**Paper Code:** PE02EMED07  
**Title Of Paper:** Professional Development and Pre-Service Teacher Education  
**Total Credits:** 4

<table>
<thead>
<tr>
<th>Unit</th>
<th>Description in detail</th>
<th>Weightage (%)</th>
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<tr>
<td>1</td>
<td><strong>In-Service Teacher Education in India – Policy, Structure and Concerns:</strong>&lt;br&gt;Concept and need for continuing professional development of a teacher – areas of professional development&lt;br&gt;In-service teacher education – meaning. National and state policies on in-service teacher education&lt;br&gt;The structure for in-service teacher education – sub-district, district, state, regional and national level agencies and institutions&lt;br&gt;Purpose of an in-service teacher education programme – orientation, refresher, workshop, seminar and conference – their meaning and objectives</td>
<td>25 %</td>
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<td>2</td>
<td><strong>Models of Pre-Service Teacher Education:</strong>&lt;br&gt;Teacher Development – Concept, Factors influencing teacher development – personal, contextual&lt;br&gt;Approaches to teacher development – self-directed development, cooperative or collegial development, change-oriented staff development&lt;br&gt;Teacher Expertise – Berliner’s stages of development of a teacher&lt;br&gt;Modes of in-service teacher education – face-to-face, distance mode, online and mixed mode</td>
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<td>3</td>
<td><strong>Planning, Organizing and Evaluating an Pre-Service Teacher Education:</strong>&lt;br&gt;Planning a pre-service teacher education programme – preliminary considerations of purpose, duration, resource requirements, and budget&lt;br&gt;Designing a pre-service teacher education programme – steps and guidelines – assessment of training needs, formulation of training curriculum, preparation of course material&lt;br&gt;Organizing a pre-service teacher education programme – common problems faced by a teacher educator and guidelines for communication, arrangement, preparation, facilitating participation and collecting feedback and evaluation&lt;br&gt;Qualities and characteristics of an effective pre-service teacher educator</td>
<td>25 %</td>
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<td>4</td>
<td><strong>Issues, Trends of Research and Practice in Pre-Service Teacher Education:</strong>&lt;br&gt;Research on effectiveness of pre-service teacher education programmes – characteristics of an effective pre-service teacher education programme&lt;br&gt;Issue of transfer of training – influencing factors and some solutions&lt;br&gt;Networking of institutions of in-service teacher education – purpose and nature&lt;br&gt;Professional development of teachers and teacher educators at pre service level.</td>
<td>25 %</td>
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</tbody>
</table>

**Basic Text & Reference Books:**

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