



*Rambhatla*

## Avinashilingam Institute for Home Science and Higher Education for Women

Deemed to be University Estd. u/s 3 of UGC Act 1956, Category A by MHRD [now MoE]

Re-accredited with A++ Grade by NAAC. CGPA 3.65 /4, Category I by UGC

Coimbatore - 641 043, Tamil Nadu, India

### Master of Education Degree Examination – November 2025

#### III Semester

Class: II M.Ed.

Time : 3 Hours

Max. Marks : 100

#### 23MEDC15 Teacher Education (Self Study)

#### Course Outcomes:

- CO1: Acquire the qualities of a global teacher educators and administrators to changes in the areas of teacher education
- CO2: Describe the need, concept and objectives of Teacher Education
- CO3: Understand the structure, administration, curriculum methodology and evaluation procedure of preservice and in service teacher training
- CO4: Identifies and implements various approaches used for teachers, teacher educator and educational administrators
- CO5: Designs trends in teacher education and develops competency in implementing the policies regarding teacher education in India

#### Part A

10 x 1 = 10

#### Choose the Correct Answer

- The main objective of teacher education in the Indian context is to: CO1 K1
  - prepare teachers for administration only
  - develop professional competencies and values among teachers
  - focus only on subject knowledge
  - train teachers only for rural schools
- Which body is the statutory authority responsible for regulating teacher education in India? CO1 K2
  - NCERT
  - UGC
  - NCTE
  - AICTE
- Pre-service teacher education refers to CO2 K1
  - training given to in-service teachers
  - preparation of future teachers before they enter the profession
  - orientation programmes for administrators
  - training for only primary teachers
- At the PG level, teacher education programmes are generally CO2 K4
  - professional and disciplinary oriented
  - only skill-based without theory
  - non-professional in nature
  - limited to classroom management only
- The main purpose of micro-teaching is to CO3 K2
  - deliver a full classroom lesson
  - practice teaching skills in a controlled setting
  - replace macro-teaching
  - conduct examinations
- Which of the following is **NOT** an instructional method in teacher education? CO3 K5
  - Seminars
  - Workshops
  - Group Discussion
  - Guesswork
- The four-year integrated teacher education programme mainly aims at CO4 K3
  - preparing only school administrators
  - combining subject knowledge with professional training
  - reducing the need for classroom teaching
  - providing only disciplinary courses

8. SUPW (Socially Useful Productive Work) in teacher education is meant to CO4 K5
- train teachers in only academic subjects
  - involve trainees in socially relevant and community-oriented activities
  - provide relaxation from academic work
  - replace classroom practice teaching
9. The main purpose of action research in teacher education is to CO5 K6
- conduct large-scale surveys
  - solve immediate classroom problems and improve practice
  - replace academic research
  - prepare only curriculum frameworks
10. Which of the following is NOT an area of research in teacher education? CO5 K4
- Teaching effectiveness
  - Criteria of admission
  - Modification of teacher behaviour
  - Industrial production techniques

**Part B**

**5 x 6 = 30**

**Answer ALL questions**

**Each answer should not exceed 400 words or two pages**

- 11.a. Explain the need and significance of teacher education in India. CO1 K2  
(or)
- 11.b. State the characteristics of teacher education with reference to relevance, flexibility and integration. CO1 K1
- 12.a. Differentiate between pre-service and in-service teacher education programmes. CO2 K2  
(or)
- 12.b. Describe the importance of professional preparation of teacher educator. CO2 K3
- 13.a. Distinguish between macro-teaching and micro-teaching. CO3 K2  
(or)
- 13.b. Appraise the significance of supervised practice teaching in teacher education. CO3 K4
- 14.a. Speculate the problems faced in revising the teacher education curriculum in India. CO4 K6  
(or)
- 14.b. Outline the significance of practice teaching / internship in teacher education. CO4 K4
- 15.a. Justify the importance of research in teacher education for improving teaching effectiveness. CO5 K5  
(or)
- 15.b. Discuss the role of research in continuing professional development within teacher education. CO5 K2

**Part C**

**5 x 12 = 60**

**Answer ALL questions**

**Each answer should not exceed 800 words or four pages**

- 16.a. Deduce the status of teacher education in India and the innovations introduced to improve its quality. CO1 K4  
(or)
- 16.b. Assess the role of NCERT, NCTE, and IASE in promoting teacher education in India. CO1 K5
- 17.a. Summarize the teacher education process at different stages of education with examples. CO2 K2  
(or)
- 17.b. Visualize the role of pre-service and in-service training programmes in strengthening teacher education in India. CO2 K1

- 18.a. Sketch the various instructional methods in teacher education such as lecture, seminar, workshop, and group discussion. CO3 K3  
(or)
- 18.b. Critically appraise the role of practice teaching (including demonstrations, observations, and e-mode practice) in teacher education. CO3 K4
- 19.a. Discuss the structure and levels of teacher education in India with suitable examples. CO4 K2  
(or)
- 19.b. Critically evaluate the nature and components of teacher education curriculum at primary, secondary and college levels. CO4 K4
- 20.a. Examine the significance of action research in teacher education. How does it contribute to quality improvement? CO5 K1  
(or)
- 20.b. Analyze the areas of research in teacher education and their implications for strengthening the system. CO5 K4

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