

**SARDAR PATEL UNIVERSITY**  
**Programme: Master of Education**  
**Semester: III**  
**Syllabus with effect from: June 2016**

<b>Paper Code: PE03CMD202</b>	<b>Total Credits: 4</b>
<b>Title Of Paper: Pre-service teacher education-II</b>	

Unit	Description in detail
	<p><b>Objectives</b></p> <ul style="list-style-type: none"> <li>• On Completion of this course, the students will be able to:</li> <li>• Gain insight and reflect on the concept and the status of pre-service teacher education</li> <li>• Understand the nature and objectives and components of pre-service teacher education programmes</li> <li>• Examine the existing teacher education curricula from the view point of policy, its relevance to the demands of present day school realities</li> <li>• Develop competence in organization and evaluation of various components of a pre-service teacher education programme</li> </ul>
<b>1</b>	<p><b>Structure, Models and Curriculum of Pre-service Teacher Education</b></p> <ul style="list-style-type: none"> <li>➤ Pre-service teacher education – concept, nature, objectives and scope.</li> <li>➤ 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</li> <li>➤ Pre-service teacher education for various levels of schooling – nature and differences</li> <li>➤ 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</li> <li>➤ Modes of pre-service teacher education – face-to-face (linear and integrated), distance and online – relative merits and limitations</li> </ul>
<b>2</b>	<p><b>Organization and Evaluation of Foundation and Competency Development Courses</b></p> <ul style="list-style-type: none"> <li>➤ The student teacher as an adult learner – characteristics. The concept of Andragogy and its principles</li> <li>➤ Organisation, transaction and evaluation of different components of teacher education curriculum – existing practices. Need for the academic calendar and time table.</li> <li>➤ Transactional approaches for the foundation courses – Expository, Participatory, Collaborative, Peer Coaching, and Inquiry. Scope and possibilities for organization and evaluation</li> <li>➤ Use of ICT – audio, video, presentation and multimedia technologies.</li> </ul>
<b>3</b>	<p><b>Organization and Evaluation in School Based Practicum and Internship</b></p> <ul style="list-style-type: none"> <li>➤ 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</li> <li>➤ Simulated and actual classroom teaching – practices, research findings and possibilities – organization and assessment of micro-teaching, its strengths and limitations.</li> </ul>



	<ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ 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.</li> </ul>
<b>4</b>	<p><b>Issues, Trends of Research and Practice in Pre-service Teacher Education</b></p> <ul style="list-style-type: none"> <li>➤ Paradigms for research on teaching – Gage, Doyle and Shulman.</li> <li>➤ Research on effectiveness of teacher education programmes – characteristics of an effective teacher education programme</li> <li>➤ Methodological issues of research in teacher education – direct versus indirect inference, generalisability of findings, laboratory versus field research, scope and limitations of classroom observation</li> <li>➤ Issue of duration, commercialization, irrelevance and poor quality in teacher education, curriculum renewal</li> </ul>

#### **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

