Students will understand the importance of Yoga education and its approaches.

COURSE CONTENTS

Unit-I

- Meaning, functions, goals and principles of mental health and hygiene
- Factors influencing Mental Health, Characteristics of mentally healthy individual.
- Role of School, Home and Community in the prevention of mental illnesses and sustenance of mental health

Unit-II

Meaning, objectives and importance of Yoga education
 Elements of yoga- Yama, Niyama, Asana, Pranayama, Pratyahara, Dharana, Dyana and Samadhi
 Types of food according to yogic diet. Demonstration and practice of various Asanas and Pranayamas

Unit-III

Symptoms of Mental Illness. Causes of Mental illness with special reference to adolescence.

- Common forms of neurosis and psychosis

- Stress Management: Concept, manifestations of stress and coping with stress.

- Psychotherapies: Behavioural Therapy, Client centered therapy and Group therapy.

Unit-IV

Approaches of health and yoga education

Role of yoga on community health promotion- individual, family and community

Qualities of a good yoga teacher, Teacher's role and responsibilities in yoga education

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

		(Practical based)	
Minor Test-II (after 60 days)	Upto 50%	Forty five minutes (Practical based)	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. Akhilanand Swami, Mental Health, and Hindu Psychology, London, Auen and Unwin (1952).
2. Ark off, Abe: adjustment and Mental Health, New York: McGraw Hill company, (1968).
3. Bahadur Mal, Mental Health in Theory and Practice Hoshiarpur, V.V.R.I. (1955).
4. Bernard Harold, W., Mental Hygiene for class-room Teachers : Mc Graw Hill Book Co. (1952).
5. Boony, Merl E.: Mental Health in Education, Boston: Allyn and Bacon Inc., (1960).
6. Bonney, Merl E, Mental Health in Education Allyn and Bacon, Boston, 1960.
7. Carstensen, Laura and Ornstein, Robert, Psychology – the study of human experience, Harcourt Brace Jovanovich Publishers , New York. (1991)
8. Carrol Herbert, A.,: Mental Hygiene : The Dynamics of Adjustment (3rd ed.) Englewood Cliffs, New Jersey : Prentice Hall, Inc., (1956).
9. Coleman, J.C.: Abnormal Psychology and Modern Life Bombay, D.B. Tara Porewala Sons & Co., (1976).
10. Crow, Lester D. & Crow Alice: Mental Hygiene,: Mc Graw Hill Book Company, New York (1952).
11. Garg, B.R., An Introduction to Mental Health, Ambala, Associated Publications (2002).
12. Hadfield, J.A. Psychology and Mental Health, London; George Allen and Unwin Ltd., (1952).

13. Ingersoll, Gary, M. Adolescents, Printice Hall Englewood Cliffs, New York, (1989)
14. Katz, Barney & Lerner. Mental Hygiene in Modern Living. The Ronald Press Company, New York, 1953.
15. Sinha, A.K. The Concept of Mental Health in India and Western psychologies, Kurukshetra, Vishal Publications, (1982).
16. Suraj Bhan & N.K. Dutt, Mental Health through Education, New Delhi, Vision Books Publications (1978).
17. Thorpe, L.P.: The Psychology of Mental Health, New York: the Ronald Press Co., (1950).
18. Wall, H.D. Education and Mental Health, UNESCO, 1955.
19. Watkins Ted. R. and Callicut, James W: Mental Health: Policy and Practice Today, New Delhi. Saga Publications, (1990).
20. Uday Shanker Mental Hygiene. M.N. Publishers and Distributors, New Delhi, 1989.

Course No. PSEDTC406 Title: School Internship

Credits : 4

Maximum Marks 100

Syllabus for the examination to be held in May 2023 to May 2025

Components of School Internship

The School Internship will comprise of following academic activities/components to be performed by each student studying in 4th Semester consisting of 80 hours.

1. Practice of Teaching (40marks)
2. Internship cum School Report (20 marks)
3. Supervision of Lessons (10 marks)
4. Final Teaching (30 marks)

1. Practice Teaching

Each student shall participate in practice of teaching for three hours daily for twenty working days under the supervision of a qualified teacher educator. The teacher educators in different teaching subjects opted by the students shall be appointed by the HOD. Each student shall have to opt for two teaching subjects being taught at the school level, preferably out of those, which the student has studied at B.A. level provided if it happens to be school subject otherwise, the choice will be exercised by the students themselves out of the subjects prescribed in B.Ed. Syllabi. The teaching practice will be conducted in schools fixed by the

teacher in-charge of the Department who will coordinate with the teacher educators for supervising the subjects. The students will follow the schedule as such:

- Demonstration lesson will be delivered by respective Teacher Educators in each teaching subject followed by one discussion lesson in each teaching subject.
- Actual teaching in the school will be practiced by delivering 20 lessons (five Herbartian, five RCEM and ten on constructivism) in each teaching subject to be supervised by teacher educator.
- The teacher educator in each teaching subject will guide and supervise the lessons of the students daily. The lessons delivered by the students shall bear the remarks of the teacher educator, indicating the deficiencies and tips for improving the lesson and presentation of the student. The students will be trained to use appropriate teaching aid and its relevance while delivering the lesson in actual classroom situation. The students may make use of transparencies, power point presentation and any other mode of presentation. The students will be awarded marks for their performance in Practice of Teaching by teacher educators in consultation with teacher in-charge of the group. The teacher in-charge will collect the marks prepared on award-rolls from the teacher educators for submission to HOD.

2. Internship cum school Report

During Practice of teaching each student studying in 4th Semester shall take part in the morning assembly of the School, prepare a time-table, organize certain activities in the school, check the home task given to the student, maintain attendance register, prepare cumulative progress card and should acquire knowledge of preparing School Leaving Certificate etc. The participation of the Students in said activities will be judged by the Head of the Institution who will prepare a report on the performance and progress of the students during course of Internship duly signed by the Head of the Institution which will be kept for handing over the same to the teacher in –charge. The head will award marks on the basis of participation of students in different school activities, his/her sense of class management etc. the marks shall be awarded out of 25. The teacher in-charge of the Department will collect the marks from the respective Head of the Institution. Each Student shall visit any one school to review the status of the school in terms of its history, infrastructure, student enrolment class wise, teacher strength library, financial status, Qualification of teachers , teacher-student ratio etc. and present a report for assessment to be made by an Internal committee to be constituted by H.O.D

3. Supervision of Lessons

Each student after having completed internship and skill in teaching shall also be involved in making supervision of ten lessons delivered by M.A./ B.Ed students in actual classroom situation in any two teaching subjects. The supervision made by the students will be judged by a Committee, which will

award marks on the basis of appropriateness of the remarks/feedback/guidance given to the M.A./ B.Ed. students for further improving their lessons.

4. Final Teaching Practice

Two final lessons will be delivered (one in each teaching subject) by each student for evaluation by two External Examiners. Any teacher nominated by HOD will organize final examination of teaching practice. Two external examiners appointed by the University out of the approved panel shall observe the final examination of the lessons. The external examiners shall award marks on the basis of the performance of the students based on the delivery of the lesson, relevance and use of appropriate teaching aids

The marks shall be awarded separately for each activity and thereafter, may a combined to make a composite score. The award roll shall be prepared on the basis of composite score and the same shall be recorded in a register meant for maintaining records. The records of all activities undertaken by a Student shall be retained/preserved by the Department till the declaration of the result of 4th Semester if all the students have qualified. In case, any students falls in reappear category, his record shall be retained till he/she qualifies.

No students shall be allowed to appear as a private candidate.

Course No. PSEDDC407 Title: Dissertation

Credits: 4

Maximum Marks: 100

Syllabus for the examination to be held in May 2023 to May 2025

Dissertation

- Interpretation
 - Analysis
- Report Writing
- Viva Voce

Dissertation and Viva-voce:

The Dissertation is a compulsory components of M.A. (Edu.) programme. It aims at providing students with an academic space to explore, study and reflect upon a selected issues/ themes in the discipline of Education. The themes is usually related to any of the courses or the key thrust areas of education. The identified themes is then consolidated into research problem and pursued by the students in the semester programme.

Each student will be required to complete work under the guidance of a supervisor within 30 days from the last paper of the fourth semester. Each student shall have to submit one hard copy and soft copy in the Department. The external examiner shall evaluate the dissertation out of 75 marks. He/She will be invited to the University a day or two in advance for evaluation of the dissertation. Each external examiner will evaluate eight dissertations.

Each student shall have to appear in the viva-voce of the dissertation to be conducted by same external examiner who evaluated the dissertation. The viva-voce shall be out of 20 marks. Every Student shall have to make a Power Point Presentation of the work before appearing for the viva-voce. The presentation shall be of 05 Marks.

Course No. PSEDPC408 Title: Project Work

Credits : 4

Maximum Marks 100

Syllabus for the examination to be held in May 2023 to May 2025

1. Critical analysis of narratives, biographies, stories, group interactions and film reviews of different youth and self to be able to explore dreams, aspirations, concerns through varied forms of self expression (poetry, humor, creative movement, aesthetic representations) and how this affected the self and identity formation(any five) 50 marks
2. Portfolio of an adolescent 20 marks
3. Care of one tree on campus 20 marks
4. Theatre activities/ discussions/ nature club/ collective art/adventure/field visits.(any one) 10 marks

Course No. : PSEDTO409

Title: Skills in Teaching

Credits: 4

Maximum Marks: 100

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

Syllabus for the examination to be held in May 2021 to May 2023

Learning Outcomes:

1. Students will understand the Teaching & Micro teaching.
2. Students will understand and master the skills of the different skills of the Micro teaching needed to be enacted in the macro teaching sessions in seamless manner.
- 3 Students will be able to practice the identified Micro teaching Skills of-Reinforcement, BB writing, Explanation, Stimulus Variation & Questioning .
4. Students will understand the various educational interventions needed to horn these skills.

Unit-I:

Concept of Teaching ,Micro teaching, Components of the Micro teaching & the cycle of Micro teaching Advantages & Disadvantages of Micro teaching.

Peer Teaching: components Advantages & Disadvantages;

Team Teaching & its components

Differentiate the Skills Strategies & Instructional Practices;

Use & its implications in the classrooms

Unit-II:

The Skill of Reinforcement, Components , Advantages & Disadvantages .

The Skill of Questioning: Components , Advantages &

Disadvantages .

UNIT III

The Skill of Explanation: Components , Advantages &

Disadvantages .

The Skill of Black board Writing: Components, Advantages & Disadvantages.

UNIT IV

The Skill of Stimulus Variation : Components , Advantages & Disadvantages . The Skill of Classroom Management : Components , Advantages & Disadvantages. Use of the New devices in the Classrooms : Skill of integrating the PowerPoint presentation & Blackboard teaching (Blended learning) Use & implications of the Smart boards vis a vis to the conventional classroom board – Difficulties of the integration & its implications .

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.

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	Upto 50%	Forty Five minutes	20

(after 60 days)			
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.

Book Recommended

1. Aggarwal, J.C (-----) Methods and Techniques of Teaching, Vikas Publishers
2. Kochar, S.K. (1999) Methods and Techniques of Teaching, Streling Puublisher Pvt Ltd,
3. Singh, Y.K (2010) Micro Teaching, APH Publishing House

4. Singh, L and R Sharma (2002) Theory and Practice of Micro Teaching, Bhargav Book House

Web References

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