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

Programme and Subject: Master of Education

Semester-3 (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 1	PE03EMED51	System of Elementary Education in India	**Theory**	4	4	3 hours	10/30	28/70	40/100
	PE03EMED52	Contemporary Elementary Teacher Education in India	**Theory**	4	4	3 hours	10/30	28/70	40/100
ELECTIVE GROUP 2	PE03EMED53	Contemporary Secondary Teacher Education in India	**Theory**	4	4	3 hours	10/30	28/70	40/100
	PE03EMED54	Secondary Education in India and Policy Perspectives	**Theory**	4	4	3 hours	10/30	28/70	40/100
CORE	PE03CMED51	Advanced Research Methodology in Education	**Theory**	4	4	3 hours	10/30	28/70	40/100
	PE03CMED52	Pre-Service Teacher Education - II	**Theory**	4	4	3 hours	10/30	28/70	40/100
	PE03CMED53	Dissertation	**Practical**	2	4	-	20/50	-	20/50
	PE03CMED54	Internship (Specialization in School)	**Practical**	2	4	-	20/50	-	20/50
FOUNDATION	PE03FMED51	Academic Writing Development	**Practical**	2	4	-	20/50	-	20/50
		Total		**22**			**100/270**	**112/280**	**220/550**

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

Master of Education

Semester III

Course Code	PE03EMD251	Title of the Course	Systems of Elementary Education in India (Specialization 1)
Total Credits of the Course	4	Hours per Week	4

Course Objectives:	To enable the student-teacher to… • understand system of primary education in India • get acquitted with the administrative structure of primary education at state and district level • understand the nature of training: pre-service and in-service perspectives • understand primary education as a basic tentative process

Course Content		
Unit	**Description**	**Weightage* (%)**
1.	System of Primary Education in India • Primary education and objectives • System: Pre-primary / Lower primary / upper primary education • Universalization of primary education; Major effects • Primary education: NPE 2020 and major changes	25%
2.	Primary Education and its Management • Primary Schools: Government, Grant-in-aid, Private • Nagar Prathmik Shikshan Samiti and primary school under panchayat raj: Role and function • Primary school and its financing: Major aspects • Primary education: Major issues problems and efforts to overcome issues and problems	25%
3.	Elementary Education: • Curriculum and related main aspects • Curriculum of primary education: main areas and approaches • Primary education and school practices • Education of languages – science and mathematics • The problem of medium of primary education and understanding of present scenario	25%
4.	Elementary Education: Training, Administration and Support system • Training of primary teachers: Pre-service and in-service • Role of NCERT and SCERT for primary education	25%

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

| | DPEO and functions; Inspection and monitoring of primary education. Primary education and support system mid-day meal, people's participation, Praveshotsav, Gunotsav and Enrolment Promoting Programmes | |

Teaching-Learning Methodology	Lecture-cum-discussion, Group Discussion, Presentations, Brain Storming, Seminars

Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	- 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.	understand system of primary education in India
2.	draw the administrative structure of primary education at state and district level
3.	classify the nature of training: pre-service and in-service perspectives
4.	examine primary education as a basic tentative process

Suggested References:
Anderson, L.W. International Encyclopaedia of Teaching and Teacher Education (Second Edition). Elsevier Science Ltd. Oxford. 1995.   Arora G.L. Teachers and their Teaching: Need for New Perspectives. Ravi Books: New Delhi. 2002   Cohen L and Manion L. A Guide to Teaching Practice. Methuen: London. 1977   Dash B. N. Teacher and Education in the Emerging Indian Society. Neelkamal: New Delhi. 2003   Hilliard F. H. Teaching the Teachers: Trends in Teacher Education. George Allen and Unwin: London. 1971   Hitchcock G. and Hughes D. Research and the Teacher. Routledge: London. 1989   Longford G. Teaching as a Profession. Manchester University Press. 1978   McClelland V. A. and Varma V. P. Advances in Teacher Education. Routledge: London. 1989

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

Mohanty S. B. Student Teaching. Ashok Publishing House: New Delhi. 1987.

NCERT. National Curriculum Framework. NCERT: New Delhi. 2005

NCERT. Teacher Education for Curriculum Renewal. NCERT: New Delhi. 2006

NCTE. Policy Perspectives in Teacher Education: Critique and Documentation. NCTE: New Delhi. 1998

Nizam Elahi. Teacher Education in India. APH: New Delhi. 1998.

Panda B. N. and Tewari A. D. Teacher Education. APH: New Delhi. 1997.

Ramdas V. Developing Training Competence of DIET and BRC Personnel through Teleconferencing. RIE: Mysore.

Sharma M. L. Educating the Educator. The Indian Publications: Ambala. 2001

Singh L. C. and Sharma P. C. Teacher Education and the Teacher. Vikas: New Delhi. 1997

Singh Y. K. Teaching Practice: Lesson Planning. APH Publishing Corporation: New Delhi. 2008.

Tiwari D. Methods of Teaching Education. Crescent: New Delhi. 2006

Walker R and Adelman C. A Guide to Classroom Observation. Routledge: London. 1990.

Reports of the state and MHRD and websites to be accessed

Chandravadan C. Shah (1976) Higher Secondary Education in Gujarat (Gujarati) Bal Govind Prakashan, Ahmedabad

Policy perspectives in Teacher Education: Gitique and Documentation, NCTE, New Delhi (1998) First edition

Mohanty J. (1988) Indian Education in the Energing Society: Staerling Publishers Pvt. Ltd., New Delhi

Major Changes in School Education (1975) Ministry of Education and Social welfare

National Policy on Education (1986) MHRD: Government of India , New Delhi (1986) Programme of Action MHRD: Government of India , New Delhi

Janhari and Pathak, Bhartiya shiksha ka Itihas (Hindia) Vinod Pustak Mandir, Agra 1977

Desai Dhanvant Kelavani nu Navnirman (Guj) Recommendation of Kothari Commission A.R. Sheth Company – Ahmedabad (1973)

Desai Dhanvant, Bhartiya Shokshan Na Vartman Prashno (Guj.) A.R. Sheth Company, BombayAhmedabad -1964

Dr.M.M. Patel, Dr. J.K. Dave Shikshan ni Vistarti Kshitijo, and other B.S.Shah Prakashan (2000)

Reports of the MHRD for Secondary higher secondary education and Rashtriya Madhyamik Shiksha Abhiyan

*****

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

Master of Education
Semester- III

Course Code	PE03EMD252	Title of the Course	Contemporary Elementary Teacher Education in India (Specialization 2)
Total Credits of the Course	4	Hours per Week	4

Course Objectives:	To enable the student-teacher to… • tunderstand history of primary school education in India • understand the development aspects of a learning at primary student level • plan out and state procedures to better learning at training school level • understand the behavior aspects required as a primary student teacher

Course Content		
Unit	Description	Weightage* (%)
1.	• Historical brief of primary education in India and NPE-1986 • Need and importance of primary education in terms of development areas physical, educational, intellectual and social development. • Role of DIET for primary education • Preparation of a school profile-school mapping and related aspects	25%
2.	• Pragna approach at primary level • Continuous comprehensive evaluation at primary school level • Action learning understanding and practices. • Contribution of SCERT with special reference of GCERT	25%
3.	• Behavioral aspects and requirements for teachers; learning needs and activities, learner centered processes of education. • School based practices at primary education level • Dramatization, Drama, and joyful learning activities • School life, socialization, and development of self-concept at primary school level	25%

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

4.	• Textbooks of primary school level: principles and presentation of contents • Primary textbook and analysis • Guidelines to textbook preparation at primary school level • Primary schools and community support: parents, NGO's	25%
	PRACTICUM • School visits and sharing of experiences. • Seminar presentation by students on selected themes individually and collectively leading to discussion. • Library readings on selected theme followed by group discussion. • Study of documents and references, Reflective interaction with the peer group • Visit of DIET, GCERT and any one NGO. • Projects and assignments focusing on observation and interaction with	

Teaching-Learning Methodology	Lecture-cum-discussion, Group discussion, Panel discussion, Seminar, Group Work, Library work, Activities, Projects, Collaborative Presentations

Evaluation Pattern		
Sr. No.	**Details of the Evaluation**	**Weightage**
1.	• 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.	Understand the history of elementary education.
2.	Gain insight into the existing pre-service teacher education programmes and their organisational aspects.
3	Develop understanding of the needs, importance and existing practices of in-service education of teachers and functionaries associated with elementary education
4	Develop different behaviour aspects required as a primary student teacher

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

Suggested References:

Anderson, L.W. International Encyclopaedia of Teaching and Teacher Education (Second Edition).Elsevier Science Ltd. Oxford. 1995.

Arora G.L. Teachers and their Teaching: Need for New Perspectives. Ravi Books: New Delhi. 2002

Cohen L and Manion L. A Guide to Teaching Practice. Methuen: London. 1977

Dash B. N. Teacher and Education in the Emerging Indian Society. Neelkamal: New Delhi. 2003

Hilliard F. H. Teaching the Teachers: Trends in Teacher Education. George Allen and Unwin: London. 1971

Hitchcock G. and Hughes D. Research and the Teacher. Routledge: London. 1989

Longford G. Teaching as a Profession. Manchester University Press. 1978

McClelland V. A. and Varma V. P. Advances in Teacher Education. Routledge: London. 1989

Mohanty S. B. Student Teaching. Ashok Publishing House: New Delhi. 1987.

NCERT. National Curriculum Framework. NCERT: New Delhi. 2005

NCERT. Teacher Education for Curriculum Renewal. NCERT: New Delhi. 2006

NCTE. Policy Perspectives in Teacher Education: Critique and Docum Nizam Elahi. Teacher Education in India. APH: New Delhi. 1998.

Panda B. N. and Tewari A. D. Teacher Education. APH: New Delhi. 1997.

Ramdas V. Developing Training Competence of DIET and BRC Personnel through Teleconferencing. RIE: Mysore.

Sharma M. L. Educating the Educator. The Indian Publications: Ambala. 2001

Singh L. C. and Sharma P. C. Teacher Education and the Teacher. Vikas: New Delhi. 1997

Tiwari D. Methods of Teaching Education. Crescent: New Delhi. 2006

Walker R and Adelman C. A Guide to Classroom Observation. Routledge:

*****

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

Master of Education
Semester III

Course Code	PE03EMD253	Title of the Course	Contemporary Secondary Teacher Education in India (Specialization 1)
Total Credits of the Course	4	Hours per Week	4

Course Objectives:	To enable the student-teacher to… • gain insight on the concept of teacher education and the status of secondary teacher education. • understand the developments and emerging practices in pre-service and in-service education of secondary teacher education. • understand the role and functions of various agencies and institutions of secondary teacher education. • understand the structure and management of secondary teacher education. • gain insight into the problems, issues and research trends in secondary teacher education.

Course Content		
Unit	**Description**	**Weightage* (%)**
1.	Objectives and Development of Secondary Teacher Education: • Changing vision of secondary education in a global society and the expectations from a secondary school teacher • Development of secondary teacher education (STE) during the post-independence period • Need, Concept and Objectives of secondary teacher education – pre-service and in-service education of teachers. • Different organization and agencies involved in secondary teacher education – their role, functions, and networking	25%
2.	Pre-Service and In-Service Education of Secondary Teachers: • Models of secondary teacher education – enrolment at the under-graduate level and after graduation, practices in other countries. • Various organizational aspects of secondary teacher education – duration of the course, admission criteria, enrolment, building and equipment, examination, and certification. • Present practices, trends, and issues in organizing school experience programme pre-service teacher education programmes.	25%

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

	• In-service Teacher Education in 21st Century major aspects	
3.	Structure and Management of Secondary Teacher Education: • Structure of secondary teacher education system in India – its merits and limitations • Universalisation of Secondary Education and its implications for teacher education at the secondary level • Professional development of teachers and teacher educators – present practices and avenues • Systemic factors influencing the quality of pre-service and in-service education of secondary school teachers	25%
4.	Problems, Issues and Research in Secondary Teacher Education: • Challenges before STE – relevance to school education, improperly qualified teacher educators, assurance of quality of teacher education programmes Sufficiency of subject matter knowledge for teaching at the senior secondary level • Issues related to enhancing teacher competence, commitment, and teacher performance. • Trends of research in STE – review of a few recent research studies in secondary teacher education with reference to design, findings and policy implications	25%

Teaching-Learning Methodology	Lecture-cum-discussion, Group Discussion, Presentations, Brain Storming, Seminars

Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	• 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%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	To describe the concept of teacher education and the status of secondary teacher education.

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

2.	To determine the developments and emerging practices in pre-service and in-service education of secondary teacher education.
3.	To know the role and functions of various agencies and institutions of secondary teacher education.
4.	To explain the structure and management of secondary teacher education.
5.	To criticize the problems, issues and research trends in secondary teacher education.

Suggested References:

Anderson, L.W. International Encyclopaedia of Teaching and Teacher Education (Second Edition). Elsevier Science Ltd. Oxford. 1995.
Arora G.L. Teachers and their Teaching: Need for New Perspectives. Ravi Books: New Delhi. 2002
Cohen L and Manion L. A Guide to Teaching Practice. Methuen: London. 1977
Dash B. N. Teacher and Education in the Emerging Indian Society. Neelkamal: New Delhi. 2003
Hilliard F. H. Teaching the Teachers: Trends in Teacher Education. George Allen and Unwin: London. 1971
Hitchcock G. and Hughes D. Research and the Teacher. Routledge: London. 1989
Longford G. Teaching as a Profession. Manchester University Press. 1978
McClelland V. A. and Varma V. P. Advances in Teacher Education. Routledge: London. 1989
Mohanty S. B. Student Teaching. Ashok Publishing House: New Delhi. 1987.
NCERT. National Curriculum Framework. NCERT: New Delhi. 2005
NCERT. Teacher Education for Curriculum Renewal. NCERT: New Delhi. 2006
NCTE. Policy Perspectives in Teacher Education: Critique and Documentation. NCTE: New Delhi. 1998
Nizam Elahi. Teacher Education in India. APH: New Delhi. 1998.
Panda B. N. and Tewari A. D. Teacher Education. APH: New Delhi. 1997.
Ramdas V. Developing Training Competence of DIET and BRC Personnel through Teleconferencing. RIE: Mysore.
Sharma M. L. Educating the Educator. The Indian Publications: Ambala. 2001
Singh L. C. and Sharma P. C. Teacher Education and the Teacher. Vikas: New Delhi. 1997
Singh Y. K. Teaching Practice: Lesson Planning. APH Publishing Corporation: New Delhi. 2008.
Tiwari D. Methods of Teaching Education. Crescent: New Delhi. 2006
Walker R and Adelman C. A Guide to Classroom Observation. Routledge: London. 1990.

*****

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

MASTER OF EDUCATION
Semester III

Course Code	PE03EMD254	Title of the Course	Secondary Education in India and Policy perspective (Specialization 2)
Total Credits of the Course	4	Hours per Week	4

Course Objectives:	To enable the student-teacher to…
	1. To compare and contrast general set up of Education in India
	2. To discuss the importance of secondary education
	3. To critically evaluate the recommendation of commissions and committees for secondary education in India
	4. To analysis the major problems and issues of secondary education in India
	5. To contextualise the role of secondary education in India
	6. To identify the intermittent changes relating to secondary education
	7. To identify the role and responsibilities of secondary education in India
	8. To define the concept of vocationalization of education.

Course Content		
Unit	Description	Weightage* (%)
1.	**Philosophy of Five-year plan and secondary education: Major aspects** • Historical brief and background of secondary education in India before independence • Secondary education and Kothari commission recommendation • Five-year plans and development of secondary education: Major aspects • Problems and issues of secondary education in India	25%
2.	**Policy perspective on secondary education** • New pattern of education 10+2: need and importance. • Objectives of new pattern of education • Ishwarbhai committee and recommendation • Dr. Adisheshaiyah committee and recommendation	25%
3.	**Secondary education and the content of primary and higher education** • Secondary education: Bridge between primary and higher education and Rashtriya Madhyamik Shiksha Abhiyan	25%

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

		• Integrative effect of primary as basic background to higher education • Secondary education as background to higher education • Quality concerns for secondary education	
4.		**Secondary education system functionary** • Secondary and higher education boards • Functions of Gujarat secondary higher secondary education board • CBSE / ICSE and functions • Nationalization of secondary education with special reference to national curriculum at secondary level	25%

Teaching-Learning Methodology	Question-answer, class discussion led by teacher /students, problem solving activities, debate discussion panel/experts, debate

Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	• 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.	To compare and contrast general set up of Education in India	
2.	To discuss the importance of secondary education	
3.	To critically evaluate the recommendation of commissions and committees for secondary education in India	
4.	To analysis the major problems and issues of secondary education in India	
5	To contextualize the role of secondary education in India	
6	To identify the intermittent changes relating to secondary education	
7	To identify the role and responsibilities of secondary education in India	
8	To define the concept of vocationalization of education.	

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

Suggested References:

Anderson, L.W. International Encyclopaedia of Teaching and Teacher Education (Second Edition).Elsevier Science Ltd. Oxford. 1995.

Arora G.L. Teachers and their Teaching: Need for New Perspectives. Ravi Books: New Delhi. 2002

Cohen L and Manion L. A Guide to Teaching Practice. Methuen: London. 1977

Dash B. N. Teacher and Education in the Emerging Indian Society. Neelkamal: New Delhi. 2003

Hilliard F. H. Teaching the Teachers: Trends in Teacher Education. George Allen and Unwin: London. 1971

Hitchcock G. and Hughes D. Research and the Teacher. Routledge: London. 1989

Longford G. Teaching as a Profession. Manchester University Press. 1978

McClelland V. A. and Varma V. P. Advances in Teacher Education. Routledge: London.1989

Mohanty S. B. Student Teaching. Ashok Publishing House: New Delhi. 1987.

NCERT. National Curriculum Framework. NCERT: New Delhi. 2005

NCERT. Teacher Education for Curriculum Renewal. NCERT: New Delhi. 2006

NCTE. Policy Perspectives in Teacher Education: Critique and Documentation. NCTE: New Delhi. 1998

Nizam Elahi. Teacher Education in India. APH: New Delhi. 1998

Panda B. N. and Tewari A. D. Teacher Education. APH: New Delhi. 1997.

Ramdas V. Developing Training Competence of DIET and BRC Personnel through Teleconferencing. RIE: Mysore.

Sharma M. L. Educating the Educator. The Indian Publications: Ambala. 2001

Singh L. C. and Sharma P. C. Teacher Education and the Teacher. Vikas: New Delhi.1997

Singh Y. K. Teaching Practice: Lesson Planning. APH Publishing Corporation: New Delhi. 2008.

Tiwari D. Methods of Teaching Education. Crescent: New Delhi. 2006

Walker R and Adelman C. A Guide to Classroom Observation. Routledge: London. 1990.

Reports of the state and MHRD and websites to be accessed

Chandravadan C. Shah (1976) Higher Secondary Education in Gujarat (Gujarati) Bal Govind Prakashan, Ahmadabad

Policy perspectives in Teacher Education: Gitique and Documentation, NCTE, New Delhi (1998) First edition

Mohanty J. (1988) Indian Education in the Emerging Society: Sterling Publishers Pvt. Ltd., New Delhi

National Policy on Education (1986) MHRD: Government of India, New Delhi (1986)

Programme of Action MHRD: Government of India, New Delhi

Janhari and Pathak, Bhartiya shiksha ka Itihas (Hindia) Vinod Pustak Mandir, Agra 1977

Desai Dhanvant Kelavani nu Navnirman (Guj) Recommendation of Kothari Commission A.R. Sheth Company – Ahmedabad (1973)

Dr.M.M. Patel, Dr. J.K. Dave Shikshan ni Vistarti Kshitijo, and other B.S.Shah Prakashan (2000)

Desai Dhanvant, Bhartiya Shokshan Na Vartman Prashno (Guj.) A.R. Sheth Company, Bombay-Ahmedabad -1964

Reports of the MHRD for Secondary higher secondary education and Rashtriya Madhyamik Shiksha Abhiyan

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

Master of Education
Semester III

Course Code	PE03CMD251	Title of the Course	Advance Research Methodology in Education
Total Credits of the Course	4	Hours per Week	4

Course Objectives:	To enable the student-teacher to… • describe different methods of qualitative and quantitative research. • develop various tools for data collection. • employ various techniques of data analysis for the given data sets. • compare parametric and non-parametric tests. • interpret given data set after analysis. • prepare a research report.

Course Content		
Unit	**Description**	**Weightage* (%)**

1.	Methods of Educational Research
	 • Descriptive Research
	     o Developmental Methods: Cross Sectional & Longitudinal
	     o Qualitative Research
	        ▪ Concept and Assumptions
	        ▪ Phenomenology, Naturalization Inquiry
	        ▪ Ethnography
	        ▪ Case Studies
	        ▪ Narratives
	        ▪ Mixed Method
	 • Experimental Research: Factorial Design
	 • Historical Research
		25%

2.	Tools and Techniques for Data Collection • Questionnaire • Interview • Inventories: Personality and Interest Inventories • Scale: Attitude and Rating Scale • Observation and Participant Observation • (Psychological) Standardized Test	25%
3.	Methods of Data Analysis • Nature and Types of Data • Scales of Measurement: Nominal, Ordinal, Interval and Ratio • Descriptive and Inferential Statistics • Testing of Null Hypotheses and Types of Error o Parametric Test: t-test, F-test (ANOVA)	25%

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

	o Non-parametric Test: Chi-square, Median Test, Sign Test
	o Co-relational Techniques
	    ▪ Rank Difference
	    ▪ Product Moment
	    ▪ Biserial
	    ▪ Point Bi-serial
	    ▪ Tetra Choric
	    ▪ Coefficient of Correlation
	    ▪ Regression Equation
	• Data Analysis in Qualitative Research	

4.	Writing Research Reports • Format of Research Report • Preliminary Section • Main Body • Bibliography and Appendices • Research Ethics and Research Publication	25%

Teaching-Learning Methodology	Lecture-cum-discussion, Group Discussion, Presentations, Brain Storming, Seminars, Research Exercises

Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	• 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%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to	
1.	describe different methods of qualitative and quantitative research.
2.	develop various tools for data collection.
3.	employ various techniques of data analysis for the given data sets.
4.	compare parametric and non-parametric tests.
5.	interpret given data set after analysis.
6.	prepare a research report.

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

Suggested References:

Best, J.W., & Kahn, J.V. (2009). Research in Education. New Delhi: Prentice Hall of India Pvt. Ltd.

Bogdan, R., & Taylor, S.L. (1975). Introduction to qualitative Research Methods. New Delhi: John wiley and sons.

Bruce, W. Conducting Educational Research (Second Edition) New York: Harcurt Brace Jovernovich, Inc. 1978.

Burroughs, G.E.F. design and Analysis in Educational Research (Second Edition) Oxford: Alden & Mawbray Lte. 1975.

Cephart, W.J. & Ingle, R.B.Educational Research (Selected Readings) Ohi: C.E. Merrill Publishing Co.1969.

Cohen, Lewis and Manion, Lawrence. (2007) Research Method in Education (6th Ed.) London: Routledge.

Creswell, J.W. (2011). Educational Research: Planning, conducting, and Evaluating, Quantitative and Qualitative Research. New Delhi: PHI learning Pvt. Ltd.

Desai, H.G. Style Manual for Dissertation/Theses. Rajkot: Saurashtra University, 1979

Flick, U. (2012). An Introduction to Qualitative Research. London: Sage Publication.

Gilbert S. Foundations of Educational Research, Englewood, Cliffic New Jersey: Prentice-Hall Inc. 1979.

Good Carter V. and Scates Douglas E. Methods of Research Educational, Psychological, Sociological, New York. Appleton Century Crofts, Inc. 1954.

Good, W.J. Hatt P.K. Methods in Social Research New York: MC-Graw Hill Book Co.1952

Hyman H.H. Survey: Design and Analysis, Principles, cases. Procedures, New York: The Free Press.1955.

Kerlinger F.N. Foundations of Behavioural Research: Educational and Psychological Inquiry. New York: Hlt and Rinehast and Winson, Inc. 1983.

Koul, Lokesh, Methodology of Educational Research, New Delhi: Vani Educational Books, 1984

Levin, J. Elementry Statistics in Social Research. (Second Edition) New York: Harper & Row Pub., 1977.

Lynch, M.D. & Huntsberger, D. V. Elements of Statistical Inference for Education and Psychology, Allyn and Bacon, Inc. 1976.

Rummel, J.F. An Introduction to Research Procedure in Education. (Second Edtion) New York: Harper & Row Publishers, 1964.

Sukhia, S.P. Methrotra, P.A. and Methotra, R.N. Elements of Educaitonal Research (Second Edition) New Delhi: Allied Publishers, 1966.

Travers, R.M.V. An Introduction to Educational Research (Third Edition) London: The Macmillan Co. 1969.

Tuckman, B.W. Conducting Educational Research (Second Edition) New York: Harcourt Brace Jovenovich, Inc. 1978.

Van dalen, D.B. and Mayer, William J. Understading Educational Research an Introduction New York: MC Graw Hill Book Company, 1979.

*****

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

MASTER OF EDUCATION
Semester III

Course Code	PE03CMD252	Title of the Course	Pre-service teacher education-II
Total Credits of the Course	4	Hours per Week	4

Course Objectives:	To enable the student-teacher to… • Discuss in group the concept and the status of pre-service teacher education • Explain the nature and objectives and components of pre-service teacher education programmes • Examine the existing teacher education curricula from the viewpoint of policy, its relevance to the demands of present day school realities • Develop competence in organization and evaluation of various components of a pre-service teacher education programme

Course Content		
Unit	Description	Weightage* (%)
1.	**Structure, Modes and Curriculum of Pre-service Teacher Education** • Pre-service teacher education – concept, nature, objectives, and scope. • 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 • Pre-service teacher education for various levels of schooling – nature and differences, Modes of pre-service teacher education – face-to-face (linear and integrated), distance and online – relative merits and limitations • Approaches to teacher education – knowledge-based approach, job-oriented approach and competency-based approach – implications for duration and scope and the need for a comprehensive approach to teacher education.	25%
2.	**Organization and Evaluation of Foundation and Competency Development Courses** • The student teacher as an adult learner – characteristics. The concept of Andragogy and its principles • Organisation, transaction, and evaluation of different components of teacher education curriculum – existing practices. Need for the academic calendar and timetable. • Transactional approaches for the foundation courses –	25%

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

		Expository, Participatory, Collaborative, Peer Coaching, and Inquiry. Scope and possibilities for organization and evaluation • Use of ICT – audio, video, presentation and multimedia technologies.	
3.		**Organization and Evaluation in School Based Practicum and Internship** • Concept and scope of school based practicum and internship – the existing practices, their nature, objectives, organization and duration. Activities and experiences in pre-internship, internship and post-internship • Simulated and actual classroom teaching – practices, research findings and possibilities – organization and assessment of micro-teaching, its strengths and limitations. • Planning and transacting a lesson – need for a relationship with school curriculum, epistemological principles, and directives of policy. Formats of a lesson plan. Criteria for evaluation. Issue of number of practice lessons required for effective performance. Social, psychological, cultural and institutional factors influencing organization of practice lessons. • School based experiences for orientation and professional practice – study of school plant, school routines and school records. Planning and conducting assessment of learning. Experience in organizing scholastic and co-scholastic activities in a school – scope and possibilities. School based experiences for enhancing reflective and collaborative capabilities of a teacher – action research and community work.	25%
4.		**Issues, Trends of Research and Practice in Pre-service Teacher Education** • Paradigms for research on teaching – Gage, Doyle and Shulman. • Research on effectiveness of teacher education programmes – characteristics of an effective teacher education programme • Methodological issues of research in teacher education – direct versus indirect inference, generalisability of findings, laboratory versus field research, scope and limitations of classroom observation • Issue of duration, commercialization, irrelevance and poor quality in teacher education	25%

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

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

Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	• 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 in group on the concept and the status of pre-service teacher education.
2.	Explaining the nature and objectives and components of pre-service teacher education programmes.
3.	Examining the existing teacher education curricula from the view point of policy, its relevance to the demands of present day school realities.
4.	Developing competence in organization and evaluation of various components of a pre-service teacher education programme.

Suggested References:

Anderson, L.W. (1995).*InternationalEncyclopedia of Teaching and Teacher Education.* (Second Edition).Elsevier Science Ltd.

Arora, G.L. (2002). *Teachers and their Teaching: Need for New Perspectives.* Ravi Books.

Cohen, L.& Manion,L.(1977).*A Guide to Teaching Practice.* Methuen.

Walker, R.&Adelman, C. (1990).*A Guide to Classroom Observation*. Routledge.

Dash, B. N. (2003).*Teacher and Education in the Emerging Indian Society.*Neelkamal.

Hilliard, F. H. (1971). *Teaching the Teachers: Trends in Teacher Education.*George Allen and Unwin.

Hitchcock, G. & Hughes, D. (1989).*Research and the Teacher.*Routledge.

McClelland, V. A.& Varma V. P. (1989). *Advances in Teacher Education.*Routledge.

National Curriculum Framework(2005). NCERT.

*National Curriculum Framework Teacher Education*2009. NCERT.

Nizam, E. (1998). *Teacher Education in India.*APH.

Panda, B. N. & Tewari, A. D. (1997). *Teacher Education.* APH.

Policy Perspectives in Teacher Education: Critique and Documentation. 1998. NCTE.

Sharma, M. L. (2001).*Educating the Educator.* The Indian Publications.

S. B. (1987). *Student Teaching.*Ashok Publishing House.

Singh ,L. C. and Sharma, P. C. (1997). *Teacher Education and the Teache.*Vikas.

Singh, Y. K. (2008). *Teaching Practice: Lesson Planning.*APH Publishing Corporation.

Tiwari, D. (2006).*Methods of Teaching Education*. Crescent.

****

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

Master of Education
Semester III

Course Code	PE03CMD253	Title of the Course	Dissertation
Total Credits of the Course	2	Hours per Week	2

Course Objectives:	To enable the student-teacher to… • choose an appropriate sampling technique according to research requirement • organize the research design • develop the research tool for the data collection • classify the collected data • choose an appropriate statistical technique to analyse the data • write the research report

Course Content
Construction of tool-development of study approach   • Sample Design   • Research Design   • Data Collection and Analysis   • Draft of the work done and presentation

Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	• 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)	100%

Course Outcomes: Having completed this course, the learner will be able to	
1.	to choose an appropriate sampling technique according to research requirement
2.	to organize the research design
3.	to develop the research tool for the data collection
4.	to classify the collected data
5.	to choose an appropriate statistical technique to analyse the data
6.	to write the research report

*****

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

Master of Education
Semester III

Course Code	PE03CMD254	Title of the Course	Internship Related to Specialization in School
Total Credits of the Course	2	Hours per Week	2

Course Objectives:	To enable the student-teacher to… 1. identify capacities to work effectively in secondary school. 2. recognise the school organization and atmosphere. 3. apply theoretical knowledge into practice. 4. practice teaching learning process, arranges co-curricular activities and its implementation.

Course Content	
Description(total 15 days)	Weightage* (%)
1. Orientation to student teachers on school internship. 2. Practice Lessons- 15 lessons- 10 lessons of Unit teaching, 02 Innovative lessons and 03 Remedial lessons 3. Observation of lessons of peer group 4. Participation in prayer assembly 5. Mentoring of two students 6. Reflective Report on insight of self-development (Before internship and after internship) 7. Discussion and interview with a teacher for becoming an effective teacher. 8. School Introduction 9. Study the important school records. 10. Sharing Ideas with teacher: 20 minutes talk with teachers on any one educational topic: RMSA, New Education Policy, and Innovative teaching methods, Use of ICT. 11. Community work/ Community visit and prepare a note. 12. Organization of co-curricular activity 13. Detail Textbook Analysis 14. Experience of Internship 15. Preparation of a portfolio/file and submission after internship	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

Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	• 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)	100%

Course Outcomes: Having completed this course, the learner will be able to	
1.	Identify the roles of a teacher.
2.	Apply the theoretical knowledge into practice.
3.	Analyse the school records and adapt the necessary skills to maintain them.
4.	Explain the important educational topics and discuss with others.
5.	Design lesson planning and implement in the class.
6.	Prepare mentoring notes and guide the students.
7.	Conduct prayer assembly, co-curricular activity and other community work.
8.	Interpret and describe the reflection on the internship experiences.

*****

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

MASTER OF EDUCATION
Semester III

Course Code	PE03FMD251	Title of the Course	ACADEMIC WRITING DEVELOPMENT
Total Credits of the Course	4	Hours per Week	4

Course Objectives:	To enable the student-teacher to… 1. choose way of academic writing. 2. develop a different type of academic writing. 3. organize academic representation with effective writing skill. 4. Write / draft CV's and student academic portfolio.

Course Content		
Unit	Description	Weightage* (%)
1.	**Introduction to academic writing** • Literature Review • Research paper • Writing a research proposal. • Note making	50%
2.	**Types of academic writing** • types of academic writing • Academic Reading (journals articles, textbooks, dissertation, thesis, academic reports...) • Writing CV's (for an interview) • Student academic Portfolio	50%

Teaching-Learning Methodology	Seminars, web based student learning, panel discussion, group discussion, journaling, creative workshops, Research reporting, Document analysis, Brain storming, report writing, debates, assignments, Lecture-cum-discussion, demonstration, Practicing, experiential learning, survey.

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

Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	• 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)	100%

Course Outcomes: Having completed this course, the learner will be able to	
1.	To organize academic representation with effective writing skill.
2.	To comprehend and critically assess writings that reflect multicultural images and perspectives
3.	A facility in using different genres in for different academic disciplines or discourse communities.
4.	Have good familiarity with the formalities of academic writing.

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

Suggested References:

Björk, B-C. (2007) "A model of scientific communication as a global distributed information system" Information Research, 12(2) paper 307.

Carol Tenopir and Donald King. "Towards Electronic Journals: Realities for Librarians and Publishers. SLA, 2000. ISBN 0-87111-507-7.

Cary Nelson and Stephen Watt. "Scholarly Books" and "Peer Review" in Academic Keywords: A Devil's Dictionary for Higher Education. ISBN 0-415-92203-8.

Furman, R. (2007). Practical tips for publishing scholarly articles: Writing and publishing in the helping professions. Chicago: Lyceum Books.

John A. Goldsmith et al. "Teaching and Research" in The Chicago Guide to Your Academic Career. ISBN 0-226-30151-6.

Jonathan Culler and Kevin Lamb. Just being difficult? : Academic writing in the public arena Stanford, Calif.: Stanford University Press, 2003. ISBN 0-8047-4709-1.

Jonathan Culler and Kevin Lamb. Just being difficult? : Academic writing in the public arena Stanford, Calif.: Stanford University Press, 2003. ISBN 0-8047-4709-1.

K Samantray, Academic and Research Writing: A Course for Undergraduates, Orient BlackSwan

K Samantray, Academic and Research Writing. Orient Blackswan (2015)

Lyons L H & Heasley B (2010): Study Writing – A course in writing skills for academic purposes. Cambridge University Press.UK.

Monippally, M. M. (2010): Academic Writing: A Guide for Management Students and Researchers, Response Books (Sage), New Delhi, Pp. 196-217

Murray, Rowena (November 2009). Writing for Academic Journals. Open University Press. p. 288. ISBN 978-0-335-23458-5.

William Germano. Getting It Published, 2nd Edition: A Guide for Scholars and Anyone Else Serious About Serious Books. ISBN 978-0-226-28853-6.

Wellington, J. J. Getting published: a guide for lecturers and researcher London; New York: Routledge Falmer, 2003. ISBN 0-415-29847-4.

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

On-line Resources

http//gujarat-education gov.in/education-citizen act-rules. htm
www.ugc.ac.in
www.ncte-india.org
www.education.nic.in
www.scribid.com

*****