શ્રી બનાસકાંઠા કડવા પાટીદાર સંસ્કાર મંડળ,
પાલનપુર- 385001, જિલ્લો- બનાસકાંઠા

રજીસ્ટ્રેશન નંબર- F-32/B.K.

ફોન- 02742-257322

સ્થાપના તારીખ- 03-02-1971

શ્રીમતી રેવાબેન કરશનભાઇ દેવાભાઇ ખણુંસિયા એમ.એડ્. કોલેજ, પાલનપુર

NCTE Code 325049 College Code-280 NAAC Accredited- B Grade

સંલગ્ન

હેમચંદ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટી, પાટણ, ગુજરાત

PROSPECTUS
અભ્યાસક્રમ
M.Ed. Course (SEM-I, II, III & IV)
Batch 2022-24

Phone No:- 02742 258322 Fax No :- 02742 252322

Website:-www.bkkpsm.org

E-Mail:- bkkadvapatidar@gmail.com

राष्ट्रीय मूल्यांकन एवं प्रत्यायन परिषद

विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

NATIONAL ASSESSMENT AND ACCREDITATION COUNCIL

An Autonomous Institution of the University Grants Commission

Certificate of Accreditation

The Executive Committee of the
National Assessment and Accreditation Council
on the recommendation of the duly appointed
Peer Team is pleased to declare the
Matrushree S. S. Govinda and Shrimati
R. K. D. Khanushiya College of Education
Palanpur, Dist. Banaskantha,
affiliated to Hemchandracharya North Gujarat University, Gujarat as
Accredited
with CGPA of 2.16 on four point scale
at B grade
valid up to April 30, 2020

Date : May 01, 2015

Director

આચાર્યશ્રીનો આવકાર

પ્રશિક્ષણાર્થી મિત્રો,

શ્રી બનાસકાંઠા કડવા પાટીદાર સંસ્કાર મંડળ સંચાલિત શ્રીમતી આર. કે. ડી. ખણુંસિયા એમ.એડ્. કોલેજમાં આપ સૌનું સ્વાગત છે. ભારતનું ભાવિ તેના વર્ગખંડોમાં ઘડાઈ રહ્યું હોય ત્યારે વર્ગખંડોમાં કામ કરતાં શિક્ષકોના શિક્ષક તૈયાર કરવાનું કાર્ય આ સંસ્થા છેલ્લા ૧૪ વર્ષોથી હાથ ધરતી આવી છે. પ્રશિક્ષણાર્થીઓ વિવિધ શિક્ષણ કૌશલ્યોથી પારંગત બની સંશોધન સૂઝ કેળવે તે માટેના પ્રયત્નો સંસ્થા દ્વારા સતત કરવામાં આવે છે.

શિક્ષણના વર્તમાન પ્રવાહો, નવાં થતાં જતાં સંશોધનો અને ભવિષ્યની જરૂરિયાતોને પહોંચી વળવાના આશય સાથે જ્યારે નવી શિક્ષણનીતિ-૨૦૨૦માં અમલમાં આવી છે ત્યારે સમાજ માટે કુશળ શિક્ષક તૈયાર થાય, અભ્યાસક્રમની ઝાંખી મેળવી તેની મુંઝવણો દૂર કરી શકે તેવા આશયથી આ પુસ્તક તૈયાર કરવામાં આવેલું છે.

આશા છે કે આ પુસ્તિકા આપ સર્વે પ્રશિક્ષણાર્થીઓને માર્ગદર્શન આપશે.

હેડ એન્ડ પ્રોફેસર

ડૉ. પિનાક્ષીબેન બી. પટેલ
એસોસિએટ પ્રોફેસર
શ્રીમતી આર.કે.ડી. ખણુંસિયા એમ.એડ્. કોલેજ
પાલનપુર

શ્રીમતી આર.કે.ડી.ખણુંસિયા એમ.એડ્, કોલેજ, પાલનપુર

લઘુશોધ નિબંધ ઓળખ યાદી

વિધાર્થીનું નામ : ....

રોલ નંબર .... સેમેસ્ટર .... વર્ષ ....

લઘુશોધ નિબંધ શીર્ષક - ગુજરાતી : ....

....

અંગ્રેજી- ....

....

માર્ગદર્શકનું નામ :...

ક્રમ	વિગત	મંજૂર/નામંજૂર	માર્ગદર્શકની સહી	રીમાર્ક
1	સમસ્યા શીર્ષક પસંદગી			
2	ઓનલાઈન રીવ્યુ (10 થી 15)			
3	સંશોધન દરખાસ્ત			
4	પ્રકરણ-1			
5	પ્રકરણ-2			
6	પ્રકરણ-3			
7	પ્રકરણ-4			
8	પ્રકરણ-5			
9	ઉપકરણ નિર્માણ			
10	સ્પાઇરલ કોપી (બધાજ પ્રકરણ સાથે)			
11	5 નકલ (હાર્ડ) બાઈન્ડીંગ સાથે			
12	2 CD- 1 Each in WORD, PDF			
13	સંશોધન સારાંશ 5 નકલ			
14	વાઈવા પ્રશ્નોના જવાબ			

નોધ – ટાઈપિંગ યુનિકોડ ગુજરાતી ફોન્ટ શ્રુતિ જ રાખવું અન્ય ફોન્ટ ચાલશે નહિ.

[illegible]

[illegible]	[illegible]	[illegible]
1	[illegible]	1972
2	[illegible]	1975
3	[illegible]	1995
4	[illegible]	1997
5	[illegible]	2004
6	[illegible]	2006
7	[illegible]	2007
8	[illegible]	2008
9	[illegible]	2008
10	[illegible]	2008
11	[illegible]	2009
12	[illegible]	2010
13	[illegible]	2014
14	[illegible]	2016
15	[illegible]	2020

[illegible]

[illegible]. [illegible]:[illegible]. [illegible] “[illegible]."”

[illegible]. [illegible].

[illegible]	[illegible]	[illegible]	[illegible]
1	[illegible]	[illegible]	9426066323
2	[illegible]	[illegible]	9824668106
3	[illegible]	[illegible]	9426966474
4	[illegible]	[illegible]	9426018843
5	[illegible]	[illegible]	7600030518
6	[illegible]	[illegible]	9925097087

[illegible]. [illegible]. [illegible]. [illegible].[illegible]. [illegible], [illegible].[illegible].[illegible]-[illegible]-[illegible]. [illegible], [illegible]. [illegible].[illegible].[illegible].

[illegible] 2020-21 [illegible]

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1	[illegible].[illegible].[illegible].[illegible]	[illegible].[illegible] & [illegible]	M.A., M.ED. , M.PHIL. , PH.D.	02/09/2021 (9408057410)
2	[illegible].[illegible].[illegible]	[illegible]. [illegible]	M.A., M.ED.	02/09/2013 (6351060564)
3	[illegible]. [illegible].[illegible].[illegible]	[illegible]. [illegible]	M.A. , M.ED , M.PHIL, PH.D.	15/07/2019 (9924087910)
4	[illegible].[illegible].[illegible]	[illegible]. [illegible]	M.A., M.ED , M.PHIL , PGDHE, PGDDE, UGC (NET)	22/07/2016 (9925083451)
5	[illegible].[illegible].[illegible]	[illegible]. [illegible]	M. COM, M. ED.	01/09/2021 (9116112466)
6	[illegible]. [illegible].[illegible].[illegible]	[illegible]	M.A , M. ED, M.PHIL, PH.D.	Since last 5 years (9428679177)

[illegible]

[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1	[illegible]. [illegible]	[illegible]	M.A.M.LIB	9909058537
2	[illegible]. [illegible]	[illegible].[illegible]	M. COM,B.ED	9662776838

3	[illegible]	[illegible]	M. COM	9998501360
4	[illegible]	[illegible]	STD.7 PASS	9428370095
5	[illegible]	[illegible]	STD.9 PASS	9426237401

[illegible]

[illegible] ?:?? [illegible] ?:?? [illegible] ??:?? [illegible] ?:?? [illegible]-[illegible].

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[illegible] E-LIBRARY [illegible], [illegible] LAN [illegible]. [illegible] LAN [illegible] L.C.D. [illegible].

[illegible]

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[illegible]

1. 2008-09 [illegible] 100% [illegible].
([illegible] : [illegible].)
2. 2008-09 [illegible].
([illegible] : [illegible].)
3. 2009-10 [illegible] 100% [illegible] ([illegible]) [illegible]
([illegible] : [illegible].)
4. 2010-2011 [illegible] 100% [illegible]. ([illegible] : [illegible].)
5. 2011-2012 [illegible] 100% [illegible].
([illegible] : [illegible].)

6.2012-2013 [illegible] 100% [illegible].
([illegible] : [illegible].)
7.2013-2014 [illegible] 100% [illegible] 1 [illegible] 10 [illegible]. ([illegible] : [illegible].)
8.2014-2015 [illegible] 100% [illegible] 1 [illegible] 10 [illegible]. ([illegible] : [illegible].)
9.2015-2017 [illegible] 85% [illegible]
([illegible] - [illegible].)
10.2016-2018 [illegible] 95.8% [illegible]
([illegible] –[illegible].[illegible])
11.2017-2019 [illegible] 100% [illegible]
([illegible] - [illegible].)
12.2018-2020 [illegible] 100% [illegible]
([illegible] - [illegible].)
13.2019-2021 [illegible] 98% [illegible]
([illegible] - [illegible].)

Previous Years Result

Year	2008 - 09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-17	2016-18	2017-19	2018-20	2019-21
Distinction	15	19	23	27	16	17	16	07	07	28	-	-
First Class	08	06	09	01	00	16	18	10	10	00	-	-
Second Class	01	00	00	00	00	00	00	00	06	00	-	-
Fail	00	00	00	00	00	00	00	03	01	00	00	01
assed	24	25	32	28	16	33	34	20	24	28	32	48
Appeared	24	25	32	28	16	33	34	20	24	28	32	50
Absent	00	00	03	00	00	00	00	00	02	00	00	01
Strength	24	25	35	28	16	33	34	20	24	28	32	50
College Result	100%	100%	100%	100%	100%	100%	100%	85%	95.8%	100%	100%	98%

College First

Name	Year	Percentage	University Position
Panchal Hemangini	2008-2009	77.50%	2nd Position
Nai Manishaben	2009-2010	81.63%	2nd Position
Vankar Tushar	2010-2011	76.05%	10th Position
Patel Unnatiben	2011-2012	85.70%	2nd Position
Rathod Heenaben	2012-2013	80.70%	16th Position
Sindhi Anjuman	2013-2014	80.53%	1st Position
Gambhava Rajani	2014-2015	78.60%	3rd Position
Singal Manubhai	2015-2017	8.46 CGPA	-
Parihar Rekha	2016-2018	8.59 CGPA	-
Modi Hiral	2017-2019	8.73 CGPA	-
Patel Tinaben	2018-2020	8.93 CGPA	-
Thakkar Kunjan	2019-2021	8.95 CGPA	-

[illegible].[illegible]. [illegible]

1. [illegible].

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Programme Learning Outcomes M.Ed.

The program is designed to provide opportunities for the prospective teacher educators.

1. To extend and deep in their knowledge and understanding of education and teacher education develop their research capacities.
2. To specialize in select areas.
3. To develop their critical awareness of professional ethics etc.

The course includes both critical comprehension of theory means collective reflections exploratory readings and inquiry through research both theoretical and empirical add to this. It also gives distinct additional emphasis on hands on and field based experiences deep and proactive, reflective practices, skills and competencies. Particularly those related to practice of the profession and inculcation of professional ethics. The present endeavour to develop the 2 year course for Master of Education program leading to meet degree of Kolhan university and different colleges of Kolhan university is based on the following considerations. Stipulations of the National Council for teacher education to evolve a standard pattern of syllabus for teacher education for the whole country. Emerging scenario of this school education in terms of quantity and quality development corresponding reforms in teacher education. Recent initiatives undertaken by the NCTE in 2014 in respect of teacher education curriculum reform.

The two year M.Ed. program is designed to attain the following broad objectives after the completion of the course ,

- the prospective teacher educators shall Understand the central concepts tools of inquiry and structures of the disciplines and¬ can create learning experiences that make these aspects of subject matter meaningful.
- Understand how children learn and develop how they differ in their approaches to¬ learning and create learning opportunities that are adapted to diverse learners and learning contexts.

- plan learning experiences that are based on learners existing proficiency interests experiences including misconceptions and errors . Understand how to students come to view develop and makes sense of subject matter¬ contained in the learning experiences. Use knowledge of effective verbal non verbal and media communication techniques¬ to foster active inquiry collaboration and supportive interaction in the classroom.
- Understand and use formal and informal assessment strategies to evaluate and ensure¬ the continuous intellectual social and physical development of the learner.
- Develop self identity as a teacher educator through continuous experiences and¬ reflective practices that continually evaluate the effects of his choices and actions.

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  2. [illegible]/ [illegible] /[illegible] /[illegible]/[illegible]
  3. [illegible] -2 [illegible], [illegible] -4 [illegible]
  4. [illegible].

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[illegible]-8 [illegible] 4 [illegible].

Sr. No.	Paper Title	Core/SpI Core/Sec Core;Ele Specl/Sec Spcl	Credit (s)/ Total	Class Teaching (Credit & Hours)	Weightage for External Examination (Marks)	Practicum/ Hands on/Students Activity/ Seminar/ Workshop/ etc	Weightage for Internal Examination (Marks)	Total
1	Cc 101 Psychology of Learning and Development	Core	4	3(48 Hrs)	70	1 (32 Hrs)	30	100
2	CC 102 Historical, Political & Economic Prospective of Education	Core	4	3(48 Hrs)	70	1 (32 Hrs)	30	100
3	CC 103 Education studies	Core	4	3(48 Hrs)	70	1 (32 Hrs)	30	100
4	CC 104 Introduction to Research Methods	Core	4	3(48 Hrs)	70	1 (32 Hrs)	30	100
5	Communication and Expository Writing	ISB 1	1	0	0	1 (32 Hrs)	30	30
6	Dissertation	ISB 1	1	1	0	1 (32 Hrs)	35	35
7	Internship (12-15 Days)	ISB 1	2	0	0	2 (64 Hrs)	60	60
	Total		20	12	280	8	245	525

SEMESTER-II

Sr. No.	Paper Title	Core/SpI Core/Sec Core;Ele Specl/Sec Spcl	Credit (s)/ Total	Class Teaching (Credit & Hours)	Weightage for External Examination (Marks)	Practicum/ Hands on/Students Activity/ Seminar/ Workshop/ etc	Weightage for Internal Examination (Marks)	Total
1	CC 201 Philosophy Perspective of	Core	4	3(48 Hrs)	70	1 (32 Hrs)	30	100

	Education							
2	CC 202 Sociology of Education	Core	4	3(48 Hrs)	70	1 (32 Hrs)	30	100
3	CC 203 Curriculum Studies	Core	4	3(48 Hrs)	70	1 (32 Hrs)	30	100
4	CC 204 Teacher Education-I	Core	4	3(48 Hrs)	70	1 (32 Hrs)	30	100
5	Dissertation Related Work	ISB II	2	0	0	2 (32 Hrs) Progress Report	70	70
6	Internship in TEIs(12-15 Days)	ISB 1+I	2	0	0	2 (64 Hrs) 2 Weeks	30+25	55
	Total		20	12	280	8	245	525

SEMESTER-III

Sr. No.	Paper Title	Core/SpI Core/Sec Core;Ele Specl/Sec Spcl	Credit (s)/ Total	Class Teaching (Credit & Hours)	Weightage for External Examination (Marks)	Practicum/ Hands on/Students Activity/ Seminar/ Workshop/ etc	Weightage for Internal Examination (Marks)	Total
1	CC 301 Research Methods Advanced	Core	4	3(48 Hrs)	70	1 (32 Hrs)	30	100
2	CC 302 Teacher Education-II	Core	4	3(48 Hrs)	70	1 (32 Hrs)	30	100
3	CS 303 Spl. in Elementary / Secondary & Higher Sec. Education-I	Spl.Core (A)	4	3(48 Hrs)	70	1 (32 Hrs)	30	100
4	CS 304 Spl. in Elementary/Secondary & Higher Sec. Education-II	Spl.Core (B)	4	3(48 Hrs)	70	1 (32 Hrs)	30	100
5	Dissertation Work+ Progress Report	ISB III	1	0	0	1 (32 Hrs) Progress Report	35	35
6	Internship in TEIs (21 Days)	ISB III	3	0	0	3 (96 Hrs) 2 +1 (3Weeks)	90	90
	Total		20	09	280	8	245	525

SEMESTER-IV

Sr. No.	Paper Title	Core/SpI Core/Sec Core;Ele Specl/Sec Spcl	Credit (s)/ Total	Class Teaching (Credit & Hours)	Weightage for External Examination (Marks)	Practicum/ Hands on/Students Activity/ Seminar/ Workshop/ etc	Weightage for Internal Examination (Marks)	Total
1	ES 401 Curriculum and Assessment in Secondary Education	Specialisation	4	3(48 Hrs)	70	1 (32 Hrs)	30	100

2	ES 402 Guidance & Counselling	Specialisation	4	3(48 Hrs)	70	1 (32 Hrs)	30	100
3	ES 403 Statistical Methods for Analysis of Data/ES 403 Environmental Education	Specialisation	4	3(48 Hrs)	70	1 (32 Hrs) Research	30	100
4	Dissertation	Specialisation	3	3	-	3 (96 Hrs)	90	90
5	Dissertation Viva	Specialisation	1	-	-	1 (32 Hrs)	30	30
6	Academic Writing	Specialisation	1	-	-	1 (32 Hrs)	25	25
7	Internship	Specialisation	1	-	-	1 (32 Hrs)	30	30
8	Self Development	Specialisation	1	-	-	1 (32 Hrs)	25	25
9	Seminar Attending	Specialisation	1	-	-	1 (32 Hrs)	25	25
	Total		20		210		315	525

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2. [illegible] 50 [illegible] 50 [illegible].
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[illegible] (SGPA) [illegible]. SGPA [illegible]. [illegible] = [illegible] × [illegible] SGPA = [illegible]/[illegible]. [illegible] (CGPA) [illegible].

[illegible] : **CGPA=789/100=7.89** [illegible] **B.** [illegible]/[illegible] **CGPA** ([illegible]) [illegible].

Summary of M. Ed. (Two Year) CBCS Programme

Semester	Credits			No. of Hours			Marks		
Teaching	Teaching	Practicum	Total	Teaching	Practicum	Total	External	Internal	Total
Semester I	12	8	20	192	256	448	280	245	525
Semester II	12	8	20	192	224	416	280	245	525
SemesterIII	12	8	20	192	224	416	280	245	525
SemesterIV	12	8	20	192	352	544	210	315	525
Total	48	32	80	768	1056	1824	1050	1050	2100

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2. [illegible], [illegible] 50 [illegible].
3. [illegible].
4. [illegible], [illegible]/[illegible].

Description Of Internal Marks For Each Semester

	Internal	**Marks**

Internal Marks for each theory course	Seminar/Workshop/Quiz/Group Discussion	05
	Term Paper (Library Work)	05
	Field Immersion	07
	Test	10
	Attendance **(<80%=0, 80-85%=1, 85-90%=2, >90%=3)**	03
	Total	**30**

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M.Ed. CC- 101 Psychology Of Learning And Development

Unit- I Schools Of Psychology And Personality Factors Of Schools Of Psychology

Schools Of Psychology

1. Structuralism 2. Behaviorism 3. Constructivism

Personality Factors

1. Extroversion 2. Agreeableness 3. Openness 4. Neuroticism 5. Conscientiousness

UNIT- I - Field Engagement

1. Organize Seminar on the schools of psychology. 2. Group discussion on the contributions of the Schools of psychology to education. 3. Library work: Prepare a report on the introduction to the various psychologists and their contributions.

Unit- II - Learning, Its Theories And Transfer Of Learning

1. Meaning And Concept

2. Theories Of Learning : (Bandura And Ansubel)
3. Transfer Of Leaning / Training **A.**Meaning **B**.Types Of Transfer **C**. Theories Of Transfer (Theory Of Mental Discipline, Apperception Theory, Theory Of Identical Elements Theory Of Generalization, Transposition Theory, Theory Of Ideals) **D.** Educational Implications Of The Transfer Of Learning **E.** Conditions Facilitating Transfer

Field Engagement

1. Prepare an advanced organizer for the content of your syllabus. 2. Group discussion in the implications of the theories of learning. 3. Conduct a case study of five sudents and prepare a report on 'factors influencing their learning according to Hull' 4. Visit a Psychological lab and prepare a detailed report of its equipments and their use.

Unit- III - Information Processing System And Models Of Teaching

1. Information Processing System - A. Memory: Its Meaning, Types Of Memory B. Information Processing Model: Concept And Its Educational Implications C. Tools And Techniques Of Information Processing And Retrieval
2. Models of Teaching - a. Concept, Characteristics, Classifications And Use Of Models Of Teaching
   b. Introduction of The Following Models Of Teaching With Reference To Concept, Steps And Their Educational Implications. - Cognitive Growth Model- Jean Piaget , Self-Control Model: B.F. Skinner and Self-Concept Model: A. Maslow

Field Engagement

1. Prepare the lesson planning based on any one model of teaching and apply it. 2. Prepare PPT on the Information Processing model 3. Organize the seminar on the memory improvement techniques. 4. Conduct a quiz competition based on the Unit – III

Unit- IV - Intelligence And Creativity

1. **Intelligence - a.** Meaning, Concept, Role Of Heredity And Environment **b**. Concepts Of I.Q. **c**. Theories Of Intelligence **d.** Theory Of Multiple Intelligence
2. **Creativity - a.** Concept, Nature And Characteristics Of Creativity **b.** Theories Of Creativity **c.** Educational Implications

Field Engagement

1. Prepare a profile of the students based on their various abilities and intelligence 2. Administer any one standardized test and interpret the data. 3. Prepare a project Multiple Intelligences and its implications. 4. Prepare presentation on I.Q.

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[illegible] -2005, [illegible] - 2007, [illegible] - 2009, [illegible] 2009 [illegible] 2009, [illegible].

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(1) [illegible]. (2) NCF -2005 [illegible] NCFTE -2009 [illegible]. (3) SSA, RMSA [illegible] RUSA [illegible].

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M.Ed. CC – 102 Historical Political & Economic Prospective Of Education

Unit- I History Of Education In India

1. Need And Improtance Of History Of Education. 2. Education In Ancient India; Vedic, Buddhist, Jain, Islamic 3. Education In Medieval India; Macauly, Minite, Wood, Dispatch, Sargent Commission. 4. Discontentment Against Western System Of India.

Field Engagement

1. Write assignment on History of education in India. 2. Critically review the education policies of Britsh India. 3. Write review on the views of fighter freedom aginst the western of education.

Unit- II National Education Movement

1. University Education Commission, 2. Secondary Education Commission, 3. Indian Education Commission,

4. National Policy of Education, 1986 And Poa192 5. NCF 2005, NKC Report – 2007 6. Yashpal Committee Report On Indian Higher Education 2009 7. NCFTE 2009 And RTI Act, 2009 8. Programmes For Universalization Of Education- SSA, RMSA, RUSA

Field Engagement

1. Critically review the one education commission of post independence. 2. Write assignment on major recommendation of NCF-2005 and NCFTE- 2009 3. Compare the objective of SSA, RMSA and RUSA.

Unit- III Politics And Education

1. Relationship Between Education And Political Systems, Education And Stateeducationin Democracy & Communism 2. Excellent Education And Research Institution With Reference To Locale Management, Medium Of Instruction And Affiliating Body 3. Teacher Autonomy And Institutional Autonomy 4. .Educational Legislations, Educational Policy- Making, Educational Reforms 5. Politicization Of Education: Stability Of Curriculum, Academic Work, Celebratingand Organizing Different Programmer And Education

Field Engagement

1. Compare the educational system politics of e-governnance and education. 2. Debate on the stability of curriculum, Academic work, celebrating and 3. Orgnaning different Programme, examination recruitment. 3. Seminar on impact of educational policy & reforms on education. 4. Write a report on the observation on relationship between education and political system.

Unit- IV Education And Economics

1. Role Of Education In Economic Develepment 2. Education In Capitalist, Socialist And Mixed Economics 3. Natural And Human Resources 4. Human Capital Model, Education As A Human Capital, Factor nfluencing 5. Creation Of Wealth In Edcuationan Important Industry, Stimulus Stimulus Economic, Growth Economic Benefit Of Education 6.Cost- Quality Relationship To Education

Field Engagement

1. Compare the educatoinal system in capitalist, socialist and mixed economics. 2. Compare the natural and human resources. 3. Symposium on education and economics.

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M.Ed. CC – 103 Educaiton Studies

Unit- I Education Study

1. Meaning, Concept Of Education Studies 2. Modern History Of Educational Study 3. Tranditional Disciplines And Educational Studies 4. Present Seenario Of Education Study 5. Interdisciplinary Nature Of Education; Relationship With Disciplines/ Subjects Such As Philosophy, Psychology, Sociology, Managmenet, Economics, Anthropology Etc. Connecting Knowledge Across Disciplinary Boundaries To Provide Board Framework For Insightful Consturction Of Knowledge.

Field Engagement

1. Exhibition of picture and contributions of Educators (Exhibition) 2. Visit the Historical Educational Institiution and prepare a report on it (Field Visit) 3. Organize an seminar / Group Discussion on Present scenario of education. [Seminar Group Discussion] 4. Assignment / Peer tutoring on Modern and Traditional disciplines and educational studies. 5. Prepare a study report on bibliography of any Educationalist. 6. Organize a study tour of a commUnity Historical Educational Institution center and subit your study reprot mentioning major activites, educational and social importance. [Social Engagement ' CommUnity Engagement]

Unit- II Theoretical Perspectives Of Education

1. Educational Ideologies For Education Study 2. Meaning, Characteristics And Importance Of- A. Scholling B. Teaching-Learning C. Sustainable Education D. Morality E. Values F. Knowledge Construction G. Inclusive Education H. Pedagogy & Andragogy 3.Edcuation As A Socially Contrived System Influenced By Social, Cultural,Political, Economic And Teacnological Factors. 4.Priopitizing The Aims Of Indian Education In Context Of A Democratic, Secular, Egalitarian And A Human Society. 5.Procedure Of Linking: A. Content Knowledge With Pedagogy Knowledge B. School Knowledge With Life Outside The School C. School Knowledge With CommUnity Knowledge. D. Experimential Knowledge With Empirical Knowledge E. Knowledge On Action And Reflection On Outcome Of Action F. Theoretical Knowledge And Practical Knowledge. G. Universal Knowledge And Contextural Knowledge.

Field Engagement

1. Interview with Eminent Educationlist or Experinced Educationlist teacher (Interview) 2. Talk to the students and find out heir opinion about various ideologies in curriculum, transaction. Prepare a reflactive report [Research] 3. Preparation of Power-point presentation with reference to Sociological / cultural/Technological prespectives on purpose of Education study. (Presentation) 4. Conduct a case study on Problems related to Educational study (Case study) 5. Group Discussion/debate on the topic of Sociological/Cultural/ Technological prespectives [Research /Library]

Unit- III Vision Of School Education

1.Development Of Relationship Between Child And The Environment: School Practices With Life Outside The School: Ict And Teaching-Learning. 2.Role Perception: Teacher As Role Model, As A Facilitator And As A Co-Learner. 3.Values, Skills And Attitude For Attainment Of Goal Of Education For Peace. 4.Quality And Excellence In Education And.Its Relation To Quality. 5.Contemporary Challenges To School Education

Field Engagement

1. Assignment based on self study on the themes like new education policy: status of education of social-economically disadvantage children of your state; process of socialization of a child; new emerging problems in school education; critically analysis of the ways in which schooling and teaching-learning contribute to social in quality and presentation in a seminar. (any one) **2.** Observation of role of teacher in context to involvement in various activities in real class room and discussion with peers and teachers. (any one teacher)

<u>Unit- IV Developing The Self And Aspiration As A Teacher</u>

1.Development Of Human Personality In All Its Dimensions - Intellectual, Physical, Emotional, Social, Moral And Spiritual 2.Influence Of Feeling Of Fear And Trust Inpersonal And Social Attitude. 3.Attitude Towards Competition And Co-·Operation And Their Impact In Personal And Social Life. 4.Professional Competent Teacher And His Sensitivity Towards The Issues Of Equity, Democracy And Social Justice.

<u>Field Engagement</u>

1. Collect views on issues of social conflicts through workshop in drama, Arts, Music and Craft; (any one)
2. Seminar/Quiz on Politics and Policy of Education 3. Critical report on Rights, Equality and Justice in Education with help of students and commUnity/ resources (CommUnity Engagement) 4. Organization of workshop on activities related .to Global Issues in Education 5. Record an Interview with Role of teacher to use Education study in present education system

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M.Ed. CC-104 Introduction To Research Methods

Unit-I Educational Research And Research Proces

1. Meaning Of Research And Educational Research. 2. Need And Importance Of Educational Research 3. Characteristics Of Educational Research 4. Factors Hindering Educational Research 5. Types Of Research (Basic, Applied And Action Research) 6. Areas Of Educational Research 7. Teachers And Research 9. Ethical Considerations In Research

Unit-II Research Problem, Variables And Hypotheses

1. **Research Problem** a. Sources Of A Research Problem b. Selection And Nature Of A Research Problem c. Characteristics Of A Research Problem d. Techniques Involve In Defining And Formulating A Research Problem
2. **Variables** A. Nature And Meaning Of Variables B. Types Of Variable C. Selection Of Variables In Educational Research
3. **Hypothesis**- A. Meaning Of Hypothesis B. Criteria For Evaluating Hypothesis C. Objections To Hypothesis Construction D. Types Of Hypothesis E. Testing A Hypothesis
4. **Research Proposal** A. Importance B. Format
5. Steps In The Research Process

Unit-III Research Resources

1. Reference Books: Encyclopedia, Dictionaries, Almanacs And Yearbooks, Directories, Biographical Sources, Biliographical Sources 2. Books And Monographs; Card; Catalog, Book-Lists And Reviews 3. Periodical And Pamphlets: News Papers, Periodicals, Micro Films And Other Aids. 4. Dissertations, Theses And Research Journals. 5. Review Of Related Literature: Through Internet, Inflib.Net Through Cd-Magazines 6. Institutions Conducting Research And Nature Of Studies Undertaken

Unit-IV Research Tools;

1. **Questionnaire:** a) Advantages And Disadvantages Of Questionnaires b) Forms Of Questionnaires c) Basic Guidelines For Constructing Items d)) Questionnaire Format e) Preliminary Tryout f) Techniques For Usable Returns g) Reliability And Validity Of Questionnaires
2. **Interview:** a) Advantages and disadvantages of interview b) Reliability, Objectivity, And Validity Of Interview c) Biasing Factors In The Interview d) Types Of Interview: Individual And Group, Structured And Unstructured e) Conduct Of Interview
3. **Observation:** a) Simple Observation: Controlled, Participant And Non-Participant b) Aid In Simple Observation c) Systematic Observation: Control Over The Observer And The Subject
4. **Rating Scales** a) Numerical scale b) Graphic Scales c) Descriptive Graphic Scales d) Rules For Constructing Scales
5. **Psychological Test** a) Meaning And Concept c) Classification Of Test d) Characteristics Of A Good Standardized Test e) Factors To Be Considered In Test Selection f) Steps Of Standardized Test g) Using Tests In Research ,Tests Available In Gujarati Version
6. **Attitude Scale** - Construction Of Attitude Scale By Likert And Thurston Method
7. **Other Tools-** Checklist, Scorecard, Sociometry, Q-Sort Technique, Semantic Differential Technique

All Unit field Engagement

1. Prepare any one action research on classroom problem 2. Prepare the research proposal for your research problem and present in Seminar 3. Prepare a tool for Data collection 4. Review of research tools related to past studies.

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M.Ed. CC-201 Philosophy Of Education

Unit- I Philosophy And Educational Scope

A- 1**.** Concept, Definition And Meaning Of Education 2.Analytical And Real Meaning Of Education 3.Importance Of Instruction Approach In Education 4.Difference Between Educational Instructions And Education.

B- Broad Concept Of Philosophy 1**.** Concept Of Philosophy, Importance Of Philosophy Of Education. 2. Philosophy Of Education And Teacher 3. Philosophy And Philosophizing 4. Philosophical Analysis 5. Technique Of Philosophy 6. Main Question Of Philosophy Is Man 7. Importance Of Philosophy In Current Period 8. Self Development, Dedicated Person With Responsibility And Experience

Unit- II Basic Brances Of Philosophy

A- Epistemology - 1. Concept Of Knowledge And Epistemology 2. Sources Of Knowledge 3. Inclusive Form Of Knowledge 4. Implications Of Epistemological Education

B- Axiolog -1. Concept Of Reference Sources Of Axiology 2. Principals Of Axiology – Objective And Individual And Expectant 3. From Of Value – External, Internal And Its Implications.

C- Ethicology, Aestheticology And Education- Effect Of Each Other

Unit- III Various The Theories Of Philosophical Education

1. Humanism, 2. Feminism 3. Logical Positivism 4. Concept Of "Positivism " And Its Impact On Human Life. 5. Sankhya, Vedant Darshan, Jainism And Bhagvad Geeta (Theories Discuss With Concept, Principals, Utility Discipline, Teacher- Student Relation, Curriculum Method)

Unit- IV Philosophical And Educational Thoughts Of Indian And western philosopher

1. Dr. Annie Besant 2. Acharay Vinoba Bhave 3. Rousseau 4. Herbert Spencer (Discuss Their Life Narrative Concept And Aim Of Education Effect And Their Thoughts Contribution On Education)

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M.Ed. CC 202 Sociology Of Education

Unit-I Sociology Of Education

1. The Meaning And Scope Of Sociology Of Education 2.The Process Of Socialization 3. Education And Social Change 4. Types Of Social Institutions And Their Functions 5. Dimensions Of Education As A Social Institution: Structure, Function And Culture

UNIT-I Field Engagement

1. Observe the children and adolescents regarding their socialization process. 2. Observe the one society and note the social changes in it.

Unit-II Social Stratification And Social Mobility

1. Concept And Types Of Social Stratification And Social Mobility 2. Theories Of Social Stratification - Functionalist And Conflict Theory 3. Stratification And Equality Of Educational OpportUnity Among Disadvantaged Sections Of Society - Girls, S.C. & S.T. 4. Equality And Equity In Education 5. Human Rights Education; Concept And Provisions

Field Engagement

1. Make a report on the social stratification observed in the society. 2. Group Discussion on the parameters of Human Development Index.

Unit-III Culture, Modernization And Education

1. Concepts Of Culture, Sub-Culture And Multiculturalism, Civilization, Cultural Growth, Cultural Lag, Cultural Conflict, Cultural Relativity, Cultural Pluralism And Cultural Poverty In Relation To Education 2.Approaches To Multi Cultural Education (Culturally Different, Human Relation, Single Group Study, Multicultural Education, Social Reconstructionist) 3.Relationship Between Culture And Education. 4. Modernism And Post Modernism, Characteristics Of Post Modernism

Field Engagement

1. Group Discussion on the cultural changes in the society. 2. Study the impact of modernization on the adolescents.

UNIT-IV Education Law And Society

1. Education And Democracy 2. Nationalism And Education 3. Mass Media And Education 4.Privatization, Liberalization And Globalization And Its Impact On Education

Field Engagement

1. Observe the democratic environment of the institutions and prepare a report on it. 2. Study the impact of mass media on the youth.

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M.Ed. CC 203 Curriculum Studies

Unit-I Concept Of Curriculum

1. Meaning Of Curriculum 2. Difference Between Curriculum, Syllabus, Textbook And National Curriculum Framework 3. Importance Of Curriculum, Syllabus And Textbook In School Education 4. Basis Of Curriculum 5. Importance Of Core Curriculum And Local Referece Specific Curriculum.

Unit-II Concept Developmen

1. The Process Of Curriculum Development- Construction Of Objective And Learning Standards, Selection Of Learning Experiences, Selection Of Content, Organization And Integration Of Learning Experiences And Content, Evaluation Of The Curriculum. 2. Curriculum Development At Different Levels – International Level, National Level, State Level, School Level And Classroom Level

Unit-III Fundamentals Of Curriculum Plannin

1. Nature Of Content And Curriculum Planning 2. Developmental Aspects And Curriculum Planning 3. Social, Economical, Environmental Aspects And Curriculum Planning 4. Institutional Aspects And Curriculum Planning. 5. Teacher Related Aspects And Curriculum Planning

Unit-Iv Curriculum Engagement In School

1. Role Of School Environment In Curriculum Engagement. 2. Role Of Infrastructure Of The School In Curriculum Engagement. 3. Role Of Curriculum Inclusion And Learning Resoures In Curriculum Engagement. 4. Role Of A School To Bridge The Gap Between The Expected Curriculum, Implemented Curriculum And Tested Curriculum. 5. Role Of A Teacher In Developing, Transacting And Evaluating Curriculum.

ALL UNIT FIELD ENGAGEMENT

1. Study the present course in the secodary schools of Gujarat and find out how far these coures are economically cost effective/ feasible from the point of view of both the government and commUnity. 2. Identify some emerging areas that could be included in school curriculum. Justify the rational for their inclusion in school level education. 3. Evaluate the curriculum of any school subject that you have taught. 4. Identify a Unit which according to your students is very difficult to learn.

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M.Ed. CC 204 Tearcher Education -I

Unit-I Structure, Curriculum And Modes Of Pre- Service Teacher Education

1. A Review Of The Understanding Developed On Teacher’s Role And Functions 2. Pre-Service Teacher Education- Concept, Nature, Objectives And Scope 3. The Structure Of Teacher Education Curriculum And Its Vision In Curriculum Documents Of Ncert And Ncte. 4. Components Of Pre-Service Teacher Education - Foundation Courses, Subject Specialization And Pedagogy, Special Fields, School Based Practicum And Internship Weightages In Course Work And Evaluation. 5. Modes Of Pre-Service Teacher Education (Face To Face, Linear And Integrated) Distance And Online, Relative Merits And Limitations

Field Engagement

1. A "Comparative study of state and national curricula" of pre-service tezcher education in terms of their components, weightages, duration, organisation, transaction and assessment-document analysis. 2. Critical analysis of NCFTE-2009 3. Review the any university curriculum of teacher education from the point of view of NCFTE-2009

Unit-II Organisation Of Different Components Of Teacher Education Curriculum

1. The Student Teacher As An Adult Learner, Characteristics And Concept Of Andragogy And Its Principles. 2. Organisation, Transaction And Evaluation Of Different Components Of Teacher Education Curriculum And Existing Practices. 3. Transactional Approaches For The Foundation Courses- Expository, Participatory, Collaborative, Peer Coaching, And Inquiry. Scope And Possibilities For Organisation And Evaluation 4. Transactional Approaches For The Skill And Competency Development Courses, Need For (Awareness, Modeling, Analysis, Practice, Feedback Cycle, Scope And Possibilities For Organization And Evaluation, Practicum Records And Profolio Assessment. 5. Concept And Scope Of School Based Particum And Internship- The Existing Practices, Their Nature, Objectives, Organisation And Duration. Activites And Experiences In Preinternship, Internship And Post-Internship.

Field Engagement

1. Case Studies the practicum and internship activities of tow B.Ed. Colleges. 2. Observe the skill and competency development during the practice teaching in B.Ed. college.

Unit-III In-Service Teacher Education In India- Concept, Structure And Modes.

1. Concept, Need For Continuing Professional Development Of A Teacher, Areas Of Professional Development. Purpose Of Inservice Teacher Education Programme, Orientation, Refresher, Workshop, Seminar And Conference, Their Meaning And Objective. 2. The Structure For In-Service Teacher Education- Sub-District, District, State, Regional And National Level Agencies And Institution. 3. Modes And Models Of In-Service Teacher Education;. 4. Modes Of In-Service Teacher Education - Face To Face, Distance Mode, Online And Mixed Mode 5. Induction, One Shot, Recurrent, Cascade, Multi-Site, School Based And Course Work Model Scope, Merits And Limitaions Of Each Of Them.

Field Engagement

1. Study the structure of in-service teacher education in Gujarat. 2. Compare the modes of in-service teacher education in face-to-face, distance, online and mixed mode. 3. Compare the different models of in-service teacher education.

Unit-IV Planning, Organizing And Evaluating And In-Service Teacher Education

1. Planning An In-Service Teacher Education Programme- Preliminary Considerations Of Purpose, Duration, Resource Requirements And Budget. 2. Designing And In-Service Teacher Education Programme- Steps And Guidelines Assessment Of Training Needs, Formulation Of Training Curriculum,Preparation Of Course Material 3. Organizing An In-Service Teacher Education Programme-Common Problems Faced By A Teacher Educator And Guidelines For Communication, Arrangement, Preparation, Facilitating Participation And Collecting Feedback And Evaluation. 4. Qualities And Characterstics Of An Effective In-Service Teacher Educator.

Field Engagement

1. Design, implementation and evalutaion of a training input in any one course of pre-service teacher education – mentored practicum. 2. Critical study of an in-service teacher education programme in terms of their need and relevance, duration, planning, organisation and outcomesdocuments analysis.

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M.Ed. CC 301 Research Methods Advanced

Unit-I Sampling Techniques

1. Population And Sample 2. Defining The Population 3. Meaning Of Sample And Sampling 4. Characteristics Of A Good Sample 5. Importance Of Sampling 6. When Should The Sample Be Large? 7. Sample Size And Errors In Sampling 8. Techniques Of Sampling- **A.** Probability Samples: Simple Random Sampling, Stratified Random Sampling, Systematic Sampling And Cluster Sampling **B.** Judgment Samples: Incidental Sampling, Purposive Sampling, Quota Sampling C. Other Sampling Techniques: Paired Sampling, Double Sampling, Sequential Sampling, Snow- Ball Sampling, Multi-Stage Sampling 9**.** Mistakes Often Made In Sampling 10. Sampling Biases

Unit-II Research Methods

1. Historical Research Method **- A.** Concept **B**. Importance In Education **C.** Objectives **D**. Steps 'Of Historical Method **E**. Intrnal And External Criticism **F.** Types Of Historical Research In Education 2. Descriptive Research Method 3. Experimental Research Method

Unit-III Descriptive Methods Of Research

1. Quantitative Methods Of Research 2. Survey Method 3. Content Analysis 4. Case Study 5. Inter-Relationship Studies: Causal Comparative Studies, Co-Relational Studies 6. Developmental Studies: Longitudinal And Cross Sectional Studies, Trend Studies

Unit-IV Experimental Research

1. Definition Of An Experiment 2. Variables In Experimental Research 3. Experimental Designs 4. Control Of The Experiment 5. Internal Validity & External Validity 6. Methods Of Equating Experimental And Control Groups

All Unit Field Engagement

1. Term paper or seminar based on a different research method 2. Term paper or seminar based on a sampling techniques

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M.Ed. CC- 302 Teacher Education-II

Unit-I Perspectives And Policy On Teacher Education

1. Teacher Development Concept, Factors Influencing Teacher Development Personal, Contextual.
2. Teacher Expertise Berliner's Stages Of Development Of A Teacher

3. Approaches To Teacher Development Self Directed Development, Co-Operative Or Collegial Development, Change Oriented Staff Development.
4. National And State Policies On Teacher Education A Review.
5. Different Organisations And Agencies Involved In Teacher Education Their Roles, Finctions And Networking
6. In Service Teacher Education Under Dpep, Ssa And Rmsa
7. Preparation Of Teachers For Art, Craft, Music, Physical Education And Special Education - Need, Existing Programmes And Practices
8. Initiatives Of The Ngos In Designing And Implementing In Service Teacher Education Programmes.

Field Engagement

1. Study of annual Reports of SCERT/NCERT/NUEPA to identify the various programmes for professional development of teacher educators. 2. Select any one current practice in teacher education and trace the background of its formulation as a policy. 3. Review the national policy on teacher education 4. Case study the NGO working for the in-service teacher education.

Unit- 2 Structure And Management Of Teacher Education

1. Structure Of Teacher Education System In India - Its Merits And Limitations.
2. Universalisation Of Secondary Education And Its Implications For Teacher Education At The Secondary Level
3. Preparing Teachers For Different Contexts Of School Education - Structural And Substantive Arrangements In The Programmes
4. Vertical Mobility Of A School Teacher –Avenues
5. Professional Develop ment Of Teachers And Teacher Educators -Present Practices And, Avenues
6. Systemic Factors Influencing The Quality Of Pre And In-Service Education Of Secondary School Teachers

Field Engagement

1. Interview the teacher educator who was formerly the school teacher. 2. Review the researches on the factors affecting the quality of pre and in-service education of secondary teachers. 3. Seminar on the universalisation of secondary education and its implications for teacher education at secondary level.

Unit-3 Research In Teacher Education

1. Paradigms For Research On Teaching -Gage, Doyle And Shulman.
2. Research On Effectiveness Of Teacher Education Programmes -Characteristics Of An Effective Teacher Education Programme
3. Methodological Issues Of Research In Teacher Education-Direct Various Indirect Inference, Generalisability Of Findings, Laboratory Versus Field Research, Scope And Limitation Of Classroom Observation
4. Trends Of Research In Teacher Education -Review Of A Few Recent Research Studies In Teacher Education With Reference Design, Findings And Policy Implications

Field Engagement

1. A review of researches in any one area of research in teacher education and write the policy implications

2. A review of a research article in teacher education and write implications for Practitioner .3. Seminar on the paradigms for research on teaching research on effectiveness of teacher education programmes.

Unit-4 Problems And Issues In Teacher Education

1. Challenges In Professional Development Of Teachers-Relevance To School Education, Improperly Qualified Teacher Educators, Assurance Of Quality Of Teacher Education Programmes,
2. Sufficiency Of Subject Matter Knowledge For Teaching At The Senior Secondary Level
3. Single Subject Versus Multiple Subject Teachers - Implications For Subject Combinations In Initial Teacher Preparation
4. Issues Related To Enhancing Teacher Competence, Commitment And Teacher Performance
5. Partnerships In Secondary Teacher Education-Tei With School And CommUnity, Government Agencies With University, With Ngoss, Between Teacher Education Institutions Preparing Teacher For Different Levels Of School Education.

Field Engagement

1. Seminar on the challenges in professional development of teachers. 2. Conduct a research on subject matter knowledge for teaching at the senior secondary level. 3.Group discussion on the issues related to enhancing teacher competence, commitment and teacher performance.

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M.Ed. CS - 303 Specialization Core Coursein Secondary & Higher Secondary Education-1

Unit-I Secondary And Higher Secondary Education

1. Aims And Objectives Of Secondary And Higher Secondary Education. **2.** Educational Structure Of Secondary And Higher Secondary Education In Gujarat. **3.** School Management (Meaning, Concept, Need, Importance And Process) **4.** Appointment Process Of Principals And Teachers At Secondary And Higher Secondary School Level In Gujarat **5.** Professional Ethics Of Secondary And Higher Secondary School Teachers.

Field Engagement

1. Visit Secondary And Higher Secondary School and prepare a Report on School Teacher's Educational Experience at School level. 2. Organize a seminar on professional Ethics of Teachers. 3. Assignment work- Draw and explain a s.tructure of Secondary And Higher Secondary School Education in Gujarat.

Unit-II Types Of Schools

Types Of Schools (According To School Management)- A) Navoday Vidyalay B) Adarsh Nivasi Shala C) Eklavya Model Residention School (Emrs) D) Girls Residention School (Grs) E) Central School F) Public Schools (With Reference To Objectives, Functions And Facilities)

Field Engagement

1. Visit and prepare a report on any one type of secondary And Higher Secondary school. 2. Organize a workshop on objectives and functions of public schools. 3. Write down a difference between Adarsh Nivasi Shala and Eklavya Model School.

Unit-III Present Scenario Of Secondary And Higher Secondary Education: Issues And Concerns

1. Girls Education At School Level **2.** Marginalization At School Level **3.** Ict Related Issues At School Level **4.** Problems Of 'Shikshan Sahayak' In Gujarat **5.** Problems Related To Infrastructure Facilities, Educational Aids And Classrooms At School Leve **6.** Problem Related To Students Leaving Schools At Secondary And Higher Secondary School Level **7.** Research Work On Problems Related To Secondary And Higher Secondary Education

Field Engagement

1. Organize a Seminar on Problems of Girl's Education at School Level in Gujarat. 2. Take an interview of 'Shikshan Sahayak' to know their problems at Secondary And Higher Secondary school Level. 3. Write down a short note on Facilites related to ICT at School Level.

Unit-Iv Institutions And Programmes At Secondary And Higher Secondary School

1. UGC 2) NCERT 3) NUEPA 4) NCTE 5) NAAC 6) CABE 7) IASE 8) CTE 9) GCERT (With Reference To Its Structure And Function At School Level) 10) Vidyadeep Yojna (With Reference To Its Objectives And Impact On Secondary And Higher Secondary Education)

Field Engagement

1. Organize a Seminar on functions of GCERT at Secondary And Higher Secondary School level. 2. Visit any school in Gujarat and collect the information related to government programmes organizes in the school. 3. Write down the role of NCERT at School Level.

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M.Ed. CS -304 Secondary & Higher Secondary Education-2

Unit-I Pedagogy Used At Secondary And Higher Secondary School Level

1. Child Centred Pedagogy **2.** Process Of Knowled Construction For Development Of Concepts, Understanding, Logical Reasoning, Critical Thinking And Problem Solving **3.** Forms Of Learner's Engagement-Observing, Exploring, Discovering, Analyzing, Critical Thinking And Reflection, Contextualization, Multiple Interpretations, Collaboration **4.** Pedagogical Analysis Of The Subject Content **5.** Critical Pedagogy **6.** Critical Analysis Of The Pedagogy Prescribed In The Educational

Thoughtstagore, Gandhi, J. Krishnamurthy, Sri Aurobindo, John Dewey, And Socrates (Dialogue), And Their Applicability In School Context

Field Engagement

1. Write a report on pedagogy prescribed in the educational thoughts of John Dewey. 2. Organize a debate on educational thoughts of Sri Aurobindo and Gandhi. 3 . Visit Secondary And Higher Secondary school and find out different forms of Learner in the schools.

Unit-II Curriculum

1. Meaning And Concept Of Curriculum At Secondary And Higher Secondary School Level **2.** Aims And Objectives Of Curriculum At Secondary And Higher Secondary School Level **3.** Principles Of Curriculum Development And Its Implementation Process School Level **4.** Approaches Of Curriculum At School Level. **5.** Role Of Curriculum Support Materials At School Level **6.** Types Of Material And Aids At School Level 7. Research Work Related To Curriculum Development At School Level

Field Engagement

l. School level curriculum related research - review any 5 research studies and prepare a report on it. 2. Organize a workshop on curriculum development process at school level. 3. Visit any school and collect the information about types of material and aids available in it.

Unit-III Evaluation At Secondary And Higher Secondary School Level

1. Types Of Evaluation At School Level **2.** Continuous Comprehensive Evaluation At School Level **3.** Area Of Internal Assessment At School Level **4.** Swot Analysis At School Level(Strengths, Weaknesses, OpportUnities And Threats) **5.** Total Quality Management (TQM) At School Level

Field Engagement

1. Visit any school and prepare a Report on Continuous and Comprehensive Evaluation of students at School level. 2. Organize a seminar on Total Quality Management (TQM) at School Level. 3. Prepare a note on SWOT Analysis at School Level by selecting one school.

Unit-IV Policies And Practices Of Secondary And Higher Secondary Education

1. NPE-1986 **2.** POA 1992 **3.** NCF 2005 **4.** National Knowledge Commission **5.** Gujarat Secondary Education Act 1972 (Code Of Conduct) **6.** RMSA (Rastriya Madhyamik Shiksha Abhiyan) **7.** Teacher Aptitude Test, Head Master Teacher Aptitude Test **8.** 'Karmayogi Talim' **9.** Other Present Programmes (With Reference To Introduction And Impact At School Level)

Field Engagement

l. Organize Seminar on RMSA. 2. Critically analyze the Teacher Aptitude Test papers of different subjects. 3. Visit school and get the opinions of Teachers regarding new policies implemented at School level in Gujarat.

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M.Ed. ES - 401 Curriculum And Assessment In Secondary Education

Unit-I Instructional Designs Curriculum Transaction

1. Concept Of Instructional Design **2.** Instructional Design Models **3.** Skills Of Instructional Designer.

Unit-II Story Board

1. Concept Of Story Board **2.** Psychological Principles Of Developing Board **3.** Steps Of Developing Story Board **4.** Advantages & Limitation Of Story Board.

Unit-III Development Of Instructional Material

1. Concept And Need Of Self Study Material **2.** Progrmmed Learning Material: Concepts, Principles, Types, Development, Advantages & Limitation. **3.** Steps Of Developing Instructional Material. **4.** Concept Characteristic And Development Procedure Of CAI

Unit-IV Question Bank And Grading

1. Types Of Questions. **2.** Concepts And Importance Of Question Bank. **3.** Steps For Developing Question Bank **4.** Concepts, Types, Advantages And Limitations Of Grading

All Unit Field Engagement

1. Prepare teaching-learning adis and learning material for your Unit to be taught in practice lession. 2. Think of some innovative ideas for curriculum transaction. 3. Evaluate the instructional designs adopted by you during your practice teaching and make a report. 4. Organize collaborative activites or classroom practices. 5. Art and craft activities using waste to prepare teaching learning aids. 6. Make survey of the school activities supporting self learning. 7. Exhibition of innovative teaching learning material. 8. Creating and enriching curriculum laboratory in your institution.

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M.Ed. ES - 402 Guidance And Counselling

Unit-I Guidance

1. **Meaning And Defination-** A**)** Aims Of Guidance B) Prnciples Of Guidance C) Guidance: It Relation To Education1 D) A Brief History And Problems Of Guidance In Abroad And India
2. **Different Types Of Guidance Service –** A) Induvidual Services B) Educational Services C) Vocational Services D) Placement Services E) Follow-Up Services
3. **Types Of Gidance-** A. Educational Guidance (Concept, Definitons, Need And How To Impart It At Different Levels) B. Vocational/Carrer Guidance (Concept, Definations And Need) C. Invidual Guidance (Concept, Definitons, Need And How To Impart It At Different Levels) D. Group Guidance (Types Of Group, Advantages Of Group Gidance, Group Guidance Techniques)

Field Engagement

1. Library work: Explain bases of guidance. 2. Field Immersion: Organize a seminar on problems of guidance in India. 3. Field Immersion: Organize a seminar on educational guidance in a India.

Unit-II Theories Of Career Development

1. Theories Of Carrer Development (Some Basic Concepts, Applicability And Limitations Of Each Theory) A) Ginzeberg B) Super's Life Span/Life Space Approach To Career Development C) Havighurst Theory Of Developmental Task D) Holland's Career Theory Of Personality Type And Work Environment
2. Career Development A) Concept Of Work: Physical, Psychological And Sociological B) Work And Human Motives C) Concept Of Career Development 3. Prevalent Concepts About Occupational Choice 4. Points To Be Considered At The Time Of Choosing An Occupation A) Motivation B) Success C) Satisfaction D) Maturity

Field Engagement

1. Library work: explain stages of vocational development of any one Psychologist. 2. Library Work: Compare different theories of career development. 3. Prepare a PowerPoint presentation for any one theory of career development. 4. Organize a seminar on how one selects his/her occupation

Unit-III Understanding Career Information Collection, Classification And Dissemination

1. Primary And Secondary Sources Of Information; Filing Of Career Information **2.** Selection And Classification Of Occupational Information **3.** Techniques Of Disseminating Occupational Information – A) Career Talk B) Career Conference C) Career Visits D) On-The-Job Experience E) Information Through School Subjects F) Publications **4.** Setup Of Guidance Services In Schools A) Need B) Personnel Involved C) Services To Be Provided 5**.** Setup Of Guidance Services In Colleges A) Need B) Personnel Involved C) Services To Be Provided

Field Engagement

1. Field Immersion: Visit any industry to collect information regarding occupation and prepare a report on it. 2. Organize a career conference. 3. Field Immersion: Design a questionnaire for conducting follow up study of school dropouts or commUnity educational survey or community occupational survey and collect information from about five to ten students/agencies. 4. Library Work: Develop a scheme of career information suitable for class Xllth students.

Unit-IV Approaches Of Counseling

1. Meaning And Nature Of Counseling 2. Approaches To Counseling A) Directive B) Non-Directive C) Elective 3. Skills And Qualities Of An Effective Counsellor

Field Engagement

1. Library work: clarify the difference between guidance and counseling 2. Field work: Organize a seminar on Code of Ethics and Standard's of practice suggested by National Vocational and Educational Guidance Association. 3. Group Discussion on the various approaches of counseling.

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M.Ed. ES- 403 Environment Education

Unit-I Concept Of Environment

1. Meaning Of Environment **2.** Interrelationship Between The Elements Of Environment- Biological, Non Biological. **3. Va**rious Cycles In Environment- Biochemical Cycle, Water Cycle, Mineral Cycle, Carbon And Oxygen Cycle 4. Food Chain And Life Network

Unit-II Environmental Issue

1. Population- An Environmental Issue **2.** Pollution- Air, Water, Soil **3.** Depletion- Soil, Water, Sources Of Energy, Minerals, Biodiversity

Unit-III Environment: Conservation, Recycling And management

1. Meaning And Necessity Of Environment Conservation **2.** Energy Conservation, Water Conservation, Soil Conservation, Conservation Of Minerals, Forests And Biodiversity **3.** Environment Protection Laws

<u>Unit-IV Environment Education</u>

1. Meaning, Definition, Aims And Objectives Of Environment Education, Necessity Of Environment Education 2. Recommendations Of Ncf 2005 Regarding Environment Education. **3.** Approaches And Methods Of Environment Education- Field Visit, Team Teaching, Discussion, Demonstration, Observation, Simulation, Project **4.** Ict In Environment Education- Projective And Non Projective Aids, Mass Media, Teaching- Learning Material **5.** Role Of GOs, NGOs, Teachers And Women In Environment Education

<u>All Unit Field Engagement</u>

1. Field visits of the most polluted areas to experience and study the effect on environment and make a case study report. 2. Think of some innovative ideas to save environment 3. Evaluate the activities of GOs and NGOs for the cause of environment 4. Evaluate the activities of GOs and NGOs for the cause of environment 5. Organize relies, tree plantation, street plays, exhibitions, posture making, debate and essay writing, poetry writing and reciting. etc. for awareness of the people towards environment. 6. Art and craft activities using waste 7. Habit formation for cleanliness, conserving resources and canvassing for the cause of environment 8. Interview of a school principal to inquire about the activities of Eco club 9. Visit to a Bio-gas plant, solar system or vermin culture plant. 10. Study environment awareness among the school children and prepar a report.

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HEMCHANDRACHARYA NORTH GUJARAT UNIVERSITY STRUCTURE OF EXAMINATION M.Ed. SEMESTER-I ,II,III& IV

Time: 03 Hours; Marks: 70

Instructions

All questions are compulsory. Options are internal.
Answer to the each section should be written in separate answer book.
Marks will be deducted for irrelevant matter.

Section-I

Que.–1 Answer any two of the following questions (Out of three) (in 500 words) (20)
Que.–2 Answer any two of the following questions (Out of three) (in 250 words) (10)
Que.–3 Answer the following questions in short (Five out of five) (05)

Section-II

Que.–1 Answer any two of the following questions (Out of three) (in 500 words) (20)
Que.–2 Answer any two of the following questions (Out of three) (in 250 words) (10)
Que.–3 Answer the following questions in short (Five out of five) (05)

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First Semester Workshop Schedule

DAY GENERAL DETAILS ORIENTATION

First	Internship Concept-Internship in Teacher Education
Second	Internship Norms Prescribed by NCTE for TEIs
Third	Importance of M. Ed. Internship with Objective, Goal
Fourth	Internship College Selection
Fifth	Pre Internship Preparation and Correspondence with TEIs for Acceptance, Offer Letter etc.
Sixth	Micro Skill for Internship specific to Lesson Plan for Higher Education
Seventh	Intenship Lesson Plan- Note Making
Eighth	Intenship Lesson Plan- Note Making
Ninth	Intenship Lesson Plan- Note Making

Fourth Semester Workshop Schedule	
Day	**GENERAL DETAILS ORIENTATION**
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Second	[illegible], [illegible], [illegible]
Third	[illegible], [illegible], [illegible], [illegible]
Fourth	PBAS , API , CAS [illegible]
Fifth	[illegible], NAAC, [illegible]
Sixth	AISHE, NCTE, UGC- PROFILE, RESUME WRITING
Seventh	[illegible], [illegible], [illegible], [illegible]
Eighth	[illegible]

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CC- 201 [illegible]

[illegible] :- [illegible]1

[illegible] - 1 [illegible]. [illegible] 500 [illegible].

1. [illegible]? [illegible].
2. ‘‘[illegible]’’ [illegible].
3. [illegible], [illegible]. [illegible].
4. [illegible]? [illegible]? [illegible].
5. [illegible], [illegible]

[illegible].

6. [illegible]? [illegible]?

7. [illegible].

8. [illegible]? [illegible].

9. [illegible]? [illegible].

10. [illegible]? [illegible].

11. [illegible]?

12. [illegible].

13. [illegible]? [illegible].

14. [illegible].

15. [illegible].

16. [illegible].

17. [illegible].

18. [illegible].

19. [illegible].

20. [illegible].

21. [illegible].

[illegible] :- [illegible]2

[illegible] - 2 [illegible] 250 [illegible]

1. ‘[illegible]’[illegible].
2. [illegible].
3. [illegible].
4. [illegible].
5. [illegible]?
6. [illegible].
7. [illegible]?
8. [illegible].
9. [illegible].
10. [illegible].
11. [illegible]? [illegible].
12. [illegible].
13. [illegible]? [illegible].

14. [illegible].
15. [illegible]

[illegible] :- [illegible]3

[illegible] - 3 [illegible].

1. [illegible]?
2. [illegible]?
3. [illegible]: [illegible]?
4. [illegible].
5. [illegible]?
6. [illegible]?
7. [illegible]?
8. [illegible].
9. [illegible]?
10. [illegible]:[illegible]?
11. [illegible]: [illegible], [illegible]
12. [illegible]?
13. [illegible].

14. [illegible] - [illegible]?
15. [illegible].
16. [illegible].
17. [illegible].
18. [illegible].
19. [illegible].
20. [illegible]?
21. [illegible], [illegible].
22. [illegible] - [illegible]?
23. [illegible]?
24. [illegible].
25. [illegible].
26. [illegible]?
27. [illegible].
28. [illegible]. [illegible]

CC-[illegible]

[illegible] :- [illegible]1

[illegible] – 1 [illegible]. [illegible] 500 [illegible].

1. [illegible].
2. [illegible]? [illegible]. [illegible]
3. [illegible]? [illegible].
4. [illegible]? [illegible].
5. [illegible]. [illegible].
6. [illegible]? [illegible].
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8. [illegible]? [illegible].
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10. [illegible] ([illegible]) [illegible].

11. [illegible].
12. [illegible]? [illegible].
13. [illegible]. [illegible]. [illegible].
14. [illegible].
15. [illegible].
16. [illegible]? [illegible].
17. [illegible]. ([illegible]) [illegible] ([illegible]) [illegible] ([illegible]) [illegible] ([illegible]) [illegible]
18. [illegible].
19. [illegible]? [illegible].

[illegible] :- [illegible]2

[illegible] - 2 [illegible]. [illegible] 250 [illegible]

1. [illegible].
2. [illegible].
3. [illegible].
4. [illegible].
5. [illegible].
6. [illegible].
7. [illegible].
8. [illegible]? [illegible].
9. [illegible].
10. [illegible].
11. [illegible].
12. [illegible].
13. [illegible].
14. [illegible]?
15. [illegible]? [illegible].
16. [illegible].
17. [illegible].
18. [illegible].
19. [illegible].
20. [illegible].

[illegible] :- [illegible]

[illegible] - [illegible].

1. [illegible].
2. [illegible].
3. [illegible]?
4. [illegible].
5. HDI [illegible]?

6. [illegible]?
7. [illegible].
8. [illegible]?
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10. [illegible].
11. [illegible].
12. [illegible].
13. [illegible].
14. [illegible].
15. [illegible]?
16. [illegible].
17. [illegible]?
18. [illegible]?
19. [illegible]?
20. [illegible]?
21. [illegible]?
22. [illegible].
23. [illegible].
24. [illegible].
25. [illegible].
26. [illegible]?
27. [illegible]?
28. [illegible].
29. [illegible]?
30. [illegible].
31. [illegible]
32. [illegible]
33. [illegible].
34. [illegible].
35. [illegible]. [illegible].
36. [illegible]?
37. [illegible].
38. [illegible].
39. [illegible]?

CC - 203 [illegible]

[illegible] :- [illegible]1

[illegible] – 1 [illegible]. [illegible] 500 [illegible].

1. [illegible].
2. [illegible], [illegible].
3. [illegible]? [illegible].
4. [illegible].
5. [illegible].
6. [illegible].
7. [illegible], [illegible].
8. [illegible]-[illegible]([illegible]) [illegible].
9. NCF - 2005 [illegible].

10. [illegible]

11. [illegible]?

[illegible]

[illegible] :- [illegible]2

[illegible] – 2 [illegible]. [illegible] **250** [illegible].

1. [illegible](NCF), [illegible], [illegible].
2. [illegible].
3. [illegible].
4. [illegible].
5. [illegible].
6. [illegible].
7. [illegible].
8. [illegible].
9. [illegible], [illegible].
10. [illegible].
11. [illegible], [illegible].

12. [illegible], [illegible].

13. [illegible].

[illegible] :- [illegible]3

[illegible] - 3 [illegible].

1. [illegible]?
2. [illegible]?
3. [illegible]?
4. [illegible]?
5. [illegible]?
6. [illegible].
7. [illegible].
8. [illegible]?
9. [illegible]?
10. [illegible]- NCERT, NUEPA, CABE
11. [illegible]?
12. [illegible]?
13. [illegible].
14. [illegible]?
15. [illegible]?
16. [illegible]?
17. [illegible]?
18. [illegible].
19. NCF 2005 [illegible].
20. [illegible].
21. [illegible]?
22. [illegible]?
23. [illegible]?
24. [illegible]?

CC-204 [illegible]-I

[illegible] :- [illegible]1

[illegible] – 1 [illegible]. [illegible] 500 [illegible].

1. [illegible].
2. [illegible].
3. [illegible].
4. [illegible].
5. [illegible] (Teacher Education) [illegible].
6. [illegible] (Models) [illegible].
7. [illegible].
8. [illegible] (NCTE) [illegible].
9. [illegible].
10. [illegible].
11. [illegible] NCFTE-2009 [illegible] (B.Ed) [illegible].
12. [illegible].
13. [illegible].
14. [illegible], [illegible].
15. [illegible].
16. [illegible], [illegible].
17. NCTE [illegible] NCFTE-2009 [illegible].
18. [illegible] - [illegible].
19. [illegible]?
20. [illegible].
21. [illegible], [illegible], [illegible].
22. [illegible].

[illegible] :- [illegible]2

[illegible] - 2 [illegible]. [illegible] 250 [illegible]

1. [illegible](Andragogy) [illegible].
2. [illegible].
3. [illegible].
4. [illegible].
5. [illegible].
6. [illegible].
7. [illegible].
8. [illegible].
9. [illegible].
10. [illegible] ? [illegible].
11. [illegible].
12. [illegible]? [illegible].
13. [illegible].
14. [illegible].
15. [illegible].
16. [illegible].
17. [illegible] ([illegible] - [illegible].) [illegible].
18. NCFTE-2009 [illegible].
19. [illegible].
20. [illegible].
21. NCERT [illegible]. [illegible].
22. NCTE [illegible]. [illegible].
23. [illegible]? [illegible]
24. [illegible].
25. [illegible]?
26. [illegible]? [illegible].
27. [illegible]?
28. [illegible].
29. [illegible].
30. [illegible].

[illegible] :- [illegible]3

[illegible] **3** [illegible].

1. NCERT [illegible].
2. [illegible] (Pedagogy) [illegible]?
3. [illegible].
4. [illegible].
5. [illegible].
6. [illegible]?
7. [illegible] (Orientation) [illegible].
8. [illegible].
9. [illegible]?
10. [illegible].
11. DIET [illegible].
12. [illegible]?
13. NCTE [illegible]?
14. [illegible]?
15. [illegible].
16. [illegible]?
17. NCERT [illegible] NCTE[illegible].
18. [illegible].
19. [illegible].
20. [illegible].
21. GCERT [illegible].
22. DIET [illegible] PSTE [illegible].
23. GCERT [illegible].
24. CASE [illegible].
25. NCTE [illegible].
26. GCERT [illegible]? [illegible].
27. NAAC [illegible].
28. [illegible]. [illegible].
29. [illegible].
30. [illegible]?
31. [illegible].
32. DIET [illegible].
33. [illegible]?
34. [illegible].

[illegible]
CC-301 [illegible]

[illegible] :- [illegible]1

[illegible] – 1 [illegible]. [illegible] 500 [illegible].

1. [illegible]? [illegible].
2. [illegible]? [illegible]. [illegible].
3. [illegible]. ([illegible].)
4. [illegible]. [illegible].
5. [illegible] ([illegible]) [illegible]. [illegible].
6. [illegible].

(i) [illegible] (ii) [illegible] (iii) [illegible]

7. [illegible]? [illegible].

8. [illegible]? [illegible].

9. [illegible] ? [illegible].

10. [illegible].

11. [illegible].

12. [illegible].

13. [illegible].

14. [illegible].

15. [illegible].

16. [illegible], [illegible].

17. [illegible].

18. [illegible]? [illegible]. [illegible]-[illegible] [illegible].

19. [illegible].

20. [illegible].

21. [illegible]? [illegible].

22. [illegible].

[illegible] :- [illegible]2

[illegible] – 2 [illegible]. [illegible] 250 [illegible].

1. [illegible]? [illegible].
2. [illegible]? [illegible].
3. [illegible]? [illegible].
4. [illegible].
5. [illegible]?
6. [illegible].
7. [illegible].
8. [illegible].
9. [illegible]-[illegible]?
10. [illegible]? [illegible].
11. [illegible]-[illegible].

12. [illegible]
13. [illegible]
14. [illegible]
15. [illegible]
16. [illegible]?
17. [illegible]
18. [illegible]
19. [illegible] ([illegible])
20. [illegible]
21. [illegible]
22. [illegible]
23. [illegible]
24. [illegible]?
25. [illegible]
26. [illegible]
27. [illegible]?

[illegible] :- 3

[illegible] 3- [illegible]

1. [illegible]?
2. [illegible]?
3. [illegible]?
4. [illegible]?
5. [illegible]
6. [illegible]
7. [illegible]
8. [illegible]?
9. [illegible]?
10. [illegible]?
11. [illegible]
12. [illegible]?
13. [illegible]?
14. [illegible]
15. [illegible] ?
16. [illegible]?
17. [illegible]
18. [illegible]
19. [illegible]
20. [illegible] ?
21. [illegible]
22. [illegible]
23. [illegible] ?
24. [illegible]?
25. [illegible]?
26. [illegible]?
27. [illegible]
28. [illegible]?
29. [illegible]?
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31. [illegible]?
32. [illegible]?
33. [illegible]

34. [illegible].

35. [illegible].

36. [illegible].

37. [illegible].

38. [illegible].

39. [illegible]

40. [illegible].

CC -302 [illegible] –II

[illegible] :- [illegible]1

[illegible] – 1 [illegible]. [illegible] 500 [illegible].

1. [illegible].
2. NCTE [illegible].
3. [illegible].
4. [illegible].
5. [illegible].
6. [illegible].
7. [illegible].
8. [illegible], [illegible].
9. [illegible], [illegible].
10. [illegible].
11. [illegible].
12. [illegible].
13. [illegible].
14. [illegible].
15. [illegible].
16. [illegible]- [illegible].
17. [illegible].

[illegible] :- [illegible]2

[illegible] – 2 [illegible]. [illegible] 250 [illegible].

1. [illegible].
2. [illegible].

3. [illegible].
4. [illegible].
5. SSA [illegible].
6. [illegible].
7. [illegible] DPEP,SSA [illegible] RMSA [illegible].
8. [illegible].
9. [illegible]? [illegible].
10. [illegible] ? [illegible].
11. [illegible] (CET) [illegible].
12. [illegible]. RMSA.
13. [illegible].
14. [illegible] NGOS [illegible] ?
15. [illegible].

[illegible] :- 3

[illegible] - 3 [illegible].

1. [illegible] ?
2. RMSA [illegible].
3. [illegible].
4. [illegible].
5. [illegible]- [illegible].
6. NCTE[illegible].
7. [illegible].
8. SSA[illegible].
9. [illegible] ?
10. [illegible] NGO [illegible].
11. [illegible].
12. [illegible].
13. [illegible].
14. IASE [illegible].
15. NUEPA [illegible].
16. [illegible] ?
17. [illegible] ?
18. [illegible] ?
19. [illegible] ?
20. CASE [illegible].
21. [illegible] ?
22. [illegible].
23. NCTE [illegible] NCFTE [illegible].
24. NCTE [illegible] NCFTE [illegible].
25. [illegible].

26. [illegible] ?

27. [illegible].

28. [illegible].

CC – 303 [illegible] – 1

[illegible] :- [illegible]1

[illegible] – 1 [illegible]. [illegible] 500 [illegible].

1. [illegible].
2. [illegible].
3. [illegible] ? [illegible].
4. [illegible] ? [illegible].
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6. [illegible] ? [illegible], [illegible].
7. [illegible], [illegible].
8. [illegible].
9. [illegible].
10. [illegible] ? [illegible], [illegible] , [illegible].
11. [illegible].
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13. [illegible].
14. [illegible] ? [illegible].
15. UGC [illegible] NCERT [illegible].
16. [illegible].
17. [illegible].
18. NCERT [illegible] GCERT [illegible].
19. [illegible] NAAC [illegible] ?
20. NCTE [illegible] ? [illegible] UGC [illegible] ?
21. [illegible].
22. [illegible] ?
23. [illegible], [illegible].

[illegible] :- [illegible]2

[illegible] – 2 [illegible]. [illegible] 250 [illegible].

1. [illegible].
2. [illegible].
3. [illegible] ? [illegible].
4. [illegible].
5. [illegible].
6. [illegible].
7. [illegible]. [illegible].
8. [illegible] CABE [illegible].
9. [illegible].
10. [illegible].
11. [illegible].
12. [illegible].
13. [illegible].
14. UGC[illegible].
15. NCTE[illegible].
16. NUEPA [illegible].
17. [illegible] ICT [illegible].
18. [illegible].
19. [illegible] NCTE [illegible].
20. [illegible].
21. [illegible].
22. [illegible]?
23. [illegible] NCERT [illegible].

[illegible] :- [illegible]

[illegible] - [illegible].

1. [illegible]?
2. [illegible]?
3. [illegible].
4. [illegible]?
5. [illegible]?
6. [illegible]?
7. IASE[illegible]. IASE [illegible].
8. [illegible].
9. [illegible] ?
10. GCERT[illegible] ?
11. [illegible].
12. UGC [illegible] ?
13. NCTE[illegible] ?
14. NCERT[illegible] ?
15. [illegible] ?

16. [illegible].
17. [illegible] ?
18. [illegible].
19. [illegible].
20. [illegible].
21. NAAC [illegible]
[illegible]?
22. CABE[illegible].
23. [illegible]?
24. [illegible].
25. [illegible].
26. [illegible].
27. TAT [illegible] HTAT[illegible].
28. [illegible]?
29. [illegible] ?
30. NUIEPA [illegible].
31. [illegible] ?
32. [illegible] ?
33. [illegible] ICT [illegible] ?
34. [illegible].
35. [illegible].
36. [illegible].
37. [illegible] ?

CC- 304 [illegible] – [illegible]

[illegible] :- [illegible]1

[illegible] - 1 [illegible]. [illegible] 500 [illegible].

1. [illegible]-[illegible].
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3. [illegible].
4. [illegible].
5. NPE 1986[illegible].
6. [illegible].
7. [illegible]?
8. [illegible].
9. [illegible] ?
10. [illegible].
11. [illegible].
12. [illegible].

13. [illegible] ?
14. [illegible]- [illegible].
15. [illegible].
16. [illegible].
17. [illegible].
18. [illegible].
19. [illegible].
20. [illegible].
21. [illegible] RMSA [illegible].
22. [illegible] SWOT [illegible].

[illegible] :- [illegible]2

[illegible] – **2** [illegible]. [illegible] **250** [illegible].

1. [illegible].
2. [illegible].
3. [illegible].
4. NCF 2005 [illegible].
5. (NCK) [illegible].
6. [illegible] TQM [illegible].
7. [illegible].
8. [illegible].
9. [illegible] (NKC) [illegible].
10. [illegible].
11. [illegible] ?
12. [illegible].
13. NPE 1986[illegible].
14. [illegible].
15. [illegible].
16. [illegible].
17. TAT [illegible] HTAT [illegible] ? [illegible].
18. [illegible].
19. [illegible]
20. [illegible].
21. [illegible].
22. [illegible].
23. [illegible].
24. [illegible].

[illegible] :- [illegible]3

[illegible] **- 3** [illegible].

1. [illegible] ?
2. [illegible].
3. [illegible] ?
4. [illegible].
5. [illegible].
6. [illegible].
7. [illegible].
8. SWOT [illegible]?
9. TQM [illegible]?
10. RMSA [illegible].
11. NPE[illegible].
12. NCF [illegible]?
13. [illegible]?
14. [illegible].
15. [illegible]?
16. [illegible]?
17. [illegible]?
18. [illegible]?
19. NKC [illegible].
20. [illegible]
21. POA [illegible] TAT [illegible].
22. SWOT[illegible]
23. TQM [illegible] NCF [illegible].
24. NPE [illegible] HTAT [illegible].
25. [illegible].
26. NPE [illegible]
27. [illegible].
28. [illegible]. [illegible].
29. [illegible].
30. [illegible]?
31. [illegible]?
32. [illegible]?
33. [illegible]?
34. [illegible]?
35. [illegible]?

[illegible]- 4

ES--401 [illegible]

[illegible] :- [illegible]1

[illegible] **-1** [illegible]. [illegible] **500** [illegible].

1. [illegible].
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3. [illegible]. [illegible].
4. [illegible].
5. [illegible]? [illegible].

6. [illegible].
7. [illegible]-[illegible] [illegible]-[illegible] [illegible].
8. [illegible]? [illegible].
9. [illegible].
10. [illegible].
11. [illegible].
12. [illegible].
13. [illegible]? [illegible].
14. [illegible].
15. [illegible].
16. [illegible].

17. [illegible] :- [illegible]2

[illegible] – 2 [illegible]. [illegible] 250 [illegible].

1. [illegible].
2. [illegible]? [illegible].
3. [illegible].
4. [illegible].
5. [illegible].
6. [illegible].
7. [illegible].
8. [illegible].
9. CAI [illegible].
10. [illegible].
11. [illegible] ? [illegible].
12. [illegible].

[illegible] :- [illegible]

[illegible] – 3 [illegible].

1. [illegible]?
2. [illegible]?
3. [illegible]?
4. [illegible] ?
5. [illegible]-[illegible]?
6. CAI[illegible].
7. [illegible].
8. [illegible]?
9. [illegible]?
10. [illegible].
11. [illegible].
12. [illegible]-[illegible].
13. [illegible].
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Effectiveness of Principal's Leadership Style on
Teaching Competency of Secondary
Teachers of Palanpur

[illegible] **(Main Proposal)**

[illegible] **(Introduction)-** [illegible].

[illegible] **(Title of Problem) -**[illegible].

Effectiveness of Principal's Leadership Style on
Teaching Competency of Secondary And
Higher Secondary Teachers of Palanpur

[illegible] **(Statement of the Problem)-** [illegible].

[illegible] **(Review of the Related Literature)-** [illegible].

[illegible] **(Significance of the research)-** [illegible]

[illegible] **(Area of Research)-** [illegible]

[illegible] **(Type of research)-** [illegible].

[illegible] **(Research Methodology)-** [illegible]

[illegible] **(Objectives of Research)-** [illegible]

[illegible] **(Hypothesis or/and Research Questions)-** [illegible]

[illegible] **(Variable of Research) -** [illegible]

[illegible] **(Definition of keywords)-** [illegible]

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Effectiveness of Concept Attainment Model and Computerised Programmed Learning
Material on the Achievement of the Students of Grade X in
Science and Technology

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EFFECTIVENESS OF CONCEPT ATTAINMENT MODEL AND COMPUTERISED PROGRAMMED LEARNING
MATERIAL ON THE ACHIEVEMENT OF THE
STUDENTS OF GRADE X IN SCIENCE AND TECHNOLOGY

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(First Chapter of Research Report)

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□□□□□□□□□□) Introduction to Chapter One)

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A Comparative Study of the Effectiveness of Concept Attainment Model and Computerized Programmed Learning Material on the Achievement of the Students of Grade X in Science and Technology

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.2□□□□□□□□ □□□□□□□□)Group Counseling)

3.□□□□□□□□□□ (Lecture)

.2 □□□□□□□ □□□□□□□ □□□□□□□ (Socio-Economic Status) — □□□□□□□□□ (Moderator) — .1 □□□□ (Higher) .2 □□□□□ (Middle) .3 □□□□□ (Lower)

3. □□□□)Gender) — □□□□□□□□ (Controlled) — 1. □□□□□ (Boy)

.4 □□□□□□□ □□□□□□□□□□□ □□□□□□□)Value Awareness) — □□□□□□□□ (Dependent) — …………..

5. □□□□□□□□□, □□□□□□□, □□□□□□□□, □□□ □□□□, □□□□□□ □□□□□□□, □□□□□□□□□ □□□□□□□ — □□□□□□□□□□)Intervening)

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(Second Chapter of Research report)

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□□□□□□□□□□□ (Introduction)

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[illegible]

[illegible] (2014) [illegible] "[illegible] "....... [illegible]

- [illegible] (Synthetical Review of Previous Researches)
- [illegible] (Review based on Meta Analysis)

[illegible] **(SIGNIFICANCE OF STUDY)**

[illegible]

[illegible]

[illegible] **Resume)**

[illegible] **(Note):** [illegible] 2 [illegible]

- [illegible]-2 [illegible] (Chapter 2: Review of Theoretical Reference Literature)
- [illegible] (Chapter 3: Review of Related/ Previous Researches)

[illegible]

(Third Chapter of Research Report)

[illegible] **(Title of Third Chapter)**

[illegible]-‘[illegible] (Foundation of Research and Research Design)’ [illegible]

[illegible] **(Points Included in Third Chapter)**

[illegible] **(Origin of the Problem)**

[illegible] **(Area of the Research)**

([illegible]-1 [illegible] 3- [illegible] (

[illegible] **(Type of Research)**

([illegible]-1 [illegible] 3-[illegible](

[illegible] (Research Method)

([illegible]-1 [illegible]3- [illegible](

[illegible] (Population of the Study)

[illegible] (Sampling Method and Sample)

[illegible] .

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[illegible]-[illegible]

[illegible]	**[illegible]**		**[illegible]**		**[illegible]**		**[illegible]**	
[illegible]	**[illegible]**	**[illegible]**		**[illegible]**	**[illegible]**		**[illegible]**	**[illegible]**
	[illegible]							
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
[illegible] (n)	123	123	123	123	123	123	369	369
[illegible]	246		246		246		738	

[illegible]) Research Tool)

[illegible] (Procedure of Collecting data)

[illegible] (Procedure Of Data Analysis)

[illegible] (Experience gained during Research)

[illegible] (Resume)

[illegible]

(Fourth Chapter of Research Report)

[illegible] (Title of Fourth Chapter)

[illegible]-4 [illegible], [illegible], [illegible] (Data Collection, Analysis, and Interpretation) [illegible].

[illegible] (Points to be included in Fourth Chapter)

[illegible] (Introduction)

[illegible] (Data Collection)

[illegible] (Classification of Data)

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[illegible]

[illegible]	[illegible]			[illegible]		[illegible]	
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
	1	**2**	**3**	**4**	**5**	**6**	**7**
	1	87	81	40	73	76	91
	2	63	82	54	55	88	91
	3	73	64	74	76	82	48
	…	…	…	…	…	…	…
	142	52	39	51	35	67	82
	143	41	45	46	43	46	72

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[illegible] 2

[illegible]-

[illegible]

[illegible] [illegible]	[illegible]			[illegible]		[illegible]	[illegible]
	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1	**2**	**3**	**4**	**5**	**6**	**7**	**8**
[illegible]							
31-35	3	8	6	7	0	0	24
36-40	26	32	21	28	2	4	113
41-45	13	18	10	11	8	27	87
…..	…..	….	…..	….	….	….	….
91-95	0	0	1	0	5	7	13
96-100	0	0	0	0	2	0	2
[illegible]	143	143	143	143	143	143	758

[illegible] **(Data Analysis and Interpretation)**

[illegible] 3

[illegible] 3

[illegible]

[illegible]

[illegible]	N	[illegible]	[illegible]	[illegible]	[illegible]	[illegible]
1	2	3	4	5	6	7
[illegible]	72	47.39	16.150			
				2.55	5.400	2.12
[illegible]	72	41.99	14.399			

df=142 [illegible], .05 [illegible] 1.976

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□□ .□) □□□□□□□ .SES)	2	858.16	429.08	7.17**
□□□□□□□ □□□□□□ (IL)	1	` 192.00	192.00	3.21
□□□□□ (Gender)	1	.32	.32	.01
SES x IL	2	180.79	90.40	1.51
SES x Gender	2	263.16	131.58	2.20
IL x Gender	1	17.29	17.29	.29
SES x IL x Gender	2	473.75	236.88	3.96*
□□□ □□□□□□□□	238	14238.73	59.83	
TOTAL	**249**	**16224.20**		

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*.05 [illegible]

**.01 [illegible]

NS = [illegible]

df=4 [illegible], .05 [illegible] x^2 [illegible] 9.49

.01 [illegible] x^2 [illegible] 13.28

[illegible])Conclusion)

[illegible]

(Fifth Chapter of Research Report)

[illegible] (Title of Fifth Chapter)

[illegible] 5 [illegible] ‘[illegible], [illegible] (Summary of Research, Findings and Recommendations)’ [illegible].

[illegible]

[illegible] (Introduction)

[illegible] (Summary of Study)

[illegible].

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- [illegible]
- [illegible]

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[illegible]

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1	2	3	4	5
Ho_1	[illegible]	3.50	.01	[illegible]
	[illegible]			
Ho_2	[illegible]	1.32	[illegible]	[illegible]
	[illegible]			

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Wish you all the best

“Education is the manifestation of perfection already in the men”- Swami Vivekananda

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શ્રીમતી રેવાબેન કરશનભાઇ દેવાભાઇ ખણુંસિયા એમ.એડ્. કોલેજ, પાલનપુર

અખબારની આંખે

અભ્યાસ વર્તુળ શ્રેણી - ૪.૪ હેઠળ તજજ્ઞ વ્યાખ્યાન રાખવામાં આવ્યુ હતું.

જનસેતુ પ્રતિનિધી તા.૨૬

શ્રી બનાસકાંઠા કડવા પાટીદાર સંસ્કાર મંડળ, પાલનપુર સંચાલિત શ્રીમતી આર.કે.ડી.ખણુસિયા એમ.એડ્. કોલેજ દ્વારા તારીખ ૨૪/૧૨/૨૦૨૧ના રોજ અભ્યાસ વર્તુળ શ્રેણી - ૪.૪ હેઠળ સંમિલિત શાળાનું નિર્માણ (નવી શિક્ષણનિતિ ૨૦૨૦ના સંદર્ભમાં) વિષય પર તજજ્ઞ વ્યાખ્યાન રાખવામાં આવ્યુ હતું. આ કાર્યક્રમમાં અધ્યક્ષ સ્થાને કોલેજના હેડ્ અને પ્રોફેસર ડૉ. પિનાક્ષીબેન પટેલ અને મુખ્ય વકતા તરીકે ડૉ. ધવલ પી. વ્યાસ (અધ્યાપક સ્પેશ્યલ એજ્યુકેશન કોલેજ વિદ્યામંદિર, પાલનપુર) હાજર રહ્યા હતા. આ કાર્યક્રમમાં શ્રોતાગણ તરીકે જિલ્લાની તમામ શિક્ષણ-પ્રશિક્ષણ કોલેજોના પ્રશિક્ષણાર્થીઓ હાજર રહ્યાં હતાં. કોલેજના હેડ્ અને પ્રોફેસર તથા સમગ્ર સ્ટાફ દ્વારા કાર્યક્રમનું આયોજન કરવામાં આવ્યું હતું અને કાર્યક્રમને સફળ બનાવ્યો હતો.

પાલનપુર કોલેજના વિદ્યાર્થીએ પોસ્ટર મેકિંગ સ્પર્ધામાં પ્રથમ ક્રમ મેળવ્યો

પાલનપુર : પાટણ ખાતે આવેલી હેમચંદ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટીમાં તારીખ 20,21 અને 22 ડીસેમ્બર 2021ના રોજ 32મો યુથ ફેસ્ટિવલ કલ્પવૃક્ષ યોજાયો હતો. જેમાં શ્રી બ.કા.ક.પા.સં.મં. પાલનપુર સંચાલિત શ્રીમતી આર.કે.ડી. ખણુસીયા.એમ.એડ્.કોલેજના પ્રશિક્ષણાર્થી પંડ્યા વિનોદકુમાર ગૌતમભાઇ પોસ્ટર મેકીંગ સ્પર્ધામાં પ્રથમ ક્રમ મેળવ્યો હતો.જેથી વિદ્યાર્થીને શિલ્ડ અને પ્રમાણપત્ર આપી સન્માનિત કરવામાં આવ્યો હતો.સંસ્થા, કોલેજ અને પાલનપુરનું ગૌરવ વધારતા કોલેજ દ્વારા બિરદાવવામાં આવ્યો હતો.

દિગ્વિજય દિવસ યોજાયો

જનસેતુ પ્રતિનિધી તા.૧૨

શ્રી બનાસકાંઠા કડવા પાટીદાર સંસ્કાર મંડળ, પાલનપુર સંચાલિત શ્રીમતી આર. કે. ડી. ખણુસિયા એમ.એડ્. કોલેજ તથા માતુશ્રી એસ.એસ.ગોવિંદા બી. એડ્. કોલેજ દ્વારા તારીખ ૧૧/૯/૨૦૨૧ના રોજ દિગ્વિજય દિવસ ઉજવવામાં આવ્યો હતો. આ કાર્યક્રમમાં સ્વામી વિવેકાનંદના જીવન પર એક વક્તૃત્વ સ્પર્ધાનુ આયોજન કરવામાં આવ્યું હતું. કાર્યક્રમના અધ્યક્ષ સ્થાને સંસ્થાના પ્રમુખ ઈશ્વરભાઈ પટેલ હાજર રહ્યાં હતાં અને મુખ્ય મહેમાન તથા મુખ્ય વકતા ડૉ. ગિરિશભાઈ ઠાકર હતા.બંને કોલેજના પ્રિન્સિપાલ તથા સમગ્ર સ્ટાફ દ્વારા કાર્યક્રમનું આયોજન કરવામાં આવ્યું હતુ અને કાર્યક્રમને સફળ બનાવ્યો હતો.

પાલનપુરની કોલેજમાં દિગ્વિજય દિવસ યોજાયો

પાલનપુર:બનાસકાંઠા કડવા પાટીદાર સંસ્કાર મંડળ, પાલનપુર સંચાલિત આર.કે.ડી. ખણુસિયા એમ.એડ્.કોલેજ તથા માતૃશ્રી એસ.એસ.ગોવિંદા બી.એડ્. કોલેજ દ્વારા તારીખ શનિવારના રોજ દિગ્વિજય દિવસ ઉજવવામાં આવ્યો હતો. આ કાર્યક્રમમાં સ્વામી વિવેકાનંદના જીવન પર એક વક્તૃત્વ સ્પર્ધાનું આયોજન કરવામાં આવ્યું હતું. કાર્યક્રમના અધ્યક્ષસ્થાને સંસ્થાના પ્રમુખ ઈશ્વરભાઈ પટેલ હાજર રહ્યાં હતાં અને મુખ્ય મહેમાન તથા મુખ્ય વકતા ડો. ગિરિશભાઈ ઠાકર હતા. બંને કોલેજના પ્રિન્સિપાલ તથા સમગ્ર સ્ટાફ દ્વારા કાર્યક્રમનું આયોજન કરવામાં આવ્યું હતું અને કાર્યક્રમને સફળ બનાવ્યો હતો.તસવીર-ભાસ્કર

પાલનપુરમાં માર્ગદર્શન સેમિનાર યોજાયો

પાલનપુર : જિલ્લા રોજગાર વિનિમય કચેરી અને શ્રીમતી આર. કે. ડી. ખણુસિયા એમ.એડ્. કોલેજ, પાલનપુરના સંયુક્ત ઉપક્રમે અનુબંધ પોર્ટલનું (શ્રમ અને રોજગાર વિભાગ) માર્ગદર્શન હઠળ તા. ૧૬/૧૦/૨૦૨૧ને શનિવારના રોજ રાખવામાં આવ્યો હતો. આ કાર્યક્રમમાં કેરિયર કાઉન્સિલર ગોકુળભાઇ દેસાઇએ વિદ્યાર્થીઓને અનુબંધ પોર્ટલ વિશે સમજ આપી માર્ગદર્શન પૂરું પાડ્યું હતું. કોલેજના હેડ્ એન્ડ પ્રોફેસર ડો. પિનાક્ષીબેન પટેલ, સમગ્ર સ્ટાફ અને વિદ્યાર્થીઓ હાજર રહ્યાં અને અનુબંધ પોર્ટલથી માહિતગાર થયા હતાં.

પ્રવેશોત્સવ અને નવરાત્રી મહોત્સવની ઊજવણી કરવામાં આવી

જનસેતુ પ્રતિનિધી તા.૨૧

શ્રી બનાસકાંઠા કડવા પાટીદાર સંસ્કાર મંડળ સંચાલિત શ્રીમતી આર.કે.ડી.ખણુસિયા એમ.એડ્. કોલેજ,પાલનપુર દ્વારા તારીખ ૦૯/૧૦/૨૦૨૧ને શનિવારના રોજ એમ.એડ્. સેમેસ્ટર - ૧માં નવા પ્રવેશ મેળવેલ વિદ્યાર્થીઓનો પ્રવેશોત્સવ તથા નવરાત્રી મહોત્સવનું આયોજન કરવામાં આવ્યું હતું. કોલેજના હેડ એન્ડ પ્રોફેસર ડૉ. પિનાક્ષીબેન પટેલ અને કોલેજના સ્ટાફગણ દ્વારા નવા વિદ્યાર્થીઓને મોં મીઠું કરાવીને આવકારવામાં આવ્યા હતાં ત્યાર બાદ તમામ વિદ્યાર્થી ભાઈ બહેનો ગરબા રમ્યા હતા. કોલેજના હેડ એન્ડ પ્રોફેસર ડૉ. પિનાક્ષીબેન પટેલ તથા તમામ સ્ટાફગણ ઉજવણીમાં હાજર રહ્યા હતા.

અભ્યાસ વર્તુળ શ્રેણી - ૪.૩ હેઠળ તજજ્ઞ વ્યાખ્યાન રાખવામાં આવ્યુ હતું.

શ્રી બનાસકાંઠા કડવા પાટીદાર સંસ્કાર મંડળ, પાલનપુર સંચાલિત શ્રીમતી આર.કે.ડી.ખણુસિયા એમ.એડ્.કોલેજ દ્વારા તારીખ ૦૪/૧૨/૨૦૨૧ના રોજ અભ્યાસ વર્તુળ શ્રેણી - ૪.૩ હેઠળ શિક્ષણમાં આંકડાશાસ્ત્ર વિષયનું તજજ્ઞ વ્યાખ્યાન રાખવામાં આવ્યુ હતું. આ કાર્યક્રમમાં અધ્યક્ષ સ્થાને કોલેજના હેડ્ અને પ્રોફેસર ડૉ. પિનાક્ષીબેન પટેલ અને મુખ્ય વક્તા તરીકે શ્રી ડૉ. પ્રશાંત પરિહાર (આ.પ્રોફેસર, કોલેજ ઓફ એજ્યુકેશન, મહેસાણા) હાજર રહ્યા હતા. આ કાર્યક્રમમાં શ્રોતાગણ તરીકે જિલ્લાની તમામ શિક્ષણ-પ્રશિક્ષણ કોલેજોના પ્રશિક્ષણાર્થીઓ હાજર રહ્યાં હતાં. કોલેજના હેડ્ અને પ્રોફેસર તથા સમગ્ર સ્ટાફ દ્વારા કાર્યક્રમનું આયોજન કરવામાં આવ્યું હતું અને કાર્યક્રમને સફળ બનાવ્યો હતો.

પાલનપુરની કોલેજમાં સંશોધન સેમિનાર યોજાયો

પાલનપુર : પાલનપુર ખાતે બનાસકાંઠા કડવા પાટીદાર સંસ્કાર મંડળ સંચાલિત એસ.એસ.ગોવિંદા બી.એડ્ કોલેજ અને આર.કે.ડી.ખણુસીયાના એમ.એડ્ કોલેજના સંયુક્ત ઉપક્રમે તા.૯/૧/૨૦૨૨ ના રોજ રિસર્ચ પ્રપોઝલ , ચેપ્ટરઝેશન એન્ડ રિસર્ચ રિપોર્ટ વિષય પર એક દિવસીય રાષ્ટ્રીય સેમિનારનુ આયોજન કરવામાં આવ્યુ હતું. જેના ઉદ્ઘાટન સેશનના અધ્યક્ષ સ્થાને સંસ્થાના પ્રમુખ ઈશ્વરભાઈ પટેલ હાજર રહ્યા હતા.

જનસેતુ પ્રતિનિધી તા.૨૪

પાટણ ખાતે આવેલી હેમચંદ્રાચાર્ય ઉત્તર ગુજરાત યુનિવર્સિટીમાં તારીખ ૨૦,૨૧ અને ૨૨ ડીસેમ્બર ૨૦૨૧ના રોજ ૩૨મો યુથ ફેસ્ટિવલ કલ્પવૃક્ષ યોજાયો હતો. જેમાં શ્રી બ.કા.ક.પા.સં.મં. પાલનપુર સંચાલિત શ્રીમતી આર.કે.ડી.ખણુસીયા.એમ.એડ્.કોલેજના પ્રશિક્ષણાર્થી પંડ્યા વિનોદકુમાર ગૌતમભાઈ પોસ્ટર મેકીગ સ્પર્ધામાં પ્રથમ ક્રમે આવતાં તેમણે શિલ્ડ અને પ્રમાણપત્ર આપી સન્માનિત કરવામાં આવ્યા હતા. તેમને સંસ્થા, કોલેજ અને પાલનપુરનું ગૌરવ વધાર્યું છે.

અભ્યાસ વર્તુળ શ્રેણી - ૫.૨ હેઠળ તજજ્ઞ વ્યાખ્યાન રાખવામાં આવ્યુ હતું.

જનસેતુ પ્રતિનિધી તા.૧

શ્રી બનાસકાંઠા કડવા પાટીદાર સંસ્કાર મંડળ, પાલનપુર સંચાલિત શ્રીમતી આર.કે.ડી.ખણુસિયા એમ.એડ્. કોલેજ, પાલનપુર દ્વારા તારીખ ૩૦/૦૭/૨૦૨૨ને શનિવારના રોજ અભ્યાસ વર્તુળ શ્રેણી - ૫.૨ હેઠળ સંશોધન ઉપકરણ પસંદગી અને રચના વિષય પર તજજ્ઞ વ્યાખ્યાન રાખવામાં આવ્યુ હતું. આ કાર્યક્રમના અધ્યક્ષ સ્થાને કોલેજના પ્રોફેસર અને હેડ ડૉ.પિનાક્ષીબેન પટેલ હતા. આ કાર્યક્રમમાં મુખ્ય વક્તા તરીકે ડૉ.સુધીરભાઈ ટંડેલ (એસોશિયેટ પ્રોફેસર, IITE, ગાંધીનગર) હતા. આ કાર્યક્રમમાં શ્રોતાગણ તરીકે જિલ્લાની તમામ શિક્ષણ-પ્રશિક્ષણ કોલેજોના પ્રશિક્ષણાર્થીઓ હાજર રહ્યાં હતાં. કોલેજના આચાર્યા તથા સમગ્ર સ્ટાફ દ્વારા કાર્યક્રમનું આયોજન કરવામાં આવ્યું હતું અને કાર્યક્રમને સફળ બનાવ્યો હતો.

પાલનપુરની બે કોલેજોમાં વ્યાખ્યાન

પાલન
પાલન
આર.કે
એમ.એ
માતુશ્રી
ગોવિંદ
દ્વારા આઝાદી કા અમૃતમહોત્સવની ઉજવણીના ભાગરૂપે
શ્રેણી - 4 હેઠળ તજજ્ઞ વ્યાખ્યાન અપાયુ હતુ. આ કાર્યક્રમ
સંસ્થાના પ્રમુખ ઈશ્વરભાઈ પટેલ, ઉપપ્રમુખ, મંત્રી, ખજાનચ
વક્તા તરીકે સુલોચનાબેન પટેલ (બાળ અને મહિલા વિક
બ.કાં.) હાજર રહ્યા હતા.

પાલનપુરમાં એમ.એડ.કોલેજ અને બી.એડ કોલેજમાં દિગ્વિજય દિવસ યોજાયો

પાલનપુર : શ્રી બનાસકાંઠા કડવા પાટીદાર સંસ્કાર મંડળ, પાલનપુર સંચાલિત શ્રીમતી આર. કે. ડી. ખણુસિયા એમ.એડ્. કોલેજ તથા માતુશ્રી એસ.એસ.ગોવિંદા બી. એડ્. કોલેજ દ્વારા તારીખ 11/9/2021ના રોજ દિગ્વિજય દિવસ ઉજવવામાં આવ્યો હતો. આ કાર્યક્રમમાં સ્વામી વિવેકાનંદના જીવન પર એક વકૃત્વ સ્પર્ધાનુ આયોજન કરવામાં આવ્યું હતું. કાર્યક્રમના અધ્યક્ષ સ્થાને સંસ્થાના પ્રમુખ ઈશ્વરભાઈ પટેલ હાજર રહ્યાં હતાં અને મુખ્ય મહેમાન તથા મુખ્ય વક્તા ડો. ગિરિશભાઈ ઠાકર હતા.બંને કોલેજના પ્રિન્સિપાલ તથા સમગ્ર સ્ટાફ દ્વારા કાર્યક્રમનું આયોજન કરવામાં આવ્યું હતું અને કાર્યક્રમને સફળ બનાવ્યો હતો.

શિક્ષક દિન યોજાયો

જનસેતુ પ્રતિનિધી તા.૭

શ્રી બનાસકાંઠા કડવા પાટીદાર સંસ્કાર મંડળ સંચાલિત શ્રીમતી આર. કે. ડી. ખણુસિયા એમ.એડ્. કોલેજના પ્રશિક્ષણાર્થીઓ દ્વારા શિક્ષક દિવસ તારીખ ૦૪/૦૯/૨૦૨૧ને શનિવારના રોજ યોજાયો હતો. આ દિવસે કોલેજના વિદ્યાર્થીઓ દ્વારા શિક્ષણકાર્ય અને સમગ્ર સંચાલન કરવામાં આવ્યું હતું. કોલેજના હેડ એન્ડ પ્રોફેસર ડૉ. પિનાક્ષીબેન પટેલ તથા સમગ્ર સ્ટાફ દ્વારા કાર્યક્રમનું આયોજન કરવામાં આવ્યું હતું અને કાર્યક્રમને સફળ બનાવ્યો હતો.

પાલનપુરની બે કોલેજોમાં વ્યાખ્યાન યોજાયાં

પાલનપુર : પાલનપુરની શ્રીમતી આર.કે.ડી.ખણુસિયા એમ.એડ્. કોલેજ અને માતુશ્રી એસ.એસ. ગોવિંદા બી.એડ્.કોલેજ દ્વારા આઝાદી કા અમૃતમહોત્સવની ઉજવણીના ભાગરૂપે અભ્યાસ વર્તુળ શ્રેણી - 4 હેઠળ તજજ્ઞ વ્યાખ્યાન અપાયુ હતુ. આ કાર્યક્રમમાં અધ્યક્ષ સ્થાને સંસ્થાના પ્રમુખ ઇશ્વરભાઇ પટેલ, ઉપપ્રમુખ, મંત્રી, ખજાનચી અને મુખ્ય વક્તા તરીકે સુલોચનાબેન પટેલ (બાળ અને મહિલા વિકાસ અધિકારી, બ.કાં.) હાજર રહ્યા હતા.

પાલનપુરની કોલેજમાં સ્વાગત સમારોહ યોજાયો

પાલનપુર : બનાસકાંઠા કડવા પાટીદાર સંસ્કાર મંડળ સંચાલિત શ્રીમતી આર.કે.ડી. ખણુસીયા, એમ.એડ્.કોલેજમાં ગુરુવારના રોજ નવીન પ્રોફેસર એન્ડ હેડ ડૉ.પિનાક્ષીબેન પટેલનો સ્વાગત સત્કાર સમારોહ યોજાયો હતો. આ સમારોહમાં સંસ્થાના પ્રમુખ, મંત્રી, સહમંત્રી, ખજાનચી તથા સંસ્થાના અન્ય હોદ્દેદારો, એમ.એડ્. અને બી.એડ્. કોલેજના પ્રિન્સિપાલો, કોલેજના અધ્યાપકો તથા તાલીમાર્થીઓ હાજર રહ્યા હતા. સમગ્ર કાર્યક્રમનું સંચાલન બંને કોલેજના અધ્યાપકો અને એમ.એડ્.કોલેજના તાલીમાર્થીઓ દ્વારા કરવામાં આવ્યું હતું અને કાર્યક્રમને સફળ બનાવ્યો હતો.

અભ્યાસ વર્તુળ શ્રેણી - 5.2 હેઠળ તજજ્ઞ વ્યાખ્યાન યોજાયું

પાલનપુર : બનાસકાંઠા કડવા પાટીદાર સંસ્કાર મંડળ, પાલનપુર સંચાલિત આર.કે.ડી.ખણુસિયા એમ.એડ્. કોલેજ, પાલનપુર દ્વારા શનિવારે અભ્યાસ વર્તુળ શ્રેણી-5.2 હેઠળ સંશોધન ઉપકરણ પસંદગી અને રચના વિષય પર તજજ્ઞ વ્યાખ્યાન કોલેજના પ્રોફેસર અને હેડ ડો. પિનાક્ષીબેન પટેલના અધ્યક્ષસ્થાને યોજાયું હતું. આ કાર્યક્રમમાં મુખ્ય વક્તા તરીકે ડો.સુધીરભાઇ ટંડેલ (એસોસિયેટ પ્રોફેસર, IITE, ગાંધીનગર) હતા. આ કાર્યક્રમમાં શ્રોતાગણ તરીકે જિલ્લાની તમામ શિક્ષણ-પ્રશિક્ષણ કોલેજોના પ્રશિક્ષણાર્થીઓ હાજર રહ્યાં હતાં. કોલેજના આચાર્યા તથા સ્ટાફ દ્વારા કાર્યક્રમનું આયોજન કરાયું હતું અને કાર્યક્રમને સફળ બનાવ્યો હતો.

આઝાદી કા અમૃતમહોત્સવની ઉજવણીના ભાગરૂપે અભ્યાસ વર્તુળ શ્રેણી - ૪ હેઠળ તજજ્ઞ વ્યાખ્યાન રાખવામાં આવ્યુ

જનસેતુ પ્રતિનિધિ તા.૨૬

શ્રી બનાસકાંઠા કડવા પાટીદાર સંસ્કાર મંડળ, પાલનપુર સંચાલિત શ્રીમતી આર.કે.ડી.ખણુસિયા એમ.એડ્. કોલેજ અને માતુશ્રી એસ.એસ.ગોવિંદા બી.એડ્.કોલેજ દ્વારા તારીખ ૨૬/૧૦/૨૦૨૧ને મંગળવારના રોજ આઝાદી કા અમૃતમહોત્સવની ઉજવણીના ભાગરૂપે અભ્યાસ વર્તુળ શ્રેણી - ૪ હેઠળ તજજ્ઞ વ્યાખ્યાન રાખવામાં આવ્યુ હતું. આ કાર્યક્રમમાં અધ્યક્ષ સ્થાને સંસ્થાના પ્રમુખ ઈશ્વરભાઈ પટેલ, ઉપપ્રમુખ, મંત્રી, ખજાનચી અને મુખ્ય વક્તા તરીકે સુશ્રી સુલોચનાબેન પટેલ (બાળ અને મહિલા વિકાસ અધિકારી,બ.કાં.) હાજર રહ્યા હતા. આ કાર્યક્રમમાં શ્રોતાગણ તરીકે જિલ્લાની તમામ શિક્ષણ-પ્રશિક્ષણ કોલેજોના પ્રશિક્ષણાર્થીઓ હાજર રહ્યાં હતાં. બંને કોલેજના પ્રિન્સિપાલ તથા સમગ્ર સ્ટાફ દ્વારા કાર્યક્રમનું આયોજન કરવામાં આવ્યું હતું અને કાર્યક્રમને સફળ બનાવ્યો હતો.

પાલનપુર ખાતે TET & TAT પરીક્ષા માટેનો માર્ગદર્શન સેમિનાર યોજાયો

પાલનપુર : બનાસકાંઠા કડવા પાટીદાર સંસ્કાર મંડળ પાલનપુર દ્વારા તા. 01/06/2022ના રોજ TET & TAT પરીક્ષા માટેનો માર્ગદર્શન સેમિનાર યોજાયો હતો. સંસ્થાના પ્રમુખ ઇશ્વરભાઇ પટેલના અધ્યક્ષ સ્થાને કાર્યક્રમ યોજાયો હતો. મુખ્ય વકતા અને માર્ગદર્શક તરીકે શિવરામ મોદી(સંસ્થાના ભૂતપુર્વ વિદ્યાર્થી, શિક્ષક કોહડા હાઇસ્કૂલ) હતા. એમ.એડ્. કોલેજના પ્રિન્સિપાલ ડો. પિનાક્ષીબેન પટેલ અને બી.એડ્. કોલેજના અધ્યાપક ચેતનકુમાર રાવલ, દિનેશભાઇ બળોલિયા અને મિલનકુમાર ડેરીયા દ્વારા કાર્યક્રમનું આયોજન કરી કાર્યક્રમને સફળ બનાવ્યો હતો.

પાલનપુરમાં એમ . એડ્ અને બી . એડ્ કોલેજમાં કિડની અંગે જાગૃતિ કાર્યક્રમ

પાલનપુર : પાલનપુર સંચાલિત માતૃશ્રી એસ.એસ.ગોવિંદા બી.એડ્. કોલેજ અને શ્રીમતી આર. કે. ડી.ખણુસીયા એમ.એડ્. કોલેજના સંયુક્ત ઉપક્રમે તા. 18/2/2022ને શુક્રવારના રોજ ઈન્ડિયા રેનલ ફાઉન્ડેશન મહેસાણા દ્વારા કિડની અવેરનેસ પોગ્રામનું આયોજન કરવામાં આવ્યું હતું. આ કાર્યક્રમમાં સંસ્થાના પ્રમુખ ઈશ્વરભાઇ પટેલ,કુલદીપ ગાંધી (પ્રોગામ ઓફીસર, ઈન્ડિયા રીનલ ફાઉન્ડેશન, મહેસાણા)તજજ્ઞ,એમ. એડ્. કોલેજના પ્રોફેસર અને હેડ્ ડો. પિનાક્ષીબેન પટેલ અને બી.એડ્. કોલેજના આચાર્યા ડો. છાયાબેન ત્રિવેદી હાજર રહ્યા હતા. આ કાર્યક્રમમાં તજજ્ઞ દ્વારા તમામ વિદ્યાર્થીઓને કિડની જાગૃતતા અંગે સંપૂર્ણ માહિતી આપવામાં આવી હતી. બંને કોલેજના પ્રિન્સિપાલ તથા સમગ્ર સ્ટાફ દ્વારા કાર્યક્રમનું આયોજન કરવામાં આવ્યું હતું.

પાલનપુરની શાળામાં શુભેચ્છા બેઠક અને માર્ગદર્શક વર્કશોપનું આયોજન કરાયું

પાલનપુર । બનાસકાંઠા કડવા પાટીદાર સંસ્કાર મંડળ, પાલનપુર દ્વારા શુક્રવારના રોજ શુભેચ્છા બેઠક અને માર્ગદર્શન વર્કશોપનું આયોજન કરવામાં આવ્યું હતું. આ કાર્યક્રમમાં સંસ્થાના સંચાલિત બાલમંદિર, પ્રાથમિક શાળા, સેકન્ડરી અને હા.સેકન્ડરી સ્કૂલ, અંગ્રેજી માધ્યમની પ્રાયમરી, સેકન્ડરી અને હા. સેકન્ડરી, બી.એ., બી.કોમ., બી.એસ.સી.,એમ.એસ.સી., બી.એડ્.અને એમ.એડ્. કોલેજના તમામ શૈક્ષણિક અને બિનશૈક્ષણિક સ્ટાફ જોડાયો હતો. આ કાર્યક્રમમાં સંસ્થાના પ્રમુખ ઈશ્વરભાઈ પટેલ, અન્ય હોદ્દેદારો અને તમામ વિભાગના આચાર્યઓ હાજર રહ્યા હતા. કાર્યક્રમના મુખ્ય મહેમાન અને વક્તા ડૉ. કે.ડી.સામલ (આ.ડાયરેક્ટર, જી.ડી.મોદી વિદ્યાસંકુલ, પાલનપુર) હાજર રહ્યાં હતાં. કાર્યક્રમમાં સંસ્થાના પ્રમુખ તરફથી નવા વર્ષની શુભેચ્છા પાઠવવામાં આવી હતી.તસવીર-ભાસ્કર

પાલનપુર : શ્રી બનાસકાંઠા કડવા પાટીદાર સંસ્કાર મંડળ, પાલનપુર સંચાલિત માતુશ્રી એસ.એસ.ગોવિંદા બી.એડ્. કોલેજ, પાલનપુર અને શ્રીમતી આર.કે.ડી. ખણુસિયા એમ.એડ્. કોલેજ, પાલનપુર દ્વારા તારીખ ૦૧/૦૪/૨૦૨૨ ને શુક્રવારના રોજ અભ્યાસ વર્તુળ શ્રેણી - ૫.૧ હેઠળ અહેવાલ લેખન (શૈક્ષણિક લેખન) વિષય પર તજજ્ઞ વ્યાખ્યાન રાખવામાં આવ્યુ હતું. આ કાર્યક્રમમાં મુખ્ય વક્તા તરીકે કોલેજના હેડ્ અને પ્રોફેસર ડૉ. પિનાક્ષીબેન પટેલ અને બી.એડ્. કોલેજ અધ્યાપક ચેતનકુમાર રાવલ હતા. આ કાર્યક્રમમાં શ્રોતાગણ તરીકે જિલ્લાની તમામ શિક્ષણ-પ્રશિક્ષણ કોલેજોના પ્રશિક્ષણાર્થીઓ હાજર રહ્યાં હતાં. બંને કોલેજના આચાર્યા તથા સમગ્ર સ્ટાફ દ્વારા કાર્યક્રમનું આયોજન કરવામાં આવ્યું હતું અને કાર્યક્રમને સફળ બનાવ્યો હતો.

બનાસકાંઠા કડવા પાટીદાર સંસ્કાર મંડળ, દ્વારા શુભેચ્છા બેઠક-માર્ગદર્શન વર્કશોપ યોજાયો

શ્રી બનાસકાંઠા કડવા પાટીદાર સંસ્કાર મંડળ, પાલનપુર દ્વારા તારીખ ૧૦/૦૬/૨૦૨૨ને શુક્રવારના રોજ શુભેચ્છા બેઠક અને માર્ગદર્શન વર્કશોપનું આયોજન કરવામાં આવ્યું હતું. આ કાર્યક્રમમાં સંસ્થાના સંચાલિત બાલમંદિર, પ્રાથમિક શાળા, સેકન્ડરી અને હા. સેકન્ડરી સ્કૂલ, અંગ્રેજી માધ્યમની પ્રાયમરી, સેકન્ડરી અને હા. સેકન્ડરી, બી.એ., બી.કોમ., બી.એસ.સી., એમ.એસ.સી., બી.એડ્. અને એમ.એડ્. કોલેજના તમામ શૈક્ષણિક અને બિનશૈક્ષણિક સ્ટાફ જોડાયો હતો. આ કાર્યક્રમમાં સંસ્થાના પ્રમુખશ્રી ઈશ્વરભાઈ પટેલ, અન્ય હોદ્દેદારો અને તમામ વિભાગના આચર્યશ્રીઓ હાજર રહ્યા હતા. કાર્યક્રમના મુખ્ય મહેમાન અને વક્તા ડૉ. કે. ડી. સામલ (આ. ડાયરેક્ટર, જી. ડી. મોદી વિદ્યાસંકુલ, પાલનપુર) હાજર રહ્યાં હતાં. કાર્યક્રમમાં સંસ્થાના પ્રમુખશ્રી તરફથી નવા વર્ષની શુભેચ્છા પાઠવવામાં આવી હતી.

સંશોધન પ્રક્રિયાના સોપાનો / Steps of Research Process

Setection of Research Problem	સંશોધન સમસ્યાની પસંદગી
Statement of Research Problem & Objectives	હેતુઓ અને શીર્ષકનું નિર્ધારણ
Formulation of Hypotheses	ઉત્કલ્પનાઓની રચના
Identification of variablas & their behaviour ?	ચલોની ઓળખ અને તેમનું વ્યવહારિક વ્યાખ્યાયીકરણ
Selection / construction of tool	ઉપકરણની પસંદગી / રચના
Selection of Sample	નમૂનાની પસંદગી
Implimenition of Research method	સંશોધન પદ્ધતિનું અમલીકરણ
Date callection	માહિતીનું એકત્રીકરણ
Date anaiysis & interpretation	માહિતીનું પૃથક્કરણ અને અર્થઘટન
Implication of research findings	સંશોધન ફલિતાર્થોની તારવણી
Research report writing	સંશોધન અહેવાલનું લેખન

સંશોધન દરખાસ્ત / Research Proposal

પરિચયાત્મક વિભાગ
Introduction Section

- પરિચય / Introduction
- શીર્ષક / Title
- સમસ્યા કથન / Statement of The Problem
- સંબધિત સાહિત્યની સમીક્ષા / Review of Related Literature
- સંશોધનનું ક્ષેત્ર / Area of Research
- અભ્યાસના હેતુઓ / Objectives of The Study
- ઉત્કલ્પનાઓ / Hypotheses
- અભ્યાસની અર્થ સૂચકતા / Significance of study
- અભ્યાસની ક્ષેત્ર મર્યાદાઓ / Delimitations of the study

કાર્ય પદ્ધતિ વિભાગ
Method Section

- નમૂનો / Sample
- ઉપકરણો / Tools
- સંશોધન પદ્ધતિ / Method of Research
- પૃથક્કરણ પ્રવિધિ / Analysis procedure
- સમય આયોજન / Time Schedule
- આર્થિક ખર્ચનું આયોજન / Budget
- સંદર્ભ સૂચિ / Bibliography

ચલો વચ્ચેના સબંધો / Relatienship ameng Varibles

- સ્વતંત્ર ચલ
Independent variblas
- પરિવર્તક ચલ
Moderati
- અંકુશિત ચલ
Controller
  - આંતરવર્તી ચલ
Intervening
    - પરતંત્ર ચલ
Dependent Variblas

સંશોધનના પ્રકાર / Types of Research

- હેતુના આધારે પ્રકાર
On the basis of aim
  - મૂલગત સંશોધન
Basls or Research
  - ક્રિયાત્મક સંશોધન
Action Research
  - વ્યાવહારિક સંશોધન
Applied Research
- માહિતીના આધારે પ્રકાર
On the basis of data
  - સંખ્યાત્મક
Suantitative
  - ગુણાત્મક
Qualitative

નમૂના પસંદગી / Sampling

- સંભાવ્ય નમૂના પસંદગી
Probability Sampling
  - આકસ્મિક નમૂના પસંદગી
Random Sampling
  - સ્તરીકૃત આકસ્મિક નમૂના પસંદગી
Staratitied Random Sampling
  - યોજના બધ્ધ નમૂના પસંદગી
Systematic Sampling
  - ઝૂમખા નમૂના પસંદગી
Cluster Sampling
- વિશિષ્ટ નમૂના પસંદગી
Specific Sampling
  - બમણા નમૂના પસંદગી
Double Sampling
  - જોડકા નમૂના પસંદગી
Matched Pair Sampling
  - ક્રમશઃ નમૂના પસંદગી
Seauential Sampling
  - સ્નોબોલ નમૂના પસંદગી
Snowball Sampling
- બિન સંભાવ્ય નમૂના પસંદગી
Non Probability Sampling
  - અનુકૂલની સહજ નમૂના પસંદગી
Convenient incidental Sampling
  - સહેતુક નમૂના પસંદગી
Purposive Sampling
  - નિયત હિસ્સા નમૂના પસંદગી
Quota Sampling
  - વ્યાવહારિક સંશોધન
Applied Research

ઉત્કલ્પનાઓ / Hypotheses

- દિશા સૂચક Directive
- બિન દિશા સૂચક Non Directive
- પ્રશ્ન સ્વરૂપ Question form
- સંશોધન ઉત્કલ્પનાઓ Research Hypotheses
- શૂન્ય ઉત્કલ્પનાઓ Null Hypotheses
- શાસ્ત્રીય Classical
- વ્યાવહારિક Behavioural

ચલ / Varibles

- સ્વતંત્ર ચલ Independent Variblas
  - પરિવર્તક ચલ Moderati
  - અંકુશિત ચલ Controller
- પરતંત્ર ચલ Dependent Variblas
- આંતરવર્તી ચલ Intervening

સંશોધનના ઉપકરણો Tools of Research

- પ્રશ્નાવલી Questionnaire
- મુલાકાત Interview
- અવલોકન Obeservation
- ક્રમ માપદંડ Rating scale
- મનોવૈજ્ઞાનિક કસોટી Paychologic test
- વલણ માપદંડ Attitude scale

અન્ય ઉપકરણો Other Tools

- મુલ્યાંનકન પત્ર Score card
- આલેખ યાદી Check list
- Q-વર્ગીકરણ Q-shert
- સેમાન્ટીક ડિફરન્શિયલ Semantic differantial

પૂર્ણ પ્રયોગિક યોજનાઓ / True - enperimental design

- બે જુથો આકસ્મિક પાત્રો, માત્ર ઉત્તર કસોટી યોજના ➪ Two groups randomized subjeets. post test only design
- આકસ્મિક બે જુથો જોડકાં પાત્રો, માત્ર ઉત્તર કસોટી યોજના ➪ Two groups randomized matched subgectrs post test design
- આકસ્મિક બે જૂથો પૂર્વ કસોટી, ઉત્તર કસોટી યોજના ➪ Randomized two groups per test design
- સોલોમન આકસ્મિક ચાર જુથો યુક્ત યોજના ➪ Randomized solomon four groups design
- આવયવિક યોજના ➪ Factorial design

આંશિક પ્રયોગિક યોજનાઓ / Quasi - enpirimental design

- બિન આકસ્મિક બે જુથો, પૂર્વ કસોટી-ઉત્તર કસોટી યોજના ➪ Non-Randomized tow groups pretestr design
- સંતુલીત યોજના / પરિવર્તિત જુથોની યોજના ➪ Counter balanc design / rotation group design
- સમય ક્રમિક યોજનાઓ ➪ Time series design

દાતાશ્રી

સ્વ. કરસનભાઇ દેવાભાઈ ખણુંસિયા (પટેલ)

સ્વ. રેવાબેન કરસનભાઇ ખણુંસિયા (પટેલ)

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