

M. Ed. Two year Programme

II SEMESTER EXAM (FINAL)

JUNE 2016 -

Name : COURSE 8(a): Teacher Education -I :
Address : Pre-service & In-service Teacher
: Education.
Department : _____
Subject : _____
Phone/Fax No.: _____
E-mail : _____
File No. : _____


SURYA
FILING SYSTEM

PEARL Tag File

Reg. No.

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**ST. ANN'S COLLEGE OF EDUCATION, MANGALORE.
(AUTONOMOUS)
M.Ed. Two Year Programme – Choice Based Credit System (CBCS)**

**Second Semester Examination – June 2016
(Semester Scheme)**

**Course 8(a) : TEACHER EDUCATION – I :
PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION**

Time : 3 Hours

Max. Marks : 70

Instructions : There are two sections in the question paper. Both the sections are compulsory.

Section A

Note : Answer the following questions in about three pages each.

- 1 a) i) Discuss the need and importance of Teacher Education.
ii) Explain the Curriculum Framework for NCTE (2014) Two year B.Ed. Programme. (5+5)

OR

- b) i) Discuss the concept and scope of Pre-service Teacher Education.
ii) Explain the Curricular Areas for Initial Teacher Preparation as per NCFTE (2009). (5+5)

- 2 a) i) Give the components and course details of 'Perspectives in Education' of Pre-service Teacher Education.
ii) Explain the characteristics of Collaborative Team Teaching and list the merits as a transactional approach to 'Perspectives in Education'. (6+4)

OR

- b) i) Mention the components and explain the course details of 'Curriculum and Pedagogic Studies' of Pre-service Teacher Education Curriculum.
ii) Explain the characteristics of Demonstration method as a transactional approach for pedagogical course in Teacher Education. (6+4)

- 3 a) i) Discuss the need and significance of In-service Teacher Education.
ii) Explain the Programme for Mass Orientation for School Teachers (PMOST) with reference to objectives, focus, training package and methodology. (5+5)

OR

- b) i) Explain the characteristics of Workshop and Seminar as methods of In-service Teacher Education.
ii) Discuss the functions and role of CTE in providing In-service Teacher Education. (6+4)

- 4 a) i) Explain the concept and significance of Student-Teaching in Pre-service Teacher Education.
ii) Explain any two methods of Integration of Skills. (5+5)

OR

Contd...2.

- b) i) Explain the Approaches of Practice-teaching in Two year B.Ed. Programme as per NCTE (2014).
ii) Explain the characteristics of Rating Scale and list its merits as a tool for evaluation in Teacher Education. (5+5)

Section B

Note : Answer any six of the following questions in about a page each.

(6x5=30)

- 5 a) Give an overview of development of Teacher Education in India.
b) Explain the Philosophy of Teacher Education.
c) Explain the concerns and recommendations of Education Commission (1964-66) and NPE (1986) on Teacher Education.
d) Discuss the characteristics of Reflective Teaching as an approach to Enhancing Professional Competencies of Teachers.
e) Explain the course details of 'Engagement with the Field' of Pre-service Teacher Education.
f) Give an overview of Special Orientation Programme for Teachers (SOPT).
g) Explain the relative merits and limitations of face-to-face and distance mode of Pre-service Teacher Education.
h) Explain the characteristics of Focus Group Discussion as an evaluation technique and list its merits with reference to Teacher Education.

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ST. ANN'S COLLEGE OF EDUCATION, MANGALURU.
(AUTONOMOUS)
M.Ed. Two Year Programme – Choice Based Credit System (CBCS)

Second Semester Examination - May 2017
(Semester Scheme)

MEH453 : TEACHER EDUCATION COURSE - I :
PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION

Time : 3 Hours

Max. Marks : 70

Instructions : There are two sections in the question paper. Both are compulsory.

ಸೂಚನೆ : ಪ್ರಶ್ನೆ ಪತ್ರಿಕೆಯಲ್ಲಿ ಎರಡು ವಿಭಾಗಗಳಿವೆ. ಎರಡೂ ವಿಭಾಗಗಳೂ ಕಡ್ಡಾಯವಾಗಿವೆ.

Section A / ವಿಭಾಗ ಎ

Note : Answer the following questions in about three pages each.

ಸೂಚನೆ : ಈ ಕೆಳಗಿನ ಪ್ರಶ್ನೆಗಳಿಗೆ ತಲಾ ಮೂರು ಪುಟಗಳಷ್ಟು ಉತ್ತರಿಸಿ.

- 1 a) i) Explain the philosophy of Teacher Education.
ii) Discuss the recommendations made by the National Commission on Teachers (1983-85) and NPE (1986).
i) ಶಿಕ್ಷಕ ಶಿಕ್ಷಣದ ತತ್ವಶಾಸ್ತ್ರವನ್ನು ವಿವರಿಸಿ.
ii) ಶಿಕ್ಷಕರ ರಾಷ್ಟ್ರೀಯ ಆಯೋಗ (1983-85) ಹಾಗೂ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ (1986) ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣದ ಕುರಿತು ಮಾಡಿರುವ ಶಿಫಾರಸ್ಸುಗಳನ್ನು ಚರ್ಚಿಸಿ. (4+6)

OR/ಅಥವಾ

- b) i) List the objectives of Pre-service Teacher Education.
ii) Explain the Curriculum Frame work for NCTE (2014) two year B.Ed. programme.
i) ಸೇವಾ ಪೂರ್ವ ಶಿಕ್ಷಕ ಶಿಕ್ಷಣದ ಉದ್ದೇಶಗಳನ್ನು ಪಟ್ಟಿಮಾಡಿ.
ii) ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಕ ಶಿಕ್ಷಣ ಆಯೋಗ (2014) ದ ಎರಡು ವರ್ಷದ ಬಿ.ಇಡಿ. ಪಠ್ಯಕ್ರಮದ ಚೌಕಟ್ಟನ್ನು ವಿವರಿಸಿ. (4+6)

- 2 a) i) Write the course details of 'Perspectives in Education' of Pre-service Teacher Education.
ii) Explain the characteristics of 'Expository Approach' as a transactional approach to 'Perspectives in Education'.
i) ಸೇವಾ ಪೂರ್ವ ಶಿಕ್ಷಕ ಶಿಕ್ಷಣದ 'ಶಿಕ್ಷಣದಲ್ಲಿನ ಯಥಾದೃಷ್ಟಿ' ಯ ಸವಿವರಗಳನ್ನು ಬರೆಯಿರಿ.
ii) 'ಶಿಕ್ಷಣದಲ್ಲಿನ ಯಥಾದೃಷ್ಟಿ' ಯ ವ್ಯವಹಾರಾತ್ಮಕ ಮಾರ್ಗವಾಗಿ 'ವ್ಯಾಖ್ಯಾನಾತ್ಮಕ ಮಾರ್ಗ'ದ ಗುಣಲಕ್ಷಣಗಳನ್ನು ವಿವರಿಸಿ. (6+4)

OR/ಅಥವಾ

- b) i) Write the course details of 'Engagement with the Field' of Pre-service Teacher Education.
ii) Discuss Demonstration and Observation methods as transactional approaches to Enhancing Professional Capacities (EPC).
i) ಸೇವಾ ಪೂರ್ವ ಶಿಕ್ಷಕ ಶಿಕ್ಷಣದ 'ಕ್ಷೇತ್ರದೊಂದಿಗೆ ಕರಾರು' ಇದರ ಸವಿವರಗಳನ್ನು ಬರೆಯಿರಿ.
ii) ವೃತ್ತಿ ಸಾಮರ್ಥ್ಯವನ್ನು ವೃದ್ಧಿಸುವುದರ ಕಾರ್ಯ ನಿರ್ವಹಣಾ ಮಾರ್ಗವಾಗಿ ಪ್ರಾತಿಕ್ಷಿಕೆ ಹಾಗೂ ವೀಕ್ಷಣಾ ವಿಧಾನಗಳನ್ನು ಚರ್ಚಿಸಿ. (6+4)

Contd...2.

- 3 a) i) List the objectives of Inservice Teacher Education.
 ii) Explain the Programme for Mass Orientation for School Teachers (PMOST) with reference to objectives, training packages and methodology.
 i) ಸೇವಾ ನಿರತ ಶಿಕ್ಷಕ ಶಿಕ್ಷಣದ ಉದ್ದೇಶಗಳನ್ನು ಪಟ್ಟಿಮಾಡಿ.
 ii) ಶಾಲಾ ಶಿಕ್ಷಕರ ಸಾಮೂಹಿಕ ಪರಿಚಯಾತ್ಮಕ ತರಬೇತಿ (PMOST) ಯನ್ನು ಅದರ ಉದ್ದೇಶಗಳು, ತರಬೇತಿ ಕಂಠೆಗಳು ಹಾಗೂ ಕಾರ್ಯವಿಧಾನಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ವಿವರಿಸಿ. (4+6)

OR/ಅಥವಾ

- b) i) Explain the school focused and system focused strategies of Teacher Education.
 ii) Discuss the role of CTE and DSERT in providing In-Service Teacher Education.
 i) ಶಿಕ್ಷಕ ಶಿಕ್ಷಣದ ಶಾಲಾ ಕೇಂದ್ರಿತ ಹಾಗೂ ವ್ಯವಸ್ಥಾ ಕೇಂದ್ರಿತ ವಿಧಾನಗಳನ್ನು ವಿವರಿಸಿ.
 ii) ಸೇವಾ ನಿರತ ಶಿಕ್ಷಣದಲ್ಲಿ ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣ ಕಾಲೇಜು (CTE) ಹಾಗೂ ರಾಜ್ಯ ಶಿಕ್ಷಣ, ಸಂಶೋಧನೆ ಮತ್ತು ತರಬೇತಿ ಸಂಸ್ಥೆ (DSERT) ಗಳ ಪಾತ್ರವನ್ನು ವಿವರಿಸಿ. (4+6)

- 4 a) i) List the objectives of practice teaching and explain its significance.
 ii) Explain the global approach of practice teaching.
 i) ಭೋಧನಾ ಅಭ್ಯಾಸ ಕಾರ್ಯಕ್ರಮದ ಉದ್ದೇಶಗಳನ್ನು ಪಟ್ಟಿಮಾಡಿ ಹಾಗೂ ಅದರ ಮಹತ್ವವನ್ನು ವಿವರಿಸಿ.
 ii) ಭೋಧನಾ ಅಭ್ಯಾಸ ಕಾರ್ಯಕ್ರಮದ ಜಾಗತಿಕ ಮಾರ್ಗವನ್ನು ವಿವರಿಸಿ. (5+5)

OR/ಅಥವಾ

- b) i) Explain the characteristics and significance of Observation and Interview as techniques for evaluation in Teacher Education.
 ii) Explain the approaches of practice-teaching in two-year B.Ed. programme as per NCTE (2014).
 i) ಶಿಕ್ಷಕ ಶಿಕ್ಷಣದಲ್ಲಿ ಮಾಲ್ಯಮಾಪನ ತಂತ್ರವಾಗಿ ವೀಕ್ಷಣೆ ಹಾಗೂ ಸಂದರ್ಶನದ ಗುಣಲಕ್ಷಣಗಳು ಹಾಗೂ ಮಹತ್ವವನ್ನು ವಿವರಿಸಿ.
 ii) NCTE (2014) ರಲ್ಲಿ ತಿಳಿಸಿರುವ ಎರಡು ವರ್ಷದ ಬಿ.ಇಡಿ. ನ ಅಭ್ಯಾಸಿ ಬೋಧನೆಯ ವಿಧಾನವನ್ನು ವಿವರಿಸಿ. (5+5)

Section B / ವಿಭಾಗ ಬಿ

5. Answer any Six of the following questions in about a page each. 6 x 5=30

ಈ ಕೆಳಗಿನ ಯಾವುದಾದರೂ ಆರು ಪ್ರಶ್ನೆಗಳಿಗೆ ತಲಾ ಒಂದು ಪುಟದಷ್ಟು ಉತ್ತರಿಸಿ.

- a) Explain the concerns and vision of Teacher Education as envisaged in NCFTE (2009).
 NCFTE (2009) ರಲ್ಲಿ ತಿಳಿಸಿರುವಂತೆ ಶಿಕ್ಷಕ ಶಿಕ್ಷಣದ ಕಾಳಜಿಗಳು ಹಾಗೂ ದೃಷ್ಟಿಕೋನವನ್ನು ವಿವರಿಸಿ.
 b) Discuss the relative merits of linear and integrated face to face mode of pre-service Teacher Education.
 ರೇಖಿಯ ಹಾಗೂ ಸಮನ್ವಯಗೊಳಿಸಿದ ಸೇವಾನಿರತ ಶಿಕ್ಷಕ ಶಿಕ್ಷಣದ ತುಲನಾತ್ಮಕ ಗುಣಗಳನ್ನು ಚರ್ಚಿಸಿ.
 c) Discuss simulated teaching as an approach for enhancing professional capacities of teachers.
 ಶಿಕ್ಷಕರ ವೃತ್ತಿ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ವೃದ್ಧಿಸುವ ಮಾರ್ಗವಾಗಿ ಸ್ಥಿತ್ಯನುಕರಣಾ ಬೋಧನೆಯನ್ನು ಚರ್ಚಿಸಿ.

Contd...3.

- d) Explain the role of pre-internship and internship experiences in enhancing professional capacities of student-teachers.
ಪ್ರತಿಕ್ಷಣಾಧೀನಗಳ ವೃತ್ತಿಸಾಮರ್ಥ್ಯವನ್ನು ವೃದ್ಧಿಸುವಲ್ಲಿ ಪೂರ್ವ ನಿಕಟಸೇವೆ ಮತ್ತು ನಿಕಟಸೇವೆಯಲ್ಲಿನ ಅನುಭವಗಳ ಪಾತ್ರವನ್ನು ವಿವರಿಸಿ.
- e) Discuss the role of special orientation programme for teachers (SOPT) in in-service Teacher Education.
ಸೇವಾನಿರತ ಶಿಕ್ಷಕ ಶಿಕ್ಷಣದಲ್ಲಿ ಶಿಕ್ಷಕರ ವಿಶೇಷ ಪರಿಚಯಾತ್ಮಕ ತರಬೇತಿ (SOPT) ಯ ಪಾತ್ರವನ್ನು ಚರ್ಚಿಸಿ.
- f) Illustrate any two methods of integration of micro skills.
ಅಣು ಕೌಶಲಗಳನ್ನು ಸಮನ್ವಯಗೊಳಿಸುವ ಯಾವುದಾದರೂ ಎರಡು ವಿಧಾನಗಳನ್ನು ದೃಷ್ಟಾಂತಿಸಿ.
- g) Explain the characteristics and merits and rating scale as an evaluation tool in Teacher Education.
ಶಿಕ್ಷಕ ಶಿಕ್ಷಣದ ಮೌಲ್ಯಮಾಪನ ಸಾಧನವಾಗಿ ದರ್ಜಾಮಾಪನಿಯ ಗುಣಲಕ್ಷಣಗಳು ಹಾಗೂ ಗುಣಗಳನ್ನು ವಿವರಿಸಿ.
- h) Discuss the significance of internal and external evaluation in Teacher Education.
ಶಿಕ್ಷಕ ಶಿಕ್ಷಣದಲ್ಲಿ ಆಂತರಿಕ ಹಾಗೂ ಬಾಹ್ಯ ಮೌಲ್ಯಮಾಪನಗಳ ಮಹತ್ವವನ್ನು ಚರ್ಚಿಸಿ.

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ST. ANN'S COLLEGE OF EDUCATION, MANGALURU.
(AUTONOMOUS)
M.Ed. Two Year Programme – Choice Based Credit System (CBCS)

Second Semester Examination - May 2018
(Semester Scheme)

MEH453 : TEACHER EDUCATION COURSE - I :
PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION

Time : 3 Hours

Max. Marks : 70

Instructions : There are two sections in the question paper. Both are compulsory.

Section A

Note : Answer the following questions in about three pages each.

- 1 a) i) Discuss the need of Teacher Education.
ii) Explain the curriculum frame work of NCTE (2014) two year B.Ed. programme. (4+6)

OR

- b) i) List the objectives of Pre-service Teacher Education.
ii) Explain the curricular areas for initial preparation as per NCFTE (2009). (4+6)

- 2 a) i) Write the course details of 'Curriculum and Pedagogic Studies' of Pre-service Teacher Education.
ii) Discuss the characteristics of reflective teaching as a transactional approach to pedagogic studies. (6+4)

OR

- b) i) Write the course details of 'Enhancing Professional Capacities (EPC)' of Pre-service Teacher Education Curriculum (2014).
ii) Discuss demonstration and observation method as transactional approaches to Enhancing Professional Capacities (EPC). (6+4)

- 3 a) i) List the objectives of Inservice Teacher Education.
ii) Give an overview of Special Orientation Programme for Teachers (SOPT). (4+6)

OR

- b) i) Discuss the functions and role of NCERT and DIET.
ii) Explain the characteristics of workshop and refresher courses as methods of In-Service Teacher Education. (4+6)

- 4 a) i) Explain the concept and significance of student teaching in Pre-service Teacher Education.
ii) Explain the approaches of practice-in-teaching in two year B.Ed. programme as per NCTE (2014). (4+6)

OR

- b) i) Discuss the merits and limitations of micro-teaching as a simulation approach for practicing teaching skills.
ii) Explain the characteristics and significance of rating scales and questionnaire as evaluation tools in Teacher Education. (5+5)

Contd...2.

Section B

5. Answer any Six of the following questions in about a page each. 6 x 5=30

- a) Discuss the recommendations made by the National Policy on Education (1986) on Teacher Education.
- b) Discuss the relative merits of linear and integrated face to face mode of Pre-service Teacher Education.
- c) Explain the characteristics of collaborative team teaching as a transactional approach to perspective courses.
- d) Explain the Programme of Mass Orientation of School Teachers (PMOST) with reference to objectives and methodology.
- e) Discuss the significance of internal and external evaluation.
- f) Illustrate any two methods of integration of micro-teaching.
- g) Explain the characteristics and significance of case study and focus group discussion as techniques of evaluation in Teacher Education.
- h) Explain the course structure of two year B.Ed. programme of NCTE (2014).

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ST. ANN'S COLLEGE OF EDUCATION, MANGALURU.
(AUTONOMOUS)
M.Ed. Two Year Programme – Choice Based Credit System (CBCS)
Second Semester Examination - May 2019
(Semester Scheme)

MEH453 : TEACHER EDUCATION COURSE - I :
PRE-SERVICE AND IN-SERVICE TEACHER EDUCATION

Time : 3 Hours

Max. Marks : 70

Instructions : There are two sections in the question paper. Both are compulsory.

Section A

Note : Answer the following questions in about three pages each.

- 1 a) i) Discuss the need and scope of Pre-service Teacher Education.
ii) Explain the curriculum frame work of NCTE (2014) two year B.Ed. programme. (5+5)

OR

- b) i) Discuss the relative merits of linear and integrated face to face mode of Pre-service Teacher Education.
ii) Explain the concerns and vision of Teacher Education as envisaged in NCFTE (2009). (5+5)

- 2 a) i) Write the course details of 'Perspectives in Teacher Education' of Pre-service Teacher Education Curriculum (2014).
ii) Explain the characteristics of seminars as a transactional approach to 'Perspectives in Education'. (5+5)

OR

- b) i) Write the course details of 'Engagement with the field' of Pre-service Teacher Education Curriculum (2014).
ii) Explain demonstration and observation methods as transactional approaches to 'Engagement with the field'. (5+5)

- 3 a) i) Explain the school focused and system focused strategies in Teacher Education.
ii) Discuss the role of DSERT and CTE in providing In-service Teacher Education. (5+5)

OR

- b) i) Explain the programme for Mass Orientation for School Teachers (PMOST) with reference to objectives, training package and methodology.
ii) Discuss the need and significance of In-service Teacher Education. (5+5)

- 4 a) i) Explain the concept and significance of student teaching in Pre-service Teacher Education.
ii) Discuss the global approach of practice teaching. (5+5)

OR

- b) i) Analyze the analytic and synthetic model for developing teaching skills.
ii) Explain the characteristics of interview and focus group discussion as techniques of evaluation in Teacher Education. (5+5)

Contd...2.

Section B

5. Answer any Six of the following questions in about a page each. 6 x 5=30

- a) Discuss the recommendations made by the National Policy on Teachers (1983-85) and NPE (1986).
- b) Explain the course structure for the NCTE (2014) Two year B.Ed. programme.
- c) Write the course details of 'Curriculum and Pedagogic Studies' of pre-service Teacher Education.
- d) Discuss the characteristics of reflective teaching as a transactional approach to pedagogic studies.
- e) Explain the characteristics of workshop and refresher courses as methods of In-service Teacher Education.
- f) Explain the Special Orientation Programme for Teachers (SOPT) with reference to objectives and methodology.
- g) Discuss the significance of internal and external evaluation in Teacher Education.
- h) Explain the characteristics and merits of 'rating scales' as an evaluation tool in Teacher Education.

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Section B

5. Answer any Six of the following questions in about a page each. 6 x 5=30

- a) Explain the need and importance of Teacher Education.
- b) Explain the relative merits and limitations of linear and integrated face-to-face mode of pre-service Teacher Education.
- c) Discuss the characteristics of collaborative team teaching as a transactional approach for perspective course.
- d) Justify demonstration and observation methods as approaches to pedagogical course.
- e) Explain individual focused and school focused strategies of in-service Teacher Education.
- f) Explain the role and functions of DIET in providing in-service Teacher Education.
- g) Explain the aspects of internal assessment in Teacher Education.
- h) Discuss the merits and limitations of case study as a method of evaluation in Teacher Education.

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ST. ANN'S COLLEGE OF EDUCATION, MANGALURU.
(AUTONOMOUS)
M.Ed. Two Year Programme – Choice Based Credit System (CBCS)

Second Semester Examination – December 2022
(Semester Scheme)

**MEH 453 : TEACHER EDUCATION COURSE I : PRE- SERVICE AND
IN-SERVICE TEACHER EDUCATION**

Time : 3 Hours

Max. Marks : 70

Instructions : There are two sections in the question paper. Both the sections are compulsory.

Section A

Note : Answer the following questions in about three pages each.

- 1a) i) Discuss the need and importance of Teacher Education.
ii) Explain norms and standards of Teacher Education as per NCFTE (2009). (5+5)

OR

- b) i) Discuss the modes of Pre-service Teacher Education.
ii) Explain the general objectives of Teacher Education. (5+5)

- 2a) i) Elucidate the components and course details of Pre-service Teacher Education with respect to curriculum and pedagogic studies.
ii) Discuss the expository and collaborative team teaching as transactional approaches of perspective courses. (5+5)

OR

- b) i) Discuss the role of ' Simulated Teaching approach' in enhancing professional capacities of pre-service teachers.
ii) Explain course details of pre-service Teacher Education. (5+5)

- 3a) i) Discuss the need and significance of in-service Teacher Education.
ii) Explain the strategies of in-service Teacher Education. (4+6)

OR

- b) i) Explain the objectives and functions of Programme of Mass Orientation for School Teachers (PMOST).
ii) Elucidate the role and functions of CTE and DIET in providing in-service Teacher Education. (4+6)

- 4 a) i) Explain the concept and principles of Practice teaching.
ii) Discuss Analytic – Synthetic model for developing teaching skills. (5+5)

OR

Contd...2.

- b) i) Discuss Microteaching as an effective approach to practice teaching skills.
ii) Explain case study and observation as techniques of evaluation in Teacher Education Programme. (5+5)

Section B

Note : Answer any Six of the following questions in about a page each. (6x5=30)

5. a) Describe the development of Teacher Education in India.
b) Explain the course structure of NCTE two year B.Ed programme.
c) Discuss the use of teaching as an effective transactional approach of pedagogical course.
d) Explain the activities of internship and post-internship.
e) Explain the objectives of in-service Teacher Education.
f) Explain the steps of designing an in-service Teacher Education programme.
g) Discuss the block teaching pattern of teaching practice.
h) Explain the procedure of using questionnaire as a tool of evaluation in Teacher Education.

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**ST ANN'S COLLEGE OF EDUCATION, MANGALURU
(AUTONOMOUS)**

M.Ed. Two Year Programme – Choice Based Credit System (CBCS)

**Second Semester Examination – February 2024
(Semester Scheme)**

**MEH 453 : TEACHER EDUCATION COURSE I : PRE- SERVICE AND
IN-SERVICE TEACHER EDUCATION**

Time : 3 Hours

Max. Marks : 70

Instructions : There are two sections in the question paper. Both the sections are compulsory.

Section A

Note : Answer the following questions in about FOUR to FIVE pages each.

- 1a) i) Trace the development of Teacher Education in India.
ii) Explain the norms and standards of Teacher Education as per NCFTE (2009). (7+8)

OR

- b) i) Explain the objectives of secondary and senior secondary Teacher Education.
ii) Elucidate the course structure of two year B.Ed programme. (8+7)

- 2a) i) Explain the components and course details of curricular areas of pre-service Teacher Education.
ii) Justify the use of collaborative team teaching as a transactional approach for perspective courses. (8+7)

OR

- b) i) Discuss the significance of simulated teaching and reflective teaching in enhancing the professional competencies of student teachers.
ii) Elucidate the activities and experiences in pre - internship. (8+7)

- 3a) i) Discuss the need and significance of in-service Teacher Education.
ii) Elucidate the functions and role of NCTE and DSERT in providing in-service Teacher Education. (7+8)

OR

- b) i) Discuss the role of orientation and refresher courses as techniques of in-service Teacher Education.
ii) Elucidate the steps of designing an in-service Teacher Education programme. (8+7)

Contd...2.

- 4 a) i) Explain the principles and objectives of student teaching.
ii) Explain the analytic-synthetic model for developing teaching skills. (8+7)

OR

- b) i) Discuss the role of Microteaching as an approach for development of teaching skills among student teachers.
ii) Explain the aspects of internal assessment with respect to pre-service Teacher Education. (8+7)

Section B

Note : Answer any Two of the following questions in about a page each. (2x5=10)

5. a) Explain the merits and limitations of distance mode of pre-service Teacher Education
b) Explain demonstration method as transactional approach in pre-service Teacher Education.
c) Explain the objectives of PMOST.
d) Discuss observation as a technique of evaluation in Teacher Education.

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**ST ANN'S COLLEGE OF EDUCATION
(AUTONOMOUS), MANGALURU
M.Ed. Two Year Programme – Choice Based Credit System (CBCS)
Seceond Semester Examination – April 2025
(Semester Scheme)**

**MEH 453: TEACHER EDUCATION COURSE I: PRE- SERVICE AND
IN-SERVICE TEACHER EDUCATION**

Time: 3 Hours

Max. Marks: 70

Instructions: There are two sections in the question paper. Both the sections are compulsory.

Section A

Note: Answer the following questions in about FOUR to FIVE pages each.

- 1a) i) Trace out the development of Teacher Education in India.
ii) Elucidate the norms and standards for Teacher Education at secondary level as per NCTE (2009). (8+7)

OR

- b) i) Explain the functions and role of NAAC in assuring quality in teacher education.
ii) Discuss the components of innovative teacher education. (8+7)

- 2a) i) Explain the nature and general objectives of pre-service teacher education.
ii) Justify modelling and analysis as transactional approaches of pedagogic studies. (8+7)

OR

- b) i) Explain the curricular components of two year B.Ed programme.
ii) Justify demonstration method and participatory method as transactional approaches for enhancing professional competencies course of teacher education. (8+7)

- 3a) i) Discuss the need and rationale of in-service teacher education in India.
ii) Explain the objectves of SOPT. (8+7)

OR

- b) i) Explain the procedure of designing and executing an in-service education training programme.
ii) Discuss workshop and seminar as techniques of providing in-service education. (8+7)

Contd...2.

- 4 a) i) Explain the concept and characteristics of active learning and team teaching strategies of teaching.
ii) Explain the components of core skills. (8+7)

OR

- b) i) Explain the significance and procedure of internship of two year B.Ed programme .
ii) Elucidate the criteria for student-teacher assessment. (8+7)

Section B

Note : Answer any Two of the following questions in about a page each. (2x5=10)

5. a) Explain the philosophy of Teacher Education.
b) Elucidate the activities of internship.
c) Explain the advantages and limitations of conference technique of in-service education.
d) Explain the essentials of a good lesson plan.

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