



Programme and Subject: Master of Education

Semester-IV (two years) Syllabus with Effect from June 2022

Course type	Course Code	Name of Course	Theory/ practical	Credit	Contact Hours/ week	Exam duration in hrs	Component of Marks		
							Internal Marks	External Marks	Total
							Passing/Total	Passing/Total	Passing/Total
ELECTIVE Group-A	PE04EMED51	Inclusive Strategies and Education for Children with Diverse Needs	Theory	4	4	3 hours	10/30	28/70	40/ 100
	PE04EMED52	Inclusion of Children with Special Educational Needs	Theory	4	4	3 hours	10/30	28/70	40/ 100
	PE04EMED53	Inclusive education: Policy perspectives and related aspects	Theory	4	4	3 hours	10/30	28/70	40/ 100
ELECTIVE Group-B	PE04EMED54	Introduction to Guidance and Counseling	Theory	4	4	3 hours	10/30	28/70	40/ 100
	PE04EMED55	School Guidance Programme	Theory	4	4	3 hours	10/30	28/70	40/ 100
	PE04EMED56	Career Development and Guidance	Theory	4	4	3 hours	10/30	28/70	40/ 100
ELECTIVE Group-C	PE04EMED57	Educational Measurement & Evaluation	Theory	4	4	3 hours	10/30	28/70	40/ 100
	PE04EMED58	Psychological Measurement	Theory	4	4	3 hours	10/30	28/70	40/ 100
	PE04EMED59	Statistical Methods of Educational Research	Theory	4	4	3 hours	10/30	28/70	40/ 100





SARDAR PATEL UNIVERSITY
Vallabh Vidyanagar, Gujarat
(Reaccredited with 'A' Grade by NAAC (CGPA 3.25))
Syllabus with effect from the Academic Year 2022-2023

ELECTIVE Group-D	PE04EMED60	Educational Management and Organization	Theory	4	4	3 hours	10/30	28/70	40/100
	PE04EMED61	Dimensions of Educational Organization	Theory	4	4	3 hours	10/30	28/70	40/100
	PE04EMED62	Total Quality Management in Education	Theory	4	4	3 hours	10/30	28/70	40/100
ELECTIVE Group-E	PE04EMED63	Foundations of Curriculum	Theory	4	4	3 hours	10/30	28/70	40/100
	PE04EMED64	Curriculum Development	Theory	4	4	3 hours	10/30	28/70	40/100
	PE04EMED65	Curriculum Transaction	Theory	4	4	3 hours	10/30	28/70	40/100
ELECTIVE Group-F	PE04EMED66	Communication Skills in Education	Theory	4	4	3 hours	10/30	28/70	40/100
	PE04EMED67	Educational technology and ICT	Theory	4	4	3 hours	10/30	28/70	40/100
	PE04EMED68	Integration of ICT in Education	Theory	4	4	3 hours	10/30	28/70	40/100
CORE	PE04CMED51	Dissertation	Practical	4	8	-	-	200	200
		Total		16			90	410	500





MASTER OF EDUCATION
Semester IV

Course Code	PE4EMD2A51	Title of the Course	Inclusive Strategies and Education for Children with Diverse Needs
Total Credits of the Course	4	Hours per Week	4
Course Objectives:	<p>To enable the student-teacher to...</p> <ol style="list-style-type: none"> 1. Develop an understanding of the needs and magnitude of the challenges faced by children and persons with diverse needs. 2. Identify the nature of difficulties encountered by these children and need for developing plus curricular skills. 3. Discuss the need for promoting inclusive practice and explain the roles and responsibilities of all concerned, 4. Develop a positive attitude and sense of commitment towards actualizing the right to education of all learners, 5. Prepare a conducive teaching learning environment in varied school settings, 6. Develop the ability to conduct and supervise action research activities, 7. Identify and utilize existing support services for promoting inclusive practice. 		

Course Content		
Unit	Description	Weightage* (%)
1.	<p>Meeting the needs of diverse learners</p> <ul style="list-style-type: none"> • Social and academic inclusion of learners with diverse needs in mainstream classrooms. • Facts and myths of inclusive education with reference to Indian context. • Inclusive educational strategies and their implications for universalization of elementary and secondary education. • Effectiveness of inclusive strategies such as, cluster grouping, mixed ability grouping, multilevel teaching, cooperative learning, peer tutoring in the context of constructivism, Resource room 	25%
2.	<p>Curriculum adaptations and evaluation for children with diverse needs</p> <ul style="list-style-type: none"> • Concept, meaning and need for curriculum adaptations for children with sensory (physically challenged, hearing, visual and speech and language) • Concept, meaning and need for curriculum adaptations for children with intellectual (gifted, talented, and mentally challenged children), • Developmental disabilities (autism, cerebral palsy, learning disabilities, mental behaviour, Chronic neurological condition, and blood disorder), 	25%





	<ul style="list-style-type: none"> Social and emotional problems: scholastic backwardness, underachievement, slow learners, children with special health problems, environmental/ecological difficulties and children belonging to other marginal groups. 	
3.	Teacher preparation for Inclusive Education <ul style="list-style-type: none"> Review existing educational programmes offered in secondary school (general, special education). Skills and competencies of teachers and teacher educators for secondary education in inclusive settings. N.C.F 2005 and curriculum for teacher preparation and transaction modes in inclusive Education Roles, responsibilities and professional ethics of an inclusive education teacher and teacher educators. 	25%
4.	Guideline for teaching of different subjects and action research <ul style="list-style-type: none"> Guidelines for adaptation for teaching/practicing science, mathematics, social studies, languages, physical education, yoga, heritage arts theatre, drama etc in inclusive settings. Utilization of records/ case profiles for identification, assessment, and intervention for inclusive classrooms. Techniques and methods used for adaptation of content, laboratory skills and play material. Action research for inclusive Education 	25%

Teaching-Learning Methodology	Lecture- cum- discussion, abhinav panchpadi education methodology, group discussion, reflective talk, questioning, individual and group assignment through self –study in library and presentation in seminar, practicum, project work etc.
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Evaluation Pattern

Sr. No.	Details of the Evaluation	Weightage
1.	<ul style="list-style-type: none"> Internal Written / Practical Examination (As per CBCS R.6.8.3) Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3) 	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to

1.	Identifying the needs and magnitude of the challenges faced by children and persons with diverse needs
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2.	Identifying the nature of difficulties encountered by these children and need for developing plus curricular skills.
3.	Discussing the need for promoting inclusive practice and explaining the roles and responsibilities of all concerned.
4.	Developing a positive attitude and sense of commitment towards actualizing the right to education of all learners.
5.	Preparing a conducive teaching learning environment in varied school settings.
6.	Developing the ability to conduct and supervise action research activities.
7.	Identifying and utilizing existing support services for promoting inclusive practice.

Suggested References:

- Ainscow, M., & Booth. T. (2003). *The Index for Inclusion: Developing Learning and Participation in Schools*. Center for Studies in Inclusive Education.
- Ahuja, A, & Jangira, N.K. (2002). *Effective Teacher Training; Cooperative LearningBased Approach*. National Publishing house
- Jangira, N.K. & Mani, M.N.G. (1990). *Integrated Education for Visually Handicapped*. Academic Press.
- Jha, M.(2002). *Inclusive Education for All: Schools Without Walls*. Heinemann Educational publishers.
- Mathur, S.S. (2012). *Educational Psychology*. Agrawal Publications.
- Chauhan, S.S. (1978). *Advanced Educational Psychology*. Vikas Publishing house.
- Mangal, S.K. (2008). *Advanced Educational Psychology*. PHI Learning Private Ltd.





MASTER OF EDUCATION
Semester IV

Course Code	PE4EMD2A52	Title of the Course	Inclusion of Children with Special Educational Needs
Total Credits of the Course	4	Hours per Week	4

Course Objectives:	<p>To enable the student-teacher to...</p> <ol style="list-style-type: none"> 1. Explain the concept, meaning and significance of inclusive education for children with giftedness, creativity, sensory, mentally challenged, developmental disabilities, special health problems, OPH, and leprosy cured 2. discuss the need for developing human resource by accepting their talents and limitations 3. Develop critical understanding on the characteristics of above listed groups of children and roles and responsibilities of the teachers for their inclusion. 4. Identify the nature of difficulties encountered by these children and need for developing plus curricular skills 5. Apply their understanding in adapting instructional materials and methods for teaching in inclusive schools, 6. Analyse implications of special education, integrated education, mainstream and inclusive education practices 7. Identify and utilize existing resources for providing referral services for early identification, placement, and education in inclusive classrooms
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Course Content		
Unit	Description	Weightage* (%)
1.	<p>Inclusive Education and Gifted and Creative Children</p> <ul style="list-style-type: none"> • Concept, meaning and implications of inclusion • Characteristics of gifted, talented and multi intelligence • Need for understanding giftedness, creativity, disadvantaged gifted and role of teachers • Education programmes and adaptation for inclusive classroom teaching 	25%
2.	<p>Education of children with mental retardation and mentally ill</p> <ul style="list-style-type: none"> • Concept, Meaning and difference between mentally retarded and mentally ill. • Classification based Degree and nature of M.R and M.I • Criteria for placing for academic and social inclusion at pre-primary and elementary. • Implications for inclusion of M.R and M.I at secondary stage & teachers' role 	25%





3.	<p>Education of physically challenged children.</p> <ul style="list-style-type: none"> • Concept, meaning and classification of hearing, visually challenged, orthopedically challenged, children with special health problem and leprosy • Characteristics and educational problems both at primary and secondary level • Identification, assessment and placement • Implications for inclusion at elementary and secondary-teachers role 	25%
4.	<p>Education of children with developmental and multi disabilities</p> <ul style="list-style-type: none"> • Concept, meaning and classification of children with mild and severe disabilities : Physical and learning disabilities • Methods and techniques used for identification, assessment and placement in inclusive classrooms • Educational characteristics of these children and implications for academic inclusion • Role of teachers and specific learning disabilities 	25%

Teaching-Learning Methodology	Lecture- cum- discussion, abhinav panchpadi education methodology, group discussion, reflective talk, questioning, individual and group assignment through self –study in library and presentation in seminar, practicum, project work etc.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	<ul style="list-style-type: none"> • Internal Written / Practical Examination (As per CBCS R.6.8.3) • Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3) 	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Explaining the concept, meaning and significance of inclusive education for children with giftedness, creativity, sensory, mentally challenged, developmental disabilities, special health problems, OPH, and leprosy cured.
2.	Discussing the need for developing human resource by accepting their talents and limitations.
3.	Developing critical understanding on the characteristics of above listed groups of children and roles and responsibilities of the teachers for their inclusion
4.	Applying their understanding in adapting instructional materials and methods for teaching in





	inclusive schools.
5.	Analyzing implications of special education, integrated education, mainstream and inclusive education practices.
6.	Identifying and utilizing existing resources for providing referral services for early identification, placement and education in inclusive classrooms.

Suggested References:

- Bhatnagar A. & Gulat S. (1998). *Career Development of Creative Girls*.
Chaterjee S .K. (2000). *Educational Development of Scheduled Castes*.
Cowles M. (1969). *Perspective in the Education of Disadvantaged Children*.
Edwards J. R. *Language and Disadvantage*.
Hegarty & Alur M. (2002). *Education and Children with Special Needs*.
Jacob A. *Scheduled Castes and Higher Education*.
Rangari A. D .*Indian Caste System and Education*.
Scot D. & Terry J. S. (2005). *Engaging Troubling Students – A Constructivistic Approach*.
Sharma U. & Sharma B. M. (1995). *Girls Education*.
Sheh V.P. (1982). *The Educational Problems of Scheduled Caste and Scheduled Tribe School and College Students in India*.
Singh U. K. & Nayak A. K. (1977). *Women Education*.
Vishwanathan M. (1994). *Development Orientation of Women's Education*.
Webster A. & Ellwood J. *The Hearing-Impaired Child in the Ordinary School (Red-black line)*





MASTER OF EDUCATION
Semester IV

Course Code	PE4EMD2A53	Title of the Course	Inclusive education: Policy perspectives and related aspects
Total Credits of the Course	4	Hours per Week	4
Course Objectives:	<p>To enable the student-teacher to...</p> <ol style="list-style-type: none"> 1. discuss the policies relating to inclusive education 2. find out the gap between policies and practices with critical awareness 3. refer the additional information from the other sources . 4. get mastery over resources management and optimal use of resources. 5. cultivate sensitivity for inclusive education in terms of equality and education to all 		

Course Content		
Unit	Description	Weightage* (%)
1.	<p>Initiatives in India and International</p> <ul style="list-style-type: none"> • The Indian Education commission: The canted of inclusive education (1964-66) • National policy on education (1986-92) The context of inclusive education • The convention on the Rights of the Child (Article 23,28,29,92,3,6 and 10 and 12 • The world declaration on education for all and its framework for action to meet basic (Learning needs – 1990 (Article 3 Clauses) 	25 %
2.	<p>Disabilities Acts and inclusion</p> <ul style="list-style-type: none"> • Rights of persons with disabilities (RPWD) Act: 2016 • The National Trust for the welfare of persons with autism, cerebral palsy, mental reformation Act -1999 • Rehabilitation council of India Act -1992 • The world declaration on the survival, protection and Development of children and the plans of action: major aspects (UNICEF world summit for children : 1990 	25 %
3.	<p>Resources and Utilization</p> <ul style="list-style-type: none"> • Identifying the required resources for children with various special needs • Concept and importance of human and maintenance resources • Managerial skills of teachers for resources management • Exploring and utilizing the services and resources available in the community 	25 %





4.	<p>Inclusive Education and concerns</p> <ul style="list-style-type: none"> • Social concerns of Inclusive education • Scientific understanding and attitude, sensitivity towards inclusive education • Role of NGO's for inclusive education • Inclusive strategies, context and effectiveness intellos of enrichment, mixed ability grouping, peer tutoring and practical plans for the cooperative learning 	25 %
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Teaching-Learning Methodology	Lecture- cum- discussion, abhinav panchpadi education methodology, group discussion, reflective talk, questioning, individual and group assignment through self –study in library and presentation in seminar, practicum, project work, exposure visit etc.
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Evaluation Pattern

Sr. No.	Details of the Evaluation	Weightage
1.	<ul style="list-style-type: none"> • Internal Written / Practical Examination (As per CBCS R.6.8.3) • Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3) 	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to

1.	Discussing the policies relating to inclusive education.
2.	Finding out the gap between policies and practices with critical awareness
3.	Getting mastery over resources management and optimal use of resources.
4.	Having sensitivity for inclusive education in terms of equality and education to all





Suggested References:

- Bhatnagar A. & Gulat S. (1998). *Career Development of Creative Girls*.
Chaterjee S. K. (2000). *Educational Development of Scheduled Castes*.
Cowles M. (1969). *Perspective in the Education of Disadvantaged Children*
Edwards J. R. *Language and Disadvantage*.
Hegarty & Alur M. (2002). *Education and Children with Special Needs*.
Jacob A. *Scheduled Castes and Higher Education*.
Rangari A D. *Indian Caste System and Education*.
Scot D. & Terry J. S. (2005). *Engaging Troubling Students – A Constructivistic Approach*
Sharma U. & Sharma B. M. (1995). *Girls Education*.
Sheh V. P. (1982). *The Educational Problems of Scheduled Caste and Scheduled Tribe School and College Students in India*.
Singh U. K. & Nayak A. K. (1977). *Women Education*.
Vishwanathan M. (1994). *Development Orientation of Women's Education*.
Webster A. & Ellwood J.: *The Hearing-Impaired Child in the Ordinary School – (Red-black line)*
Yadav S. K. (1986). *Educational Schemes for Scheduled Castes*.





**Master of Education
Semester IV**

Course Code	PE4EMD2B51	Title of the Course	Introduction to Guidance and Counselling
Total Credits of the Course	4	Hours per Week	4

Course Objectives:	To enable the student-teacher to... <ol style="list-style-type: none">1. explain the meaning, nature and scope of guidance.2. recognize the role of guidance with reference to education.3. recall various techniques of group guidance.4. explain the meaning, nature and scope of counselling.5. evaluate the various stages involved in counselling process.6. analyse the skills and qualities of an effective counsellor.7. judge the ethical considerations in counselling.
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Course Content		
Unit	Description	Weightage* (%)
1.	Understanding Guidance <ul style="list-style-type: none">• Meaning, Definitions and Characteristics of guidance• Principles and Importance of guidance• Guidance at secondary and higher secondary level• Purpose of guidance: Self-understanding, Self-discovery, Self-reliance, Self-direction, Self-actualization	25%
2.	Types of Guidance and Group guidance <ul style="list-style-type: none">• Types of guidance: Educational, Vocational & Personal: meaning, concept, objectives and importance• Individual guidance and group guidance, advantages of group guidance• Group guidance techniques: Class talk, Orientation talk, Group discussion, Career Conference, Career corner, Role play• Growing need of guidance at +2 level	25%
3.	Understanding Counselling <ul style="list-style-type: none">• Concept and Principles of Counselling• Scope of Counselling• Goals of counselling: Resolution of problems, Modification of behaviour, Promotion of mental health• Group Counselling	25%
4.	Ethical Standards	25%





	<ul style="list-style-type: none">• Stages of counselling process• Areas of Counselling: Family counselling, Parental counselling, Adolescent Counselling, Counselling of girls, Counselling of children belonging to special groups• Skills and qualities of an effective counsellor• Professional ethics for counsellor	
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Teaching-Learning Methodology	Lecture Method, Group discussion, Seminar, Assignment
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	<ul style="list-style-type: none">• Internal Written / Practical Examination (As per CBCS R.6.8.3)• Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Explain the meaning and importance of guidance.
2.	Evaluate the guidance process and relation with education
3.	Derive at different types of guidance and its process.
4.	Compare the guidance and counselling process and relate its differences.
5.	Interpret and judge qualities of an effective counsellor.
6.	Justify the ethical considerations of counselling process.





Suggested References:

- Bhatnagar, Gupta, & Nirmala, (1999), *Guidance and Counselling*, Vol. 1, Vikas Publication, New Delhi
- Bhatnagar, Gupta, & Nirmala, (1999), *Guidance and Counselling*, Vol. 2, Vikas Publication, New Delhi
- Cormier, L. & Hackney, H. (1987), *The Professional Counsellor*, Englewood Cliffs, Prentice Hall, New Jersey
- Dave, I. (1984), *The Basic Essentials of Counselling*, Sterling Publication, New Delhi
- Pietrofesa, J. & Stanford, S. (1980), *Guidance: An Introduction*, Rand McNally, Chicago
- Rao, S. (1981), *Counselling Psychology*, Tata McGraw Hill, New Delhi
- Saraswat, R. (1994), *Manual for Guidance Counsellors*, NCERT, New Delhi

On-line resources to be used if available as reference material

<https://www.britannica.com/topic/guidance-counseling>
<https://www.tripurauniv.ac.in/Content/pdf/StudyMaterials>
<https://ncert.nic.in/textbook/pdf/lehe108.pdf>





Master of Education
Semester IV

Course Code	PE4EMD2B52	Title of the Course	School Guidance Programme
Total Credits of the Course	4	Hours per Week	4

Course Objectives:	<p>To enable the student-teacher to...</p> <ol style="list-style-type: none"> 1. identify the essential services involved in the guidance programme. 2. recall and recognise the resources required and their optimum use in managing a school guidance programme. 3. explain how to guide the students with special problems. 4. describe the school guidance committee: its role, function and constitution. 5. analyse the guidance of students with special problems, with special abilities and needs.
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Course Content		
Unit	Description	Weightage* (%)
1.	Guidance and Education <ul style="list-style-type: none"> • Relation of guidance with education and guidance based curriculum • School guidance committee: constitution, roles & importance • Organization and Planning of guidance programmes in school • Role of Principal and teachers in guidance programme 	25%
2.	Essential Services in guidance programme <ul style="list-style-type: none"> • Types of guidance services: Orientation, Information, Individual inventory, Counselling, Placement, Follow-up and Research & Evaluation • Resources required for organizing different guidance services • Placement Service • Research & Evaluation service 	25%
3.	Guidance of students with special problems <ul style="list-style-type: none"> • Nature and causes of behavioural problems • School discipline problems: problem of violence, bullying, drug abuse, truancy and drop out • Skills required in a guide for guidance of students with behavioural problems • Strategies and activities to solve behavioural problems 	25%
4.	Guidance of students with special abilities and needs <ul style="list-style-type: none"> • Students with special abilities: Concept and Identification 	25%





	process, Role of a teacher as a guide <ul style="list-style-type: none"> • Guidance for gifted and creative students • Guidance for physically and intellectually challenged students • Guidance for delinquent students 	
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Teaching-Learning Methodology	Lecture Method, Group discussion, Seminar, Assignment
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	<ul style="list-style-type: none"> • Internal Written / Practical Examination (As per CBCS R.6.8.3) • Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3) 	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Recall the essential services involved in the guidance programme.
2.	Re-state the resources required and their optimum use in managing a school guidance programme.
3.	Explain the relationship of guidance with education and curriculum
4.	Analyse the guidance process of students with special problems, with special abilities and needs.
5.	Compare the guidance process of students with special problems, with special abilities and needs.

Suggested References:
Bhatnagar, Gupta, & Nirmala, (1999), <i>Guidance and Counselling</i> , Vol. 1, Vikas Publication, New Delhi Glickman, C. & Wolfgang, C. (1981), <i>Solving Discipline Problems: Strategies for Classroom Teachers</i> , Allyn and Bacon, Boston Mathewson, R. (1962), <i>Guidance Policy and Practices</i> , 3 rd Edition, Harper and Row, New York





On-line resources to be used if available as reference material

<https://studentservices.ednet.ns.ca/sites/default/files>

<https://files.eric.ed.gov/fulltext/EJ642609.pdf>

<https://files.eric.ed.gov/fulltext/EJ1243612.pdf>

https://www.researchgate.net/publication/339629443_Guidance_and_Counselling_in_Teacher_Education





Master of Education
Semester IV

Course Code	PE4EMD2B53	Title of the Course	Career Development and Guidance
Total Credits of the Course	4	Hours per Week	4
Course Objectives:	<p>To enable the student-teacher to...</p> <ol style="list-style-type: none"> 1. recognise the broad vision of new world of work. 2. explain the theories of career development and their utilities in understanding career behaviour of students. 3. analyse the importance of career information and skills of collecting, compiling and disseminating career information. 4. compare and explain the concept of career pattern, career adjustment and career maturity. 		
Course Content			
Unit	Description	Weightage* (%)	
1.	<p>Understanding world of work and Career development</p> <ul style="list-style-type: none"> • Concept of work, Understanding the present world of work • Work and Human motives • Career development needs of students at different stages of education • Career development process and factors affecting career development 	25%	
2.	<p>Theories on Career development</p> <ul style="list-style-type: none"> • Trait factor theory • Roe's theory of personality development and career choice • Holland's career theory of personality types and work environment • Super's life span approach to career development 	25%	
3.	<p>Understanding Career Information</p> <ul style="list-style-type: none"> • Importance of career information • Dimensions of career information: nature of work, working conditions, entry requirements, earning, growth opportunities • Primary and Secondary sources of information • Group activities for dissemination of career information: career talks, career exhibition, field trip 	25%	
4.	<p>Career Patterns, Career Adjustment and Career Maturity</p> <ul style="list-style-type: none"> • Concept of Career Pattern, Career Pattern of men and women • Concept of career adjustment & career maturity 	25%	





	<ul style="list-style-type: none">• Factors affecting career maturity• Assessment of career maturity	
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Teaching-Learning Methodology	Lecture Method, Group discussion, Seminar, Assignment
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	<ul style="list-style-type: none">• Internal Written / Practical Examination (As per CBCS R.6.8.3)• Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Explain and recall the concept of work and evaluate the present world of work.
2.	Compare and explain different theories of career choice and personality
3.	Relate the career information with education and explain its importance and examine different activities of dissemination of career information.
4.	Derive at the concept of career pattern and compare the career pattern of men and women.
5.	Explain the concept of career adjustment and career maturity and evaluate the career maturity.





Suggested References:

- Gupta, N. (1991), *Career Maturity of Indian School Students*, Anupam Publication, New Delhi
- Joneja, G. (1997), *Occupational Information in Guidance*, NCERT, New Delhi
- Mohan, S. (1998), *Career Development in India: Theory, Research and Development*, Vikas Publishing House, New Delhi
- Saraswat, R. & Gaur, J. (1994), *Manual for Guidance Counsellors*, NCERT, New Delhi
- Sharf, R. (2005), *Applying Career development theory to counselling*, WadsWorth Publishing Co.
- Swanson, J.& Fouad, N. (1999), *Career Theory and Practiced; Learning through case studies*, Sage Publication

On-line resources to be used if available as reference material

- <https://www.thebalancecareers.com/what-is-career-development-525496>
- <https://www.worldofwork.net/the-world-of-work/>
- <https://ncert.nic.in/textbook/pdf/lehe101.pdf>
- https://ncert.nic.in/depfe/pdf/Guidelines_for_Guidance_and_Counseling.pdf





MASTER OF EDUCATION
Semester IV

Course Code	PE4EMD2C51	Title of the Course	Educational Measurement & Evaluation
Total Credits of the Course	4	Hours per Week	4

Course Objectives:	To enable the student-teacher to...
	1. define concept of measurement and evaluation process, type of testing
	2. discuss the nature of educational measurement and evaluation
	3. classify the cognitive, affective and psychomotor domain
	4. explain some of the major trends in examinations and evaluations seen in recent times
	5. clarify the concept of grading
	6. indicate the use of computer in evaluation

Course Content		
Unit	Description	Weightage* (%)
1.	The Measurement & Evaluation Process <ul style="list-style-type: none"> • Concept of Measurement & Evaluation • General principles of Evaluation process • Role of evaluation in Teaching – Learning process • Types of Testing and Evaluation procedure 	25%
2.	Preparing Instructional objectives <ul style="list-style-type: none"> • Instructional objectives as learning outcomes • Taxonomy of Instructional objectives <ul style="list-style-type: none"> ○ Cognitive domain (Revised) ○ Affective domain ○ Psychomotor domain • Methods of stating instructional objectives 	25%
3.	Constructing Classroom Tests <ul style="list-style-type: none"> • Planning the classroom tests • Constructing objectives test items • Short answer – construction, advantages & Limitations • Multiple choice – construction, advantages & Limitations • Measuring complex achievement 	25%





	<ul style="list-style-type: none"> • Essay test – Construction, advantages & Limitations • Interpretive exercise – nature, form, construction, merits & limitations 	
4.	New trends in Educational Measurement and Evaluation <ul style="list-style-type: none"> • Question Bank – Nature & Construction • Grading system – nature, procedure of grading • Semester system • Continuous internal assessment • Use of Computer in Evaluation 	25%

Teaching-Learning Methodology	Question-answer, class discussion led by teacher /students, problem solving activities , debate discussion panel/experts, debate
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	<ul style="list-style-type: none"> • Internal Written / Practical Examination (As per CBCS R.6.8.3) • Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3) 	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Identify different measurement scales
2.	Discuss the nature of educational measurement and evaluation
3.	Describe the types and techniques of evaluation
4.	Explain the cognitive , affective and psychomotor domain how their objectives are formulated and assessed
5.	Examine some of the major trends in examinations and evaluations seen in recent times
6.	Discuss the concept of grading
7.	Describe the use of computer in evaluation





Suggested References:

- Adkins, D.C. Statistical Columbus. Ohio Charles e Merrill books Inc. 1964.
- Anderson, T.R. & Morris, Zelditch, Jr. A Basic Course in Statistics New York: Hoft. Rinchar & Winston, 1968.
- Champton, F.J. Basic Statistics for Social research, New York, Macmillan Publishing Co. Inc. 1981.
- Cohah, Lewis & Michael, Holdiday, Statistics for Education and Physical Education. London : Harper & Row Publisher, 1979.
- Downie, M.M. & Experiemental Design in Psychological Research, New York: Holt. Rinchar & Winstons. 1968.
- Edwards, A. L. Statistical Methods for the behavior Science, New York: Holt Rinchar & Winstons. 1967.
- Ferguson, G.A. Statistical Analysis in Psychology & Education New York: McGrew Hill Co. Inc. 1966.
- Fruchter, B. Introduction to Factor Analysis, New Delhi. Affiliated East West Press Pvt. Ltd. 1967.
- Gattert, H.E. & Woodworth, R.S. Statistics in Psychology and Education, Bombay: Vakils, feffer & Simons Pvt. Ltd., 1979.
- Guilford, J.P. Fundamental Statistics in Psychology and Education New York: McGraw Hill, 1965.
- Hays, W.L. Statistics for Psychologists New York Holt Rinehart, & Winston, 1965.
- Hyas, A.K. & May S.T. Statistcal Methods in Education & Psychology New Delhi: Marosa Publishing House, 1980.
- Levin, Jack Elementary Statistics in Social Research, New York Harper & Row Publishers, 1977.
- Lindquist E.F. Statistical Analysis in Education Research, New Delhi Oxford and IBH Publishing Co. 1970.
- Lynch, M.D. & Hundruberger, D.V. Elements of Statistical Inference for Education and Psychology, London: Allways & Bacon Inc. 1976.
- Popham, W. Hames & Sirethik, K.A. Educational Statistics New York: L Harper & Row 1973.
- Siegel Sixney, Non Parametric Statistics for the Behavioral Sciences New York : Mc. Graw Hill, 956.
- Tate, M.V. Statistical Principles in Experimental design. New York McGraw-Hill, 1971.
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- Winer, B.J. Statistical Principles in Experimental Design, New York : McGraw Hill, 1971





MASTER OF EDUCATION
Semester IV

Course Code	PE4EMD2C52	Title of the Course	Psychological Measurement
Total Credits of the Course	4	Hours per Week	4

Course Objectives:	To enable the student-teacher to... <ol style="list-style-type: none">1. Express the procedure of test standardized2. Define intelligence and list the different types of intelligences test.3. Construct different tools and test of intelligence, aptitude, attitude and personality.4. Uses and measure of different tools and test of intelligence, aptitude, attitude and personality in educational measurement
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Course Content		
Unit	Description	Weightage* (%)
1.	Test Standardization <ul style="list-style-type: none">• Classical test theory and Item response theory• Norm referenced test and criterion referenced test• Steps of test standardization• Reliability, validity and norms (Types and procedures)	25%
2.	Measurement of Intelligence <ul style="list-style-type: none">• Meaning, Nature and types of intelligence• Introducing to intelligence test – Binet – Simon WAIS• Introduction to Intelligence test standardized in Gujarati• Uses of Intelligence Measurement in Education	25%
3,	Measurement of Aptitude and Attitude <ul style="list-style-type: none">• Meaning and Nature of Aptitude & attitude• Measurement of Aptitude -Introducing to Aptitude test DATB• Introducing to aptitude test standardized in Gujarati• Recent research in the area of Aptitude & attitude measurement	25%
4.	Measurement of Personality <ul style="list-style-type: none">• Meaning and Nature of Personality• Measurement of Personality – Self reporting techniques• Measurement of personality – Projective techniques• Recent research in the area of personality	25%





Teaching-Learning Methodology	Lecture cum discussion, demonstration, group presentation, seminars, debates, assignments, brain storming sessions, peer group discussion.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	<ul style="list-style-type: none">• Internal Written / Practical Examination (As per CBCS R.6.8.3)• Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Apply the steps for the construction of standardized and non-standardised tests in dissertation.
2.	Explain concepts of intelligence and its measurement
2.	Develop skills on using psychological test for measurement and evaluation
3.	Enable to distinct various competencies in standardizing different types of measuring Instrument
4.	Construct different kinds of tests and tools of intelligence, aptitude, attitude and personality.
5.	Apply different tools and test of intelligence, aptitude, attitude and personality in educational measurement





Suggested References:

- Anastasi, A. Psychological Testing, (7th Ed.), New York: Macmillan Publishing Co.
Buros, D.K.(Ed.), (1972). The Seventh Mental Measurement Year Book, Highland Park, N.J.Gryphon Press
Cronbach, L. J. (1982). Essentials of Psychological Testing, New York: Harper (3rd Ed.)
Freeman, F.S. (1980). Theory and Practice of Psychological Testing, New Delhi: Oxford and IBH Co.
Garrett, H.E. (1985). Statistics in Psychology and Education, Bombay: Vakils, Feffer and Simons Pvt. Ltd.,
Helmstaller, G.C. (1966). Principles of Psychological Measurement, London: Methuen Co.Ltd.
Long, L. and Menta, P.H. (1966). The First Measurement Handbook for India, New Delhi; NCERT
Nunnally, J.C. (1967). Psychometric Theory, New York: McGraw Hill Book Inc.
Nunnally, J.C. (1972). Educational Measurement and Evaluation, New York: McGraw Hill
Pareek, U. and Sound, S., (1971). Directory of Indian Behavioural Science Research, Delhi; Acharan Sahakar
Patel, R.S., (2010). Psychological Testing, Ahmedabad: Jay Publication
Super, D.E. and Crites, J.C., Appraising Vocational Fitness by Means of Psychological Tests.





MASTER OF EDUCATION
Semester IV

Course Code	PE4EMD2C53	Title of the Course	Statistical Methods of Educational Research
Total Credits of the Course	4	Hours per Week	4

Course Objectives:	<p>To enable the student-teacher to...</p> <ol style="list-style-type: none"> 1. Discuss the characteristics of the normal probability distribution and its uses. 2. Distinguish the different technique of testing of null hypothesis 3. Express and use descriptive and inferential statistical techniques in education. 4. Explain meaning and purpose of correlation studies
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Course Content		
Unit	Description	Weightage* (%)
1.	<p>Normal Probability Curve and Its applications</p> <ul style="list-style-type: none"> • Normal probability curve and its properties • Causes of Non-normal distribution, Skewness and kurtosis. • Applications of Normal probability curve • Standardized Scores: 6 Score , Z Score, PR, T-Score, Stanine 	25%
2.	<p>Statistical Inference and Testing of null hypothesis.</p> <ul style="list-style-type: none"> • Concept of statistical inference, standard error, level of confidence, Confidence interval and central limit theorem • Significance of Mean, Median, standard deviation, percentage, and Coefficient of correlation • t-test-significance of the difference between two means, medians, standard deviations, Percentage and Correlations • F-test-ANOVA one way, two way and concept of ANCOVA 	25%
3,	<p>Non parametric tests</p> <ul style="list-style-type: none"> • Chi square, sign test, medium test • Mann Whitney U test • Wilcoxon matched pair sign rank test, • Kruscal-wallis test • Friedman test 	25%
4.	<p>Correlation and Regression</p> <ul style="list-style-type: none"> • Pearson Product method • Spearman's Rank-difference • Other methods of correlation 	25%





	<ul style="list-style-type: none">○ Biserial, Point biserial○ Tetra choric, Phi○ Multiple and Partial correlation● Regression and Prediction	
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Teaching-Learning Methodology	Lecture cum discussion, demonstration, group presentation, seminars, debates, assignments, brain storming sessions, peer group discussion.
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	<ul style="list-style-type: none">● Internal Written / Practical Examination (As per CBCS R.6.8.3)● Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Solve the problem related to the normal probability curve.
2.	Choose appropriate technique for testing of null hypothesis and interpret the result
3.	Determine the use of parametric and non parametric test in educational research
4.	Select and use appropriate technique for calculate correlation.





Suggested References:

- Adkins, D.C. Statistical Columbus. Ohio Charles e Merrill books Inc. 1964.
- Anderson, T.R. & Morris, Zelditch, Jr. A Basic Courses in Statistics New York: Hoft. Rinchar & Winston, 1968
- Champton, F.J. Basic Statistics for Social research, New York, Macmillan Publishing Co. Inc. 1981.
- Cohah, Lewis & Michael, Holdiday, Statistics for Education and Physical Education. London: Harper & Row Publisher, 1979.
- Downie, M.M. & Experiemental Design in Psychological Research, New York: Holt. Rinchar & Winstons. 1968.
- Edwards, A. L. Statistical Methods for the behavior Science, New York: Holt Rinchar & Winstons. 1967
- Ferguson, G.A. Statistical Analysis in Psychology & Education New York: McGrew Hill Co. Inc. 1966.
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- Guilford, J.P. Fundamental Statistics in Psychology and Education New York: McGraw Hill, 1965.
- Hays, W.L. Statistics for Psychologists New York Holt Rinehart, & Winston, 1965.
- Hyas, A.K. & May S.T. Statistcal Methods in Education & Psychology New Delhi: Marosa Publishing House, 1980
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- Lindquist E.F. Statistical Analysis in Education Research, New Delhi Oxford and IBH Publishing Co. 1970
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- Siegel Sixney, Non Parametrics Statistics for the Behour Sciences New York: Mc. Graw Hill, 956.
- Tate, M.V. Statistical Princi; es in Experimental design. New York McGraw-Hill, 1971.
- Winer, B.J. Statistical Principles in Experimental design. New York : McGraw Hill,





Master of Education
Semester- IV

Course Code	PE4EMD2D51	Title of the Course	Educational Management and Organization
Total Credits of the Course	4	Hours per Week	4
Course Objectives:	To enable the student-teacher to... <ol style="list-style-type: none">1. understand the basic concept of organization, management & resources management.2. understand the approaches to educational management.3. understand the role of management of in managerial perspectives.4. understand the social setting of educational leadership and change.		

Course Content		
Unit	Description	Weightage* (%)
1.	FUNDAMENTAL OF EDUCATION ORGANIZATION AND MANAGEMENT <ul style="list-style-type: none">• Organization: Concept – School as organization-Service Organization- Characteristics of Educational organization.• Management conceptual understanding, school and classroom management• Resources and management: Concept and application Physical, human and financial respire.• System of education in India major points	25%
2.	APPROACHES, INDUCTION AND TRAINING <ul style="list-style-type: none">• Scientific and system approach, Human relations approach, development of human resources.• Induction programme objectives, planning, conduction and evaluation• Training (in service and pre-service)	25%
3.	MANAGERIAL ROLES IN EDUCATION ORGANIZATION <ul style="list-style-type: none">• Principal-Effectiveness-manager of the edu. Organization• Teachers-Effectiveness-as manager.• Professional development of teacher's skills shared leadership and servant leadership teaching profession as career.• Principal's role: as a leader, innovator, resourcefulness,• Principal as administrator.• Collective work and capacity building of education organization teamwork - curricular and co-curricular activities.	25%





4.	<p>THE SOCIAL SETTING OF EDUCATIONAL LEADERSHIP AND CHANGE</p> <ul style="list-style-type: none"> • Leaders, positions, and roles. • Leaders and leadership • The Locus of Leadership-Dynamics of leadership-Leadership characteristics • Communication and accountability in educational management 	25%
	<p>PRACTICTUM: The course would be transacted through participatory approach including group discussion; self-study, seminar/presentations by students etc.</p>	

Teaching-Learning Methodology	<ul style="list-style-type: none"> • Lecture cum discussion • Individual and group assignment through self-study in the library and presentation in a seminar • Observation of learning situation in schools and out of the schools • observation followed by reflective discussion in a group • Library study • Project work
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	<ul style="list-style-type: none"> • Internal Written / Practical Examination (As per CBCS R.6.8.3) • Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3) 	30%
2.	University Examination	70%





Course Outcomes: Having completed this course, the learner will be able to

- | | |
|----|--|
| 1. | Explain the basic concept of organization, management & resources management |
| 2. | Develop the approaches of educational management and organization |
| 3. | Develop the skills in planning and implementing conventional administrative procedures. |
| 4. | Develop the skills and attitudes to utilise human energy in getting the maximum work done. |

Suggested References:

- C. Lakshman, Knowledge Leadership, Tools for Executive Leaders, Sage Publications, New Delhi
- D.M. Pestonjee, Stress and coping, Indian Institute of Management of Ahmedabad (Sage Publications, New Delhi)
- Deep & Deep Publications Pvt. Ltd., New Delhi
- Fred Luthans, Organizational Behaviour Prentice all of India, New Delhi
- Jai B.P. Sinha, Culture and Organizational Behaviour, Sage Publications, New Delhi
- Jandhyala B. G. Tilak (Ed.), Financing of Secondary Education in India,
- K. Harigopal, Management of Organizational Change, Sage Publication New Delhi
- J. Mohanty, School Administration, Supervision and School Organization 2010. New Delhi.
- K. Sujatha and P.G. Rani, Management of Secondary Education in India NUEPA Publication 2911 New Delhi.
- Manu Parasahar, 8 Steps to Building Innovating Organization, Sage Publications, New Delhi
- M. Narula, Quality in School Education Secondary Education & Education Board, A NUEPA publication, 2010 New Delhi.
- A Nuepa Publication, 2011 New Delhi.
- Pierre R. Dasen, (Edi.) Educational Theory and Practices from the Majority world. Sage Publications, New Delhi.
- Rajivir Singh Tyagi, Administration & Management in School Education 2010 New Delhi.
- Robert a Paton, Change Management, Sage Publications, New Delhi
- S. Gupta, J.C. Aggarwal, School Management, 2010 New Delhi.
- S.K.Bhatia Training and Development: Concepts and Practices,
- T.K.D. Nair, School Planning and Management 2009 New Delhi.
- V. Nilakant, Managing Organisational Change, Sage Publications, New Delhi
- W. Genn Rowe, Cases in Leadership – A south Asian Edition Sage Publication New Delhi
- Yazali Josephne, Ed., Globalisation & Challenges for Education NUEPA Publication 2011. New Delhi





Master of Education
Semester- IV

Course Code	PE4EMD2D52	Title of the Course	Dimensions of Educational Organization
Total Credits of the Course	04	Hours per Week	4

Course Objectives:	To enable the student-teacher to... 1. understand the importance of culture and change in term of educational management. 2. Students understand the management of education in managerial perspectives. 3. Students understand the change in different aspects management. 4. Students analyze an apply insights in education management
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Course Content		
Unit	Description	Weightage* (%)
1.	CONCEPTION OF ORGANIZATION AND ORGANIZATIONAL CULTURE <ul style="list-style-type: none"> • The nature of Organizational Culture. • Definition & Characteristics of Organizational Culture • Strong & Weak Culture. • Creating & Maintaining Organizational Culture. 	25%
2.	COMMUNICATION PROCESSES <ul style="list-style-type: none"> • Historical background of the role of communication • Communication as a managerial function • Communication & inter personal processes • Inter personal Communication, Interactive Communication in Educational Organization. 	25%
3.	ORGANIZATIONAL CHANGE AND DEVELOPMENT <ul style="list-style-type: none"> • The change and response to change with special reference to educational organization • Constrictive coping to change & the context • Organizational Development: Concept, Theoretical Development of Organizational Development. • Organizational Development: Some techniques. 	25%
4.	PERCEPTION : MANAGERIAL PERSPECTIVE <ul style="list-style-type: none"> • The perception process & understanding: a Micro Perspective. • The nature & importance of perception. • Perceptual selectivity. • Social Perception. 	25%





	PRACTICUM The course would be transacted through participatory approach including group discussion; self-study, seminar/presentations by students etc.	
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Teaching-Learning Methodology	Lecture cum discussion, Individual and group assignment through self-study in the library and presentation in a seminar, Observation of learning situation in schools and out of the schools, observation followed by reflective discussion in a group, Library study, Project work
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	<ul style="list-style-type: none">• Internal Written / Practical Examination (As per CBCS R.6.8.3)• Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Explain the importance of culture and change in term of educational management.
2.	Analyse the management of education in managerial perspectives
3.	Identify the change in different aspects of management.
4.	Analyse and apply insights in education management.





Suggested References:

- Fred. Luthus, Organizational Behavior McGraw-Hill International Education. New Delhi
G.C.E.R.T. First Year of Book of Education, New Delhi: 1961.
Gopal K. Kanji, One hundred Method for total quality management, Sage Publication, New
Delhi
Government of India. Silver Jubile Sourvenir of CIBE 1935-60 Delhi Manager of
Publication, 1960
Government of India, Report of Indian Education.
Hery, H.P. Changing Concepts in Educational Administration University of Chicago press,
1955.
Indian Institute of Public Administration. The Organization of Government of India
Bombay: Asia Pub. 1958
Marmar Mukhopadhaya, Total Quality Management in Educaiton, Sage Publication,
New Delhi (Second Edition)
Moehlman School Administration, New York: Houghton Miffih 1951. Mukherji L.
Problems of Administration of Education in India.
Mukerji, S. N. Administration of Education in India Baroda Acharya Book Deptt. 1963.
Naik, J.P. & Syed Nurullah Education in India During the British Period.
Naik J.P. The Role of Government of India in Education Delhi: Ministry of Education 1963.
Scars, J.B. The Nature of the Administrative Process New York McGraw Hill 1960.





Master of Education
Semester- IV

Course Code	PE4EMD2D53	Title of the Course	Total Quality Management in Education
Total Credits of the Course	4	Hours per Week	4
Course Objectives:	To enable the student-teacher to... 1. understand the basic concepts of total quality management (TQM) 2. understand the behavioral management. 3. understand the teamwork nature & effective team in educational organization. 4. understand the basic concept of leadership historical background leadership theory & transformation of leadership		

Course Content		
Unit	Description	Weightage* (%)
1.	TOTAL QUALITY MANAGEMENT IN EDUCATION <ul style="list-style-type: none"> • T.Q.M. Meaning, Concept • T.Q.M. in educational Organization • Operationalization of T.Q.M. at institutional level. • Schools and TQM 	25%
2.	BEHAVIORAL MANAGEMENT <ul style="list-style-type: none"> • Identification of performance behaviors. • Performance improvement • Performance appraisal. • Preparing formats for performance appraisal 	25%
3.	TEAM WORK IN EDUCATIONAL ORGANIZATION <ul style="list-style-type: none"> • The Nature of teams. • The effectiveness of teams. • Making teams more effective. • Roles in the team work and understanding 	25%
4.	LEADERSHIP BACKGROUND & PROCESSES <ul style="list-style-type: none"> • Leadership basic understanding & historical background. • Leadership theories Trait, group & exchange theories of Leadership. • Transformational Leadership as an emerging theory. • Leadership in school Management roles and functions. 	25%





	PRACTICUM The course would be transacted through participatory approach including group discussion; self-study, seminar/presentations by students etc.	
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Teaching-Learning Methodology	Lecture cum discussion, Individual and group assignment through self-study in the library and presentation in a seminar, Observation of learning situation in schools and out of the schools, observation followed by reflective discussion in a group, Library study, Project work
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	<ul style="list-style-type: none">• Internal Written / Practical Examination (As per CBCS R.6.8.3)• Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	30%
2.	University Examination	70%
Course Outcomes: Having completed this course, the learner will be able to		
1.	Explain the basic concepts of total quality management (TQM)	
2.	Analyze the behavioral management	
3.	Apply in teamwork nature & create effective team in educational organization.	
4.	Understand the basic concept of leadership historical background leadership theory & Develop transformation of leadership	





Suggested References:

- Fred. Luthus, Organizational Behavior McGraw-Hill International Education. New Delhi
G.C.E.R.T. First Year of Book of Education, New Delhi: 1961.
Gopal K. Kanji, One hundred Method for total quality management, Sage Publication, New
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Publication, 1960
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Hery, H.P. Changing Concepts in Educational Administration University of Chicago press,
1955.
Indian Institute of Public Administration. The Organization of Government of India
Bombay: Asia Pub. 1958
Marmar Mukhopadhaya, Total Quality Management in Educaiton, Sage Publication,
New Delhi (Second Edition)
Moehlman School Administration, New York: Houghton Miffih 1951. Mukherji L.
Problems of Administration of Education in India.
Mukerji, S. N. Administration of Education in India Baroda Acharya Book Deptt. 1963.
Naik, J.P. & Syed Nurullah Education in India During the British Period.
Naik J.P. The Role of Government of India in Education Delhi: Ministry of Education 1963.
Scars, J.B. The Nature of the Administrative Process New York McGraw Hill 1960.





Master of Education
Semester- IV

Course Code	PE4EMD2E51	Title of the Course	Foundations of Curriculum
Total Credits of the Course	4	Hours per Week	4
Course Objectives:	To enable the student-teacher to... 1. understand the meaning and concept of curriculum. 2. understand the components of curriculum, 3. understand the various principles of curriculum, 4. understand the various determinants of curriculum, 5. understand the various approaches to curriculum, 6. understand the various types of curriculum.		

Course Content		
Unit	Description	Weightage* (%)
1.	Nature of Curriculum <ul style="list-style-type: none"> • Meaning and concept of curriculum. • Curriculum as a body of socially organized knowledge, inert and live curriculum. • Components of Curriculum: Objectives, Content, Learning Experiences and Evaluation System. • Base/Foundations of Curriculum (Philosophical-epistemic activism, Social and Psychological). 	25%
2.	Principles of Curriculum Construction <ul style="list-style-type: none"> • Students centered • Activity centered • Community centered • Forward looking principle • Principles of integration • Theories of curriculum development. • Conservative (Preservation of Culture etc.) • Relevance, flexibility, quality, contextuality and plurality 	25%
3.	Determinants of Curriculum <ul style="list-style-type: none"> • Objectives-Values enshrined in the Constitution such as social justice, equality and secularism; • Explosion of knowledge, Information vs. Knowledge, Nurturing creativity in all the areas of Knowledge and its construction by children • Society, social forces, revolutionary change in the society: ICT, change in value system, Localization, Privatization and Globalization. 	25%





	<ul style="list-style-type: none"> • Learner: growth and development. • Nature of subject matter/content. 	
4.	<p>Approaches to Curriculum</p> <ul style="list-style-type: none"> • Subject centered • Learner centered and • Community centered. • Curriculum Framework <p>Type of Curriculum</p> <ul style="list-style-type: none"> • Humanistic Curriculum: Characteristics, purpose, role of teacher, Psychological basis of humanistic curriculum • Social reconstructionist curriculum: characteristics, purpose, role of teacher in reconstructionist curriculum 	25%
...	<p>Transactional Mode</p> <p>Both the individual and group learning/transactional strategies need to be adopted. Besides, the lectures, discussions, demonstration methods; attempts needs to be made to provide hands on in developing and demonstrating the materials. Students' seminars on select themes especially the current issues in curriculum development could be originalised. Field visits to places of curricular other sites i.e. Museums, planetarium, zoo, sanctuaries, art and craft related sites, historical monuments, science parks etc could be arranged and group work on the educational importance of these sites could be done and presented by pupil teachers. As an exposure to prevailing good practices, select schools could be visited by pupil teachers for observation and preparation and presentation of reports. Visits to library and laboratories could be arranged to deal with specific themes. Book reviews (including reference books and school textbooks) available at secondary level of education could be done and presented as assignments.</p> <p>Session Work: The students may undertake any one of the following activities:</p> <ul style="list-style-type: none"> • Reading of original documents i.e. National Curriculum Frameworks developed by NCERT (NCF-2000 and 2005)/NCTE, NPE-1986 (modified version 1992) POA on NPE-1996, 1992 and examine the same with respect to various aspects of foundation, critical comments be supplied for the same. • Students will go through various definition of curriculum and will arrive at comprehensive definition of curriculum. They will identify various components of Curriculum. 	
Teaching-Learning Methodology	Group discussion , Seminar, Work shop, Demonstration, Observation, Library study , Experimental method , Project method	





Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	<ul style="list-style-type: none">Internal Written / Practical Examination (As per CBCS R.6.8.3)Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	30%
2.	University Examination	70%
Course Outcomes: Having completed this course, the learner will be able to		
1.	define curriculum.	
2.	identify the components of curriculum.	
3.	describe the various principles of curriculum.	
4.	explain various determinants of curriculum.	
5.	describe and analyse various approaches to curriculum.	
6.	explain and compare various types of curriculum.	

Suggested References:
<p>Aggarwal, J.C (1990). Curriculum Reform in India- World overviews, Doaba World Education Series-3 Delhi, Doaba House, Book seller and Publisher.</p> <p>Arora, G.L. (1984): Reflections on Curriculum. NCERT.</p> <p>Dewey, John (1966). The Child and the Curriculum. The University of Chicago Press.</p> <p>McKernan, James (2007): Curriculum and Imagination: Process, Theory, Pedagogy and Action Research. Routledge. U.K.</p> <p>NCERT (2005). National Curriculum Framework-2005, NCERT, Sri Aurobindo Marg, New Delhi.</p> <p>NCERT (2000). National Curriculum Framework for School Education, NCERT, New Delhi.</p> <p>Audio- Video and CD's</p> <p>CIET (2006) Aims of Education: An interview with Prof. Krishna Kumar, Director, NCERT produced by CIET, MCERT, New Delhi.</p>





Master of Education
Semester - IV

Course Code	PE4EMD2E52	Title of the Course	Curriculum Development
Total Credits of the Course	4	Hours per Week	4
Course Objectives:	<p>To enable the student-teacher to...</p> <ol style="list-style-type: none"> 1. understand the meaning of curriculum development 2. understand the major questions to be addressed through curriculum. 3. understand the various modes of curriculum development. 4. understand the various considerations for curriculum development 5. understand the various guiding principles for selection and organization of learning experiences. 6. understand the various issues in curriculum development 		
Course Content			
Unit	Description	Weightage* (%)	
1.	<p>Concept of Curriculum Development</p> <ul style="list-style-type: none"> • Curriculum: concept and types. • Curriculum planning • Issues in Curriculum planning • Curriculum planning: levels. • Curriculum Development as a continuous and cyclic process. 	25%	
2.	<p>Models of Curriculum Development</p> <ul style="list-style-type: none"> • Tylers-1949 model • Hilda Taba 1962 model • Nicholls and Nicholls-1972 model • Willes and Bondi-1989 model • Need, assessment model • Futuristic model • Vocational/Training model (With reference to analysis of needs, selection of objectives, selection and organization of content and learning experiences and evaluation). 	25%	
3.	<p>Basic considerations of Curriculum Development</p> <ul style="list-style-type: none"> • Content driven curriculum • Objective driven curriculum • Process driven curriculum • Condensed, integrated and partly integrated curriculum • Hidden curriculum. 	25%	
4.	<p>Selection and Organization of learning opportunities/experiences</p> <ul style="list-style-type: none"> • Principles and criteria for developing learning opportunities 	25%	





	<ul style="list-style-type: none"> • Points to be considered while selecting learning opportunities • Designing integrated and interdisciplinary learning experiences. • Horizontal and vertical relationship • Integration of work related attitudes and values, sensitivity to gender parity, peace oriented values, health and needs of children with disabilities, integrating arts and India's heritage of crafts • Infusion of environment related knowledge and concerns in all subjects and levels. <p>Issues in Curriculum Development</p> <ul style="list-style-type: none"> • Centralized vs. decentralized curriculum • Diversity among teachers in their competence. • Problem of curriculum load as many concerns are to be included in curriculum. • Who should participate in curriculum development? 	
...	<p>PRACTICUM</p> <p>Panel discussion, interviews (with experts in curriculum studies) on identified themes, self study and presentation of paper in internal seminars; self reading of original sources i.e. NPE, NCF, CAGE reports, commissions and committees on secondary Education and Curriculum related issues and reflective discussion on the recommendations could be done. Hands on experience at work situation and observation of training sessions and presentation etc could constitute the different forms of curriculum transaction.</p> <p>Session Work: The students may undertake any one of the following activities:</p> <ul style="list-style-type: none"> • Critical appraisal/analysis of existing syllabi and textbooks developed by various agencies at National/State/local level in the light of National curriculum Frameworks. • Evolving criteria for development of syllabi and textbooks <ul style="list-style-type: none"> ○ Maintaining of reflective diary on schools/institutions (SCERTs, School Boards, National organizations) observed visited and analysis of the own experiences. • Evaluation of a primary class text book. 	

Teaching-Learning Methodology	Group discussion , Seminar, Work shop, Demonstration, Observation Group Teaching , Library study , Experimental method, Project work
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	<ul style="list-style-type: none">Internal Written / Practical Examination (As per CBCS R.6.8.3)Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	30%
2.	University Examination	70%
Course Outcomes: Having completed this course, the learner will be able to		
1.	State meaning of curriculum development	
2.	State major questions to be addressed through curriculum	
3.	Describe various modes of curriculum development	
4.	Explain various considerations for curriculum development	
5.	Describe various guiding principles for selection and organization of learning experiences	
6.	Discuss various issues in curriculum development	

Suggested References:

Aggarwal, Deepak (2007): Curriculum development: Concept, Methods and Techniques. New Delhi. Book Enclave.

Diamond Robert M. (1986) Designing and Improving Courses in Higher Education: A Systematic Approach, California, Jossey-Bass Inc. Publication.

Joseph, P.B. et al; (2000): Cultures of Curriculum (studies in Curriculum Theory). New York. Teacher College Press.

Oliva, Peter F. (1988) Developing the Curriculum. Scott, and Foresman and Co.

Reddy, B. (2007): Principles of curriculum planning and development.

Taba Hilda (1962) Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc.

Taba Hilda (1962) Curriculum Development: Theory and Practice, New York, Harcourt Brace, Jovanovich Inc.

Audio-Video CDs

CIET (2006) The Process of Making National Curriculum Framework-2005: A Video documentary both in Hindi and English, CIET, NCERT, New Delhi.

CIET (2007) Curriculum Syllabus and Textbook: An Audio Interview with Sh. Rohit Dhankar, Chairperson of the National Focus Group set up under NCF-2005 Process, CIET, NCERT, New Delhi.





Master of Education Semester- IV

Course Code	PE4EMD2E53	Title of the Course	Curriculum Transaction
Total Credits of the Course	4	Hours per Week	4
Course Objectives:	To enable the student-teacher to... 1. understand the meaning of Curriculum Transaction. 2. understand the various methods/media for transaction. 3. understand the approaches of Curriculum transaction. 4. understand the role of ICT in Curriculum Transaction. 5. understand the role of communication in transaction.		

Course Content		
Unit	Description	Weightage* (%)
1.	Meaning of Curriculum Transaction <ul style="list-style-type: none"> • Meaning of Curriculum transaction. • Minimum requirement for transaction of curriculum. (Duration, intake, eligibility, content, qualification of teaching staff, non-teaching staff, infrastructure facilities, institutional facilities, climate) 	25%
2.	Various methods/media for transaction and its integration <ul style="list-style-type: none"> • Curricular materials: Textbooks, presentation of Content, language, illustrations, episode, stories and practice exercise etc. • Teacher's guide: Its role in transaction. 	25%
3.	Approaches for Curriculum Transaction <ul style="list-style-type: none"> • Collaborative Learning-meaning and its role in curriculum transaction • Cooperative learning-meaning & its role in Curriculum transaction (team teaching, project methods etc.). • Use of various methods & media in transaction with their strength and limitation. • Transaction of issues i.e. gender, values education/especially peace oriented values. 	25%
4.	Integration of ICT in Curriculum Transaction <ul style="list-style-type: none"> • ICT in transaction of curriculum, its importance and role, • Various modes of ICT (PLM, CAL, CAI) for transaction with their strengths and limitation. • Researches related to ICT for transaction. 	25%





	<p>Role of Communication in Transaction</p> <ul style="list-style-type: none"> • Concept of Communication in transaction. • Importance of communication transaction of learning experience. • Various communication means and media. Necessary requirement for proper communication. 	
	<p>Transactional work</p> <p>After discussing about various transaction mode with Lecture cum discussion methods, students be asked to observe one/two model institute to observe about transaction process. Reports be prepared in a group and same be presented before class to generate further discussion.</p> <p>Sessional Work: The students may undertake any one of the following activities:</p> <ul style="list-style-type: none"> • Students will prepare an observation schedule for curriculum transaction in any one-school subject. • Student will observe and identify various methods, media & approaches used in transaction of curriculum for particular school subject/or course in teacher education. • Student will integrate ICT for particular unit in teacher education course to transact the same. • Student will identify various issues in transacting Curriculum in Teacher Education Institute. 	

Teaching-Learning Methodology	Group discussion , Seminar, Work shop, Demonstration, Observation Group Teaching , Library study , Experimental method, Practical work,
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	<ul style="list-style-type: none"> • Internal Written / Practical Examination (As per CBCS R.6.8.3) • Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3) 	30%
2.	University Examination	70%





Course Outcomes: Having completed this course, the learner will be able to

- | | |
|----|---|
| 1. | Define meaning of Curriculum Transaction. |
| 2. | Describe various methods/media for transaction. |
| 3. | Discuss approaches of Curriculum transaction |
| 4. | Explain role of ICT in Curriculum Transaction. |
| 5. | Discuss role of communication in transaction. |

Suggested References:

- Erickson, H.L (2002) Concept Based Curriculum and Instruction: Teaching beyond the facts, Corsion Press, INC (A Sage Publication Company) Thousand Oaks: California.
- Whecker D.K. (1967) Curriculum Process, University of London Press.
- Audio-Video CDs**
- CIET (1984) Krishan and the Magic Chariot: A Video documentary on school practices, CIET, NCERT, New Delhi.
- CIET (1988) Creative and Aesthetic Development: A video documentary on planning and organizing ECCE Curriculum, CIET, NCERT, New Delhi





Master of Education Semester IV

Course Code	PE4EMD2F51	Title of the Course	Communication Skills in Education
Total Credits of the Course	4	Hours per Week	4
Course Objectives:	To enable the student-teacher to... 1. explain the process of communication 2. categorize types of communication 3. compose different school correspondent 4. design draft and invitation card regarding school programme. 5. design a letter to sought permission for various academic purposes.		

Course Content		
Unit	Description	Weightage* (%)
1.	Communication <ul style="list-style-type: none"> • Concept, Importance and Purpose of Communication • Components of Communication • Barriers to Communication • Models of Communication <ul style="list-style-type: none"> ○ Shanon's Model of Communication ○ Barlo's Model of Communication 	25%
2.	Types of Communication <ul style="list-style-type: none"> • Verbal and Non-verbal Communication • Intra-personal, Inter-personal, Group and Mass-media Communication • Formal and Informal Communication • Vertical, Horizontal, Diagonal and Backstab Communication 	25%
3.	School Communication and Correspondents <ul style="list-style-type: none"> • Presence Report and Resignation of Teacher, • Office Correspondents, • Writing of CV/Resume, • Writing an E-mail 	25%
4.	Communication Regarding School Programme and Educational Tour <ul style="list-style-type: none"> • Outline of School Programme, • Invitation Card, • Report Writing of a School Programme/Educational Tour, • Letter to Sought Permission for Educational Purpose 	25%





Teaching-Learning Methodology	Lecture-cum-discussion, Group Discussion, Presentations, Brain Storming, Seminars, Assignments, Practicum's
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	<ul style="list-style-type: none">• Internal Written / Practical Examination (As per CBCS R.6.8.3)• Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to...	
1.	explain the process of communication
2.	categorize types of communication
3.	compose different school correspondent
4.	design draft and invitation card regarding school programme.
5.	design a letter to sought permission for various academic purposes.

Suggested References:
<p>Carter, S. & Norman, W. (2009), Improve your IELTS reading skills. Delhi: Macmilan.</p> <p>Bhatia, Varinder. (2000), Business Communications, Delhi: Khanna Book Publishing Co. (P) Ltd.</p> <p>Dharma, O.P. and O. P. Bhatnagar (1992), Educational and Communication for Development (2nd Ed.), New Delhi: Oxford and IBH Publishing Pvt. Ltd.</p> <p>Goldberg, Alvin and Carl E.;Larson: Group Communication, Prentice Hall, Inc. New Jersey.</p> <p>Prasad, P. Communication Skills, S.K. Kataria & Sons.</p> <p>Sen, Leena. Communication Skills, Prentice Hall of India, New Delhi.</p> <p>Taylor, S. (2005), Communication for Business. Delhi: Pearson.</p> <p>અંબાસણા, એ. ડી. (2001), અસરકારક પ્રત્યાયન. રાજકોટ.</p>





Master of Education Semester IV

Course Code	PE4EMD2F52	Title of the Course	Educational Technology and ICT
Total Credits of the Course	4	Hours per Week	4
Course Objectives:	To enable the student-teacher to... 1. explain different forms of Educational Technology, 2. differentiate ICT and Educational Technology, 3. understand and use different ICT enabled teaching methods, 4. use online reading resources like, INFLIBNET, Online Library, 5. compute simple statistical tests with the use of SPSS/MS Excel		

Course Content		
Unit	Description	Weightage* (%)
1.	Introduction to Educational Technology <ul style="list-style-type: none"> • Meaning and scope of Educational Technology • Forms of Educational Technology <ul style="list-style-type: none"> ○ Behavioural technology ○ Teaching technology ○ Instructional technology • Components of Educational technology Software – Hardware. • Introduction to major institutions of Educational technology in India: CET, SWAYAM, IGNOU, EDUSAT 	25%
2.	ICT in Education <ul style="list-style-type: none"> • Concept of ICT, Need, Implications for Education • Difference between ICT and Educational Technology • Information Literacy • Hindrances for Integration of ICT in Education 	25%
3.	ICT and Teaching Methods <ul style="list-style-type: none"> • Computer Assisted Instruction, Computer Aided Instruction. • E-Learning • Blended Learning • Mobile/Distance Learning 	25%
4.	ICT for Academicians and Research <ul style="list-style-type: none"> • E-Books and Thesis (Online Library, INFLIBNET, Google Books, Kindle, etc.) • E-Journals: Indexing and Impact Factors • Plagiarism Software and Its Use • Introduction to Data Analysis Software (SPSS, Excel) 	25%





Teaching-Learning Methodology	Lecture-cum-discussion, Group Discussion, Presentations, Brain Storming, Seminars
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	<ul style="list-style-type: none">• Internal Written / Practical Examination (As per CBCS R.6.8.3)• Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to...	
1.	explain different forms of Educational Technology,
2.	differentiate ICT and Educational Technology,
3.	understand and use different ICT enabled teaching methods,
4.	use online reading resources like, INFLIBNET, Online Library,
5.	compute simple statistical tests with the use of SPSS/MS Excel

Suggested References:
Stephen, M.A. and Stanely, R. (1985) Computer Based Instruction: Methods and Development, NS: Prentice Hall. Venkataiah, N. (1996): Educational technology, New Delhi: APH Publishing Corporation. Sampath et. al. (1981): Introduction to Educational Technology, Sterling Publishers Pvt. Ltd. Mukhopadhyay, M. (1990): Educational Technology – Year Book 1988, All India Association for Educational Technology, New Delhi. Mukhopadhyay, M. (1990): Educational Technology – Challenging Issues, Sterling Publishers Pvt. Ltd., New Delhi. Parmaji, S. (1994): Distance Education, New Delhi: Sterling Publishers. Das, R.C. (1993): Educational Technology – A Basic Text, Sterling Publishers Pvt. Ltd. Evaut, M. The International Encyclopaedia of Educational Technology. Graeme, K. (1969): Blackboard to Computers: A Guide to Educational Aids, London, Ward Lock.





Master of Education
Semester IV

Course Code	PE4EMD2F53	Title of the Course	Integration of ICT in Education
Total Credits of the Course	4	Hours per Week	4
Course Objectives:	To enable the student-teacher to... <ol style="list-style-type: none">1. outline the steps of creating a presentation using MS PowerPoint,2. know and understand the use of MS Word and Excel,3. use Google Indic font and Voice Typing (Gujarati/Hindi)4. create and use Google Classroom.5. create and use Google Forms.6. explain and use various online meeting software.7. know the use of various social media platform in education.		

Course Content		
Unit	Description	Weightage* (%)
1.	Microsoft Office as an Effective Tool <ul style="list-style-type: none">• Introduction to MS Word• Introduction to MS PowerPoint• Introduction to MS Excel	25%
2.	Google: An Irreplaceable Tool <ul style="list-style-type: none">• Google Search Engine (Specifically Academic)• Google INDIC Gujarati Font and Voice Typing,• Google Documents, Sheets, and Presentation,• Google Classroom,	25%
3.	Online Evaluation <ul style="list-style-type: none">• Introduction to Online Evaluation Software• Google Forms	25%
4.	Creating and Publishing Online Content <ul style="list-style-type: none">• Online Meeting Software,• Software for Screen Recording,• Uploading the Content on Social Media,• Creating a Blog.	25%

Teaching-Learning Methodology	Lecture-cum-discussion, Group Discussion, Presentations, Brain Storming, Seminars, Assignments, Practicums
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Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	<ul style="list-style-type: none">Internal Written / Practical Examination (As per CBCS R.6.8.3)Internal Continuous Assessment in the form of Practical, Viva-voce, Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	30%
2.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to...	
1.	outline the steps of creating a presentation using MS PowerPoint,
2.	know and understand the use of MS Word and Excel,
3.	use Google Indic font and Voice Typing (Gujarati/Hindi)
4.	create and use Google Classroom.
5.	create and use Google Forms.
6.	explain and use various online meeting software.
7.	know the use of various social media platform in education.

Suggested References:
Ahmad, J. & Ahmad, M.S. and Khan, A. (2012). Computer Applications in Education. Hyderabad: Neelkamal Publication.
Cox, J. & Urban, P. (1999). Quick Courses in Microsoft Office. New Delhi: Galgotia Publications.
Goel, D.R. and Joshi, P. (1999). A Manual for Internet Awareness. CASE: The M.S. University of Baroda Press
MHRD-GOI. (2004 and revised 2010) National ICT @ Schools Scheme, Department of School Education and literacy. MHRD. Govt. of India. New Delhi
MHRD-GOI (2012) National Mission on Education through ICTs (NME-ICT) Department of Higher Education. MHRD. Govt. of India. New Delhi
Pradeep Kumar (2011). Web Resources in Pedagogy. Apple Academics: Oakville.





Web References:

https://support.microsoft.com/en-us/office/word-for-windows-training-7bcd85e6-2c3d-4c3c-a2a5-5ed8847eae73?wt.mc_id=otc_home
https://support.microsoft.com/en-us/office/excel-video-training-9bc05390-e94c-46af-a5b3-d7c22f6990bb?wt.mc_id=otc_home
https://support.microsoft.com/en-us/office/powerpoint-for-windows-training-40e8c930-cb0b-40d8-82c4-bd53d3398787?wt.mc_id=otc_home
<https://support.google.com/docs/answer/4492226?hl=en>
<https://support.google.com/a/users/answer/9282720?hl=en>
<https://www.youtube.com/watch?v=RZITD401q00>
<https://www.youtube.com/watch?v=piXToZzZ5FM>





Master of Education Semester IV

Course Code	PE04CMD251	Title of the Course	Dissertation
Total Credits of the Course	4	Hours per Week	4

Course Objectives:	To enable the student-teacher to... <ol style="list-style-type: none"> 1. draw out findings of the research 2. illustrate the implications of the research 3. draft the research report 4. organize bibliography using APA style of referencing
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Course Content
<ul style="list-style-type: none"> • Hypotheses testing and Findings. • Write up of the final form of research report. • Understanding APA style for preparing a research report and reference books.

Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	University Examination	100%

Course Outcomes: Having completed this course, the learner will be able to	
1.	draw out findings of the research
2.	illustrate the implications of the research
3.	draft the research report
4.	organize bibliography using APA style of referencing

