

# TEACHER EDUCATION COURSE

## SEMESTER – I

### TEC I – TEACHER EDUCATION: CONCEPTUAL FRAMEWORK

**Credits: 4**

**Internal: 40**

**Hours/Week: 4 Hrs**

**External: 60**

#### **Objectives**

**At the end of the course, the prospective teacher educators will be able to:**

- comprehend the working of various teacher training institutions;
- understand the content and implementation of Pre-Service Teacher Education Curriculum;
- relate to the innovations in Teacher Education practices;
- get an insight into the major issues and problems of teacher education;
- acquire knowledge on the innovative practices in teacher education;
- analyze the professional capacities of teacher educators ;

#### **Unit I: Teacher Training Institutions**

Different types of Teacher Training Institutions for Pre-Primary, Primary, Secondary, Higher Secondary and Tertiary levels – Technical teacher Training Institutions : Special teacher-training such as Physical Education, Music, Teaching the Special Children and other Institutions of training – Regional Colleges, State Institutes of Education, University - Departments of Education.

#### **Unit II: Pre-service Teacher Education Curriculum**

Understanding the concept of Teacher Education Curriculum – Structure of Teacher Education Curriculum – Pre-primary Teacher Education Curriculum – Primary/Elementary Teacher Education Curriculum – Secondary Teacher Education Curriculum - Curriculum Transaction of Theory courses and Content-cum-Methodology courses – Practicum: Visual Arts, Performing Arts, Community Services, Sports, Games and Health Education and other Co-curricular activities – Practice Teaching and Internship.

#### **Unit III: Innovations in Pre-service Teacher Education**

Innovations in use of training technology: Micro Teaching – Simulated Teaching – Internship in Teaching – Objective based Lesson Planning – Community Living – Action Research – Use of Radio and Television in Teacher Education – Audio conferencing - Programmed Learning – Modification of Teacher Behaviour through Flanders’s Interaction Analysis.

#### **Unit IV: Major Issues and Problems of Teacher Education**

Maintaining Standards in Teacher Education – Admission Policies and Procedures, Recruitment of Teacher Educators – Service Conditions of Teacher Educators – Quality Management of Teacher Education - Privatization, Globalization and Autonomy in Teacher Education

### **Unit V: Innovative Practices in Teacher Education**

Co-operative and Collaborative Teacher Education – Constructivist and Reflective Teacher Education –Dynamic method of teaching – Activity Method, Lecture cum Discussion, Seminars, Symposia, Workshop, Projects, Team Teaching, Tutorials, Self-Study.

### **Unit VI: Professional Capacities of Teacher Educators**

Concept of Profession and Professionalism - Developing Professionalism, Professional Ethics and Professional Code of Ethics for Teacher Educators – Meaning and Components of Teacher Effectiveness – Enhancing and Evaluating Teacher Effectiveness through Performance Appraisal of Teachers and Teacher Educators.

### **Suggested References:**

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- ❖ *Developing Teacher Education Curriculum. (1976)*, New Delhi : NCERT.
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- ❖ Hebert. D.G. (2007). *Fine challenges and Solutions in Online Music Teacher Education*. Research and Issues in Music Education: Vol. 5.
- ❖ Holmerg, B. (2005). *The evolution, principles and practices of distance education*. Oldenburg. P. 13: Bibilotheks and Information system University.
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- ❖ <http://inacol.org> The International Association for K12 Online Learning
- ❖ [http://www.newswise.ca/en/releases/archieve/march\\_2007/06/c7425.html](http://www.newswise.ca/en/releases/archieve/march_2007/06/c7425.html) CNW Newsgroup: Improving Access to higher Education for Rural Students in Southern Ontario
- ❖ Huch, M.B. (1967). *Second All India Educational Survey*, New Delhi: NCERT.
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