

**SARDAR PATEL UNIVERSITY**  
**Programme: Master of Education**  
**Semester: I**  
**Syllabus with effect from: June 2013**

<b>Paper Code:</b> PE01EMED08	<b>Total Credits: 4</b>
<b>Title Of Paper:</b> Pre - Service Teacher Education	

Unit	Description in detail	Weightage (%)
<b>1</b>	<p><b>Structure, Models and Curriculum of Pre-Service Teacher Education:</b>            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            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            Modes of pre-service teacher education – face-to-face (linear and integrated), distance and online – relative merits and limitations</p>	<b>25 %</b>
<b>2</b>	<p><b>Organization and Evaluation of Foundation and Competency Development Courses:</b>            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 time table            Transactional approaches for the foundation courses – Expository, Participatory, Collaborative, Peer Coaching, and Inquiry. Scope and possibilities for organization and evaluation            Use of ICT – audio, video, presentation and multimedia technologies</p>	<b>25 %</b>
<b>3</b>	<p><b>Organization and Evaluation in School Based Practicum and Internship:</b>            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</p>	<b>25 %</b>



<b>4</b>	<b>Issues, Trends of Research and Practice in Pre-Service Teacher Education:</b> Paradigms for research on teaching – Gagne, 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, curriculum renewal	<b>25 %</b>
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**Basic Text & Reference Books:**

- Anderson, L.W. International Encyclopedia 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 Walker R and Adelman C. A Guide to Classroom Observation. Routledge: London. 1990.
- 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
- McClelland V. A. and Varma V. P. Advances in Teacher Education. Routledge: London. 1989
- 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.
- Sharma M. L. Educating the Educator. The Indian Publications: Ambala. 2001 Mohanty S. B. Student Teaching. Ashok Publishing House: New Delhi. 1987.
- 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

