



**M.Ed. Spl. Ed. (Intellectual Disability) (Master of Education-Special Education)**  
**Semester (III)**

Course Code	PE03CMES06	Title of the Course	<b>PERSPECTIVES IN TEACHER EDUCATION - IN-SERVICE AND PRE-SERVICE</b>
Total Credits of the Course	04	Hours per Week	04

Course Objectives:	<ol style="list-style-type: none"> <li>1. Gain insight and understand development of Teacher Education with reference to education of children with disabilities.</li> <li>2. Reflect on issues and problems related with teacher preparation for education of children with disabilities.</li> <li>3. Familiar with responsibilities of different organizations in preparation of competent teachers and critically examine it.</li> <li>4. Appreciate importance of in-service programmes and develop capacity to plan and execute it as per specific need and purpose.</li> <li>5. Appraise the existing teacher education curriculum and its relevance, issues and challenges.</li> </ol>
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<b>Course Content</b>		
Unit	Description	Weightage* (%)
1.	<b>Understanding Teacher Education (TE)</b> 1.1 Concept, Aims and Objectives of TE 1.2 Significance of TE in India 1.3 Types of TE: Pre-service and In-service; Continued development of Teacher as a Professional 1.4 Structure of TE in India and Organizations/Agencies involved 1.5 Factors influencing the practices in TE and quality	20
2.	<b>TE and Education of Children with Disabilities</b> 2.1 Early Initiatives in preparing teachers for children with disabilities in India 2.2 Establishment of various national institutes and development of TE in special education 2.3 Establishment of RCI as a statutory body in standardizing and promoting TE in special education 2.4 Changes in School Education for Children with Disabilities and its Impact on T.E. 2.5 Paradigm shift from Segregation to Inclusion Impacting T.E.	20
3.	<b>Pre-service TE in Education of Children with Disabilities</b> 3.1 Changing scenario of teacher education curriculum and evolving priorities	20





	<p>3.2 Characteristics of TE framework developed by RCI, structure and organization of different components of TE Curriculum</p> <p>3.3 Components of Pre-service TE: overview of courses at different levels, weight age of course work and evaluation</p> <p>3.4 Various components of TE curriculum and their transactional modalities</p> <p>3.5 Organization, transaction and evaluation of different components of TE curriculum including school based practicum, and internship</p>	
4.	<p><b>Continued Teacher Development Program</b></p> <p>4.1 Need and modalities for continuing professional development of a teacher (Continuing Rehabilitation Education (CRE), Workshop, Seminar, Conferences, Projects, Exchange programmes) and their advantages and limitations</p> <p>4.2 Structures and models of in-service teacher education- sub-district, district, State, regional and national level organizations and their role, voluntary efforts</p> <p>4.3 Modes (face to face, distance modes, on line and mixed modes) and models (induction, one shot, recurrent, cascade, multi-site, school based, and course work) of in-service TE</p> <p>4.4 Planning an in-service TE programme- preliminary considerations (purpose, duration, size of group, activities and budget)</p> <p>4.5 Designing and organizing an in-service TE programme- assessment of training needs, identifying essential components, guidelines</p>	20
5.	<p><b>Issues and Challenges in TE for Education of Children with Disabilities</b></p> <p>5.1 Teacher motivation and working conditions; opportunities for professional development</p> <p>5.2 Organizing TE: Conventional versus ODL</p> <p>5.3 Collaboration/linkage between MHRD/ NCTE and MSJE/ RCI</p> <p>5.4 Single disability versus cross disability approach in TE and addressing disability issues in general education curriculum</p> <p>5.5 ICT and TE</p>	20

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.
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Sr. No.	Course Work/ Practical/ Field Engagement
1.	Prepare a checklist/schedule to collect information about curriculum transaction either in Diploma or B.Ed. in Special Education Courses in any Training Institute. Take interview of at least 10 student teachers and analyze the data to suggest improvement in quality of training





2.	Prepare a checklist/schedule to collect information from employer about competency of passed out student teachers. Take interview of at least 5 principals of schools having children with disabilities and analyze the data to suggest improvement in quality of training and the need for in-service training
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***Evaluation Pattern***

Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written / Practical Examination	20%
2.	Internal Continuous Assessment in the form of Practical, Assignment submission, Viva-voce, Seminar presentation, Attendance	10%
3.	University Examination	70%

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

1.	The learners will be able to gain insight and understand development of Teacher Education with reference to education of children with disabilities.
2.	The learners will enable to familiar with responsibilities of different organizations in preparation of competent teachers and critically examine it.
3.	The learners will be able to develop capacity to plan and execute teacher education as per specific need and purpose
4.	The learners will be able to understand existing teacher education curriculum and its relevance, issues and challenges.

***Essential & Suggested References:***

S. No.	References
1.	NCTE (1998). Policy Perspectives in Teacher Education: Critique and Documentation, New Delhi.
2.	Saxena, N.R., Mishra, B.K., & Mohanty, R.K. (1998). Teacher Education, R-Lall Book Depot, Meerut.





3.	Sharma, R.A. (2002). Teacher Education. International Publication House, Meerut.
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On-line resources to be used if available as reference material

On-line Resources





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

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