

## **TEACHER EDUCATION COURSE**

### **SEMESTER – III**

#### **TEC2 - TEACHER EDUCATION IN INDIA**

**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 :**

- track the historical development of teacher education in India;
- realise the importance of in-service education for continuous learning of teachers;
- identify the required academic profile of teacher educators to play multiple roles;
- use CCE to assess theoretical work, practical work and teaching proficiency;
- understand the career information and training in teacher education;
- recognise the need for research in Teacher Education.

#### **Unit I : Historical Development of Teacher Education in India**

Historical Development of Teacher Education of India – Present position of Teacher Education in TRB, NCERT, SECRT, DTERT, NCTE, NAAC, DIET, IASE, COE and apex bodies concerned with Teacher Education - Quality council of India- Role of QCI in enhancing Teacher Education, 4 Pillars of ranking framework- physical assets, academic assets, teaching and learning, quality learning outcomes.

#### **Unit II: In-service Teacher Education**

Concept of In-service Teacher Education – Need for In-service Teacher Education – Aims and Objectives of In-service Education for teachers – Historical development of In-service Education for teachers – Agencies for In-service Education – Innovative Programmes: Programme of Mass Orientation of School Teachers(PMOST), Special Orientation Programme for Primary Teachers(SOPT), District Primary Education Programme(DPEP), Sarva Shiksha Abhiyan Training of teachers.– Improving In-service Education Programmes.

#### **Unit III : Teacher Educators**

Academic Profile of Teacher Educators – Teacher Educators at different stages of Education: Pre-school Teacher Education, Primary/Elementary Teacher Education – Secondary Teacher Education – Professional Organisations of Teacher Educators – Personal and Professional relationships of Teacher Educators: Teacher and his pupil, his co-workers, his supervisors, his community and professional organisation – Teacher Morale.

#### **Unit IV: Continuous Comprehensive Evaluation in Pre-service Teacher Education**

Formative and Summative Evaluation – Norm referenced and Criterion reference evaluation – Evaluation of School Internship – Assessment of Teaching Proficiency – Assessment of Practical work – Evaluation of Assignments in Continuous Comprehensive Evaluation – Advantages of Continuous Comprehensive Evaluation.

#### **Unit V: Career Information and Training in Teacher Education**

Information about education and training opportunities of Primary, Secondary and Higher Secondary levels of school – personal – social information at every school level - Administrative structure in the field of education in the state-Control of teacher Education in the state: a critical analysis- Functions of the state government in relation to Secondary and Higher Secondary Education.

#### **Unit VI: Research in Teacher Education**

Need for research on teaching – Research on co-operating schools and Practice Teaching – Research on teaching skills – Research on teacher behaviour: Variables involved – Research on in-service education – Research on Educational Technology – Teacher Education Research at the M.Ed. level – Trends in Teacher Education research.

#### **Suggested References:**

- ❖ Buch, M.B. (Ed). (1974). *A survey for Research in Education. Centre of Advanced study in Education*, M.S. Baroda : University of Baroda.
- ❖ Daniel, J.S. (1996) . *Technology Strategies for Higher Education*, Mega Universities and Knowledge Media, London : ( ISBN 0-7494-219-3).
- ❖ *Developing Teacher Education Curriculum. (1976)*, New Delhi : NCERT.
- ❖ *Elementary Teacher Education. (1965)*, New Delhi : NCERT.
- ❖ *Fourth Year Book of Education. (1975)*, New Delhi : NCERT.
- ❖ Gold J. and Maitland, C (1999) . What's the Difference? *A review of contemporary research on the effectiveness of distance learning in higher education*, Washington, : DC.
- ❖ 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.
- ❖ Honeyman and Miller (1993) . *Agriculture Distance Education*, A valid alternative for alternative for higher education proceedings of the National Agricultural Education Research Meeting (67-73).

- ❖ <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.
- ❖ Key facts, University of London External Programme Website, <http://www.londonexternal.ac.uk/about-us/facts.shtml>
- ❖ Lever-Duffy, Judy and Jean B. McDonald.. *Teaching and Learning with Technology*, Pearssar Education, Inc., 2008, 2005, 2003 .
- ❖ Merriam, S. Caffarella, R. & Baumgartner, L. (2007). *Learning in Adult Hood*, New York: Wiley.
- ❖ Moore, Michael G., Greg Kearsley (2005) . *Distance Education A systems view* (second edition) Belmont : CA Wads Worth : ISBN 0-534-50688-7.
- ❖ Taylor, J.C. (2003) . “*The Fifth Generation of Distance Education*”, Translation in the Chinese Journal of Open Education Research.
- ❖ White, M. (1982). *Distance Education in Australian Higher Education – a History*, Distance Education, Vol.3 Issue 2, Pg 255-278.