

MANGALORE UNIVERSITY
DEPARTMENT OF EDUCATION
M.Ed.

MEH453 TEC: 8(a) -Teacher Education Course - I

Pre-service and In-service Teacher Education

Objectives / Course Outcome

On completion of this course the students will be able to:

- Gain insight and reflect on the concept of teaching and the status of teaching as a profession,
- Understand the roles and responsibilities of teachers and teacher educators,
- Use various methods of teaching for transacting the curriculum in schools,
- Prepare teachers for reflective teaching,
- Critically examine the role and contribution of various regulating bodies and support institutions for improving quality of teacher's education,
- Reflect on the issues and problems related to teacher education in the country. Examine the nature and objectives of teacher education
- Critically examine the growth and development of teacher education in the country
- Appraise the existing teacher education curriculum from the standpoint of its relevance to the demands of present day school curriculum
- Use various methods and techniques for transaction of curriculum.
- Develop understanding regarding organization and supervision school experience programme
- Critically examine the role and contribution of various regulatory bodies and support institutions for improving quality of teacher education.
- Develop understanding of various strategies of teachers' professional development
- Gain insight into the status of teachers in-service education in the country
- Develop understanding of the process of in-service teacher education,
- Use various methods and techniques for the identification of training needs,
- Use various techniques for the evaluation of in-service teacher education programmes,
- Reflect on issues, concerns and problems of teacher in-service education of the teachers.

Unit 1: Teacher Education – Historical Development, Structure and Modes of Pre-service Teacher Education :

- 1.1 Teacher Education – concept, need and importance, philosophy of Teacher Education, Development of Teacher Education in India, Teacher Education in various Policies and Documents – Education Commission (1964-1966), The National Commission on Teachers (1983-85), NPE (1986), NCF (2005).
- 1.2 Norms and Standards of Teacher Education – Norms and Standards as per NCTE (2009); Curriculum Framework: Two year B.Ed. Programme and Curriculum Framework as per NCTE (2013).

- 1.3 Pre-service Teacher Education – concept, objectives and scope, course structure for the NCTE Two year B.Ed. Programme. Modes of Pre-service Teacher Education – face to face (linear and integrated), Distance and online-relative merits and limitations.

Unit 2: Organization and Transaction of components of Pre-service Teacher Education Curriculum:

- 2.1 Structure of Pre-service Teacher Education :Curricular Areas – Perspectives in Education , Curriculum and Pedagogic Studies, Engagement with the field – components and course details.
- 2.2 Transactional approaches for Perspective Courses : Expository, Collaborative Team Teaching, Seminars.
- 2.3 Transactional approaches for Pedagogical Course and Enhancing Professional Capacities (EPC) : Simulated Teaching, Reflective Teaching, Observation Method, Demonstration Method and Participatory : Activities and experiences in pre-internship, internship and post-internship.

Unit 3: In-service Teacher Education - Concept, Structure and Modes.

- 3.1 In-service Teacher Education – concept, need and significance ; objectives of In-service Teacher Education, strategies for In-service Teacher Education – Individual Focussed, School Focussed and System Focused.
- 3.2 In-service Teacher Education Programmes – Programme of Mass Orientation for School Teacher (PMOST) and Special Orientation Programme for Teachers (SOPT) ; Methods/ Techniques of In-service Teacher Education – Orientation, Refresher Courses, Workshops, Seminars, Panel discussion, Symposium.
- 3.3 Agencies and Programmes for In-service Teacher Education - NCERT, NCTE, DSERT, CTE and DIET – Functions and Role in providing In-service Teacher Education ; Designing an In-service Teacher Education Programme steps and guidelines assessment..

Unit 4 : Practice Teaching and Evaluation in Teacher Education:

- 4.1 Practice Teaching – concept, principles, significance and objectives of student teaching.
- 4.2 Approaches of Practice Teaching - Analytic – Synthetic Model for developing Teaching Skills – Simulation Approach for Practicing Teaching Skills, Micro Teaching, Integration of Skills ; Global Approach – Patterns of teaching practice – Isolated lesson, Block Teaching, Internship, off Campus Programme and NCTE (2013) approach.
- 4.3 Evaluation Procedures in Teacher Education : Internal Assessment – Aspects of Internal Assessment, weightage for Internal Assessment ; External Evaluation – Practice Teaching – Final Lesson, Theory Papers ; methods and techniques of evaluation – case study, observation, interviews, focus group discussion, Tools of Evaluation – Rating Scale, Questionnaire.

Practicum:

- A comparative study of state and national curricula of pre-service teacher education in terms of their components, weightage, duration, organization, transaction and assessment-document analysis
- Design, implementation and evaluation of a training input in any one course of pre-service teacher education-mentored practicum
- Critical study of an in-service teacher education programme in terms of their need and relevance, duration, planning, organization and outcome-document analysis.

- Interview of practicing teachers to identify the nature of in-service education received and felt needs.
 - **Make a study of the evaluation procedures followed by in-service teachers in schools**
 - Organisation and participation in group discussion on norms developed by NCTE for recognition of teacher education Institutions.
 - Interaction with the faculty of elementary/secondary teacher education Institutions to ascertain their roles and responsibilities.
 - Interaction with the faculty of elementary/secondary teacher education Institutions to ascertain the strategies they use for their professional development.
 - Preparation guidelines for organization of classroom resources for construction of knowledge following constructivist approach on any theme/topics related to a school subject.
- (Any other relevant or suitable topics related to the syllabus)

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