

Unit II (Part C)

COMPONENTS OF PRE-SERVICE SECONDARY TEACHER EDUCATION

Pre-service teacher education is the education and training provided to student teachers before they have undertaken any teaching. Pre-service education recognizes unique factors about the student populations they serve, and in response have created unique programs to meet those needs. That being said, there are various components that are commonly part of pre-service education programs.

CORE COURSES-The Core course is the set of common courses required of all undergraduates and considered the necessary general education for students, irrespective of their choice in major. The common learning with all students encountering the same texts and issues at the same time and the critical discussion experienced in small seminars are the distinctive features of the Core. Not only academically accurate but also personally transformative for students. What does it mean, and what has it meant to be an individual? What does it mean, and what has it meant to be part of a community? How is human experience relayed and how is meaning made in music and art? What do we think is, and what have we thought to be worth knowing? By what rules should we be governed? The habits of mind developed in the Core cultivate a critical and creative intellectual capacity that students employ long after college, in the pursuit and the fulfillment of meaningful lives.

CORE AREAS DIVIDE INTO TWO GROUPS AS FOLLOWS –

- **Perspectives in Education:** Perspectives in Education should include courses in the study of
 - Growth and Development of the Learner
 - Philosophical Bases of Education
 - Teaching Learning Techniques
 - Contemporary India and education
 - Sociological Bases of Education,
 - ICT Skill Development
 - Learner Nature and Development
 - Assessment for Learning
 - Knowledge, Curriculum and Understanding Disciplines
 - School Management
 - Gender , School and Society
 - Guidance and Counseling

➤ Inclusive Education

- **CURRICULUM AND PEDAGOGIC STUDIES:** Courses in Curriculum and Pedagogic Studies shall include aspects of Understanding the Self and Reading and Reflecting on Text. Curriculum and Pedagogic Studies courses shall offer a study of the nature of a particular discipline, critical understanding of the school curriculum; pedagogy as the integration of knowledge about the learner, the discipline and the societal context of learning, and research relating to different aspects of young children's learning. The design of the programme would enable students to specialize in one disciplinary area, viz. Social Science, Science, Mathematics, Languages, and a subject area from the same discipline, at one/ two levels of school.

SPECIALIZATION COURSE-The word *special* makes up a big part of *specialization*, which can help to remember its meaning. **Specialization is special subject or skill.** If any individual planning on studying in college, advisor eventually will ask what is the area of specialization. **For Example** -When you are in graduation, you will know a lot about psychology in general, but there will be a particular area such as Cognitive specialization, refers to the theory that learn certain skills inhibits the ability to learn related but dissimilar skills that you studied deeply. **The act of specializing is making something suitable for a special purpose.** Academic specialization may be a course of study or major at an academic institution or may refer to the field that a specialist practices in.

- Distance Education and Life Long Learning
- Environmental Education
- Health and Physical Education
- Human Rights and Peace Education
- Life Skills Education
- E-Education Resource Development
- Population Education
- School Library and Information Services

PRACTICUM- A course of study for teachers, doctors, nurses, etc., that involves actually working in the area of study and using the knowledge and skills that have been learned in a school.

Origin of PRACTICUM – German Praktikum, from Late Latin practicum, neuter of practicus practical is First Known Use 1904.

According to English-language learners- A course of study designed especially for the preparation of teachers that involves the supervised practical application of previously studied theory.

A practicum is a graduate level course, often in a specialized field of study, that is designed to give students supervised practical application of a previously or concurrently studied theory. Practicums (student teaching) are common for education and social work majors. In some cases, the practicum may be a part-time student teaching placement that occurs the semester before a student's full-time student teaching placement. It is also called **work placement**, especially in the UK. The process resembles an internship; however, the latter is often not part of the school program. A practicum is involved in optional parts of schooling. Practicum is widely practiced in Asia, especially. In Pakistan it is truly mandatory and to practice it is quite necessary. The B.Ed. programme shall provide for sustained engagement with the Self, the Child, Community and School, at different levels and through establishing close connections between different curricular areas. This curricular area would serve as an important link between the above two broad curricular areas through its three components:

(a) Tasks and Assignments that run through all the courses.

- Life sketch of Dr. APJ Abdul Kalam and his contribution to Education.
- Value system of Islam or Buddhism.
- Preparing scrap book- 10 Indian & 10 Western educational thinkers and brief note about their contribution to education.
- Observe and Interact with at least five children keeping in mind gender, location, category, SES of children and compare their characteristics and problems.
- View any two movies out of the following : Tare Zameen Par ,Apna Asmaan and Slumdog Millionaire
- Preparing and practicing any two micro skills.
- Enlist open education resources
- Preparation of Programmed Instructions
- Preparing reports on any of the centrally sponsored programmes like Sarv Shiksha Abhyan (SSA) Rashtrya Madhyamik Shiksha Abhyan (RMSA), Mid-day Meal.
- Presentations on various educational policies/ programmes.
- Undertaking local level surveys on issues/problems related to school education.
- Organise seminar/ debates on ICT supported teaching learning strategies
- Prepare your Curriculum Vitae using computer and obtain its printout.
- Visit an institution having interactive white board and learn its features and functioning and prepare a report.
- Prepare a social site page or a blog

(b) Courses on Enhancing Professional Capacities.

- Teaching through Drama and Music
- Simple Expressional Competencies

- Participation in Sports and Yoga
- ICT Practical
- Participation in Community Service/ Cultural Activities/ Educational Tour/Trip
- Communication, Employability and Resource Development Skill

INTERNSHIP-An **internship** is job training for white-collar and professional careers. *Intern" redirects here. For training for a physician who has completed medical school.* Internships for professional careers are similar in some ways to apprenticeships for trade and vocational jobs, but the lack of standardisation and oversight leaves the term open to broad interpretation. Interns may be college or university students, high school students, or post-graduate adults. These positions may be paid or unpaid and are usually temporary.

Generally, an internship consists of **an exchange of services for experience between the student and an organisation**. Students can also use an internship to determine if they have an **interest in a particular career**, create a network of contacts or gain school credit. Some interns find permanent, paid employment with the organizations for which they worked. This can be a significant benefit to the employer as experienced interns often need little or no training when they begin regular employment. Unlike a trainee program, employment at the completion of an internship is not guaranteed.

An internship is an opportunity offered by an employer to potential employees, called interns, to work at a firm for a fixed, limited period of time. Interns are usually undergraduates or students, and most internships last for any length of time between one week and 12 months.

Internships (also called "**placements**", "**work placements**") may be part-time or full-time. They are usually part-time if offered during a university semester and full-time if offered during the summer, winter or Easter holidays, when they typically last 4-12 weeks. **Placements** are usually full-time, and take place irrespective of term time or holiday time. Internships offer students a period of practical experience in the industry relating to their field of study. This experience is valuable to students as a means of allowing them to experience how their studies are applied in the "real world", and as work experience that can be highly attractive to potential employers on a candidate's CV.

INTERNSHIP WILL BE CONDUCTED IN 3 PHASES:

PRE-INTERNSHIP-1 (Duration: 2 weeks) -In pre-internship-1 the school exposure programme shall be carried out in local/nearby school or schools. For this, the student teachers may be placed in various types of school such as Government, Private, Urban, Rural and Specified category schools (e.g. KVs, JNVs, Sainik schools, meritorious schools). A group of 10 to 12 student teachers may be placed in one school for this purpose. The supervising teacher from the parent institute will orient the Principal and faculty of the school

about the whole school observation/experience programme. Efforts shall be made to provide exposure to as many types of schools as possible.

A student teacher (or a group of student teachers) needs to visit at least two types of schools: in the first week to one type of school; and in the second week to another type of school. **A brief orientation programme can be arranged before sending the student teachers to schools to acquaint them with the objectives and modalities of such programme.** During this programme, the student teachers shall observe the following:

- Philosophy, aim and vision of the school.
- Organization & Management (Affiliating body, type of school, type of management)
- The school/classroom environments with reference to infrastructure (area and layout), equipments, curriculum (critical analysis of any class in both teaching subjects), teaching learning materials, utilization of human resources.
- Various co-curricular activities related to dramatics, literary, sports and fine arts etc.
- Morning Assembly (Observation of conduct and activities carried out during morning Assembly).
- After completion of the field exposure programme, student teachers shall be required to develop a detailed report and present it for evaluation at the parent college.

SCHOOL INTERNSHIP – The school teaching practice period can be divided into two blocks. Internship may be arranged in two blocks in such a way that teaching in one school at a particular level (for example elementary or senior secondary) during one block, is followed by the teaching in another school or the same school at another level during the second block.

- **Initiatory School Experiences:** During first week at practice teaching school, Pupil teachers will perform following activities: Observation of lessons of school teachers in concerned teaching subjects and School curriculum- subject-wise
- **Teaching Practice activities:** Preparation of School Observation file:
 - i) Philosophy of the school
 - ii) Vision/ aims/Objectives of the school.
 - iii) Organization and management,
 - iv) Fee and funds, staff salary scales/grades+ allowances, leave rules, Service rules, joining reports, relieving slip etc.
 - v) School Plant- detailed account of Infrastructural, Instructional and Human resources. vi) SWOC analysis of the school.
- **Details of Teaching Practice file:** (i) 80 lesson plans (Spread over 15weeks), in elementary (upper Primary) level classes / & secondary classes in each subject during internship performance. Discussion

lessons in each teaching subject will be conducted after every two weeks as Detailed Unit/Lesson Plans, Diary format Unit/Lesson Plans, ICT Based Unit/lesson Plans, Test based Unit/lesson plan(by preparing blue print), Teaching models based Unit/lesson plans.

- **Post Practice Phase-** 1. Internal Assessment in each pedagogy subject based on total reflections and involvement in School internship Programme. (30+30=60 marks) 2. External Assessment: Final Skill-in-Teaching Examination in each subject.(70+70=140)

POST INTERNSHIP (for 1 week) - Final examination in practice teaching (in actual school setting by external and internal examiners). The examination will be conducted in a flexible manner in the last two weeks of internship jointly by the qualified senior school staff members (external examiner) and teacher educators (internal examiners). Principal of the college of education will act as co-ordinator for the exams.

CO-CURRICULAR ACTIVITIES- Co-curricular activities facilitate in the development of various domains of mind and personality such as intellectual development, emotional development, social development, moral development and aesthetic development. Creativity, passion, and Energetic, Positive thinking are some of the facets of personality development and the outcomes of extracurricular activities.

Co-curricular activities (CCAs) earlier known as Extracurricular Activities (ECA) are the components of non-academic curriculum helps to develop various facets of the personality development of the child and students. For all-round development of the child, there is a need of emotional, physical, spiritual and moral development that is complemented and supplemented by Co-curricular Activities.

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The institute provides the opportunity to the teacher trainees to participate in various activities for their overall development.

The institute conducts Seminars and Workshops, Guest Lectures, Essay writing, projects, general knowledge debates, quiz and discussion on current affairs, Discussion on social justice, National Days Celebrations, Assembly, Weekly meetings and Value Education programme, and also organize Dance, Dramatics, Singing competitions.

Games and Sports are compulsory for all the students. Provision has, therefore been made for games and sports in college.

The college will have unit of N.S.S. and will also give the opportunity to students to participate in it.

WORKING WITH THE COMMUNITY- It is **working with community** and not **working for community**.

It means one has to learn how to work with community members. It is a way of socializing with an unknown community (rural); a process of learning something new from the community - about its customs and traditions and of course about it's ways of living. Field Work with Community is one of the activities students of B.Sc.B.Ed. and B.Ed. are involved in besides Work Experience, Physical Education, and Aesthetic Education. It exposes them to the actualities of life that help them develop the skills they would require while interacting with the community in future.

Community work is an integral part of B.Ed curriculum. The college collaborates with different organizations and places students in varied environments like working with the underprivileged sections of the society, mentally challenged children, environment centers for tree plantation, old age homes etc. Street plays on themes to educate the community like gender issues, cleanliness and sanitation are encouraged. The whole experience is designed to sensitize student teachers to the needs of society and their role as a teacher.

WORK EXPERIENCE – Work experience is any experience that a person gains while working in a specific field or occupation, but the expression is widely used to mean a type of volunteer work that is commonly intended for young people — often students — to get a feel for professional working environments. The American equivalent term is internship. **Cambridge Advanced Learner's Dictionary & Thesaurus,"** A period of time in which a student temporarily works for an employer to get experience."

Work experience is the short term placement of secondary teacher educators, generally from Years 9 and 10, with employers to provide insights into the industry and the workplace in which they are located. It provides students with the valuable opportunity to:

- develop employability skills
- explore possible career options
- understand employer expectations, and
- Increase their self-understanding, maturity, independence and self-confidence.

Students are placed with employers primarily to observe and learn – not to undertake activities which require extensive training or expertise.

TYPES OF WORK EXPERIENCE

Work experience can take a variety of forms ranging from traditional placements (internships, co-operative study), through 'live' project work, to part-time employment. Three main categories of work experience can be identified

- organized work experience as part of a programme of study;
- organized work experience external to a programme of study;
- *Ad hoc* work experience external to a programme of study.