

Part I C- Elective Paper
Paper VII – TEACHER EDUCATION

COURSE OUTLINE

Course Code: 908.3

Contact Hours: 108
Duration of Exam: 3 hrs.

Max. weightage : 32
No. of credits : 4

Course Objectives

- To enable the student to understand the concept, aims and scope of teacher education in India with its historical perspective.
- To understand the principles curriculum construction at the secondary level in Kerala.
- To enable the student to the different competencies essential for acquire for effective curriculum transaction.
- To assimilate the various models of teaching skills and various aspects of supervision and remediation.
- To focus on the different dimensions of teacher preparation, conceptions of teaching, recruitment and induction.
- To focus especially on dilemma situations stress cycles, burn out, coping with and alleviating stress.
- To develop basic and higher order thinking skills and prepare teacher educands for a competitive world.

Course Contents:

Unit I

(18 hrs)

1. Teacher education. Philosophical issues-Relationship between theory and practice. The apprenticeship model, the rationalist

models the effective model. Professional ethics. Teacher Education Programmes-Structure of Programmes time & organization Teacher recruitment & Induction Programmes Mentoring

Unit : 2**(10 hrs)**

Teacher Education Vs. Teacher Training Recommendations of various commissions on teacher education: Kothari Commission, National Policy on Education.

Unit : 3**(15 hrs)**

Aims and objectives of Teacher Education in India at different levels- Elementary, Secondary and university level-And different types, Recruitment and selection of students-teachers at different level. Their qualifications and preparations for the same Types of teacher education programmes and their curriculum today.

Unit : 4**(15 hrs)**

Emerging trends and issues in teacher education Teacher managerial behaviour, Teacher roles, Teaching styles. Dissatisfaction - Teacher stress and burnout, coping strategies-teacher job satisfaction – concept, symptoms and causes – meta teaching.

Unit : 5**(10 hrs)**

Teaching Styles – Formal Vs. Informal Styles – Teacher behavior and student outcomes Teacher education, governance structures. –

Functions of governance for teacher education – Governance processes – issue in governing teacher education.

Unit : 6

(10 hrs)

In service education. Project based model, Reflective model, Individual teaching needs, Development of Professional Knowledge and learning. Teacher education in service.

Unit : 7 Evaluation models and approaches. Programme evaluation objectives- based model, countenance model, dimensional evaluation models-context, inputs, processes and products. **20 hrs**

Unit : 8 Teacher effectiveness. Dimensions – Teacher competence – rating of teacher traits – teacher education, governance structure-teacher evaluation – evaluating teacher competence – evaluating teacher performance – Evaluating teacher effectiveness. **10 hrs**

Advanced Practicum (any two)

1. Prepare an instrument for assessing teacher competence.
2. Conduct a survey on stress management practices pursued by school practitioners at primary level.
3. Prepare a report on performance appraisal of any one teacher education institution of your choice.
4. Critically evaluate the present B.Ed syllabus of any one optional course.

References:

1. Educating the Educated - M.L. Sharma
2. Teacher Education in India - Bhaskara Rao
3. Need Based Curriculum - Arun K. Gupta
4. Training for Teaching in India and England - Chatterjee
5. Teacher Education in Kerala - Dhar T.N.
6. Teacher Education at Secondary Level - Nagpur Vasanth
7. Teacher's Role, Status, Service, Conditions and Education in India. A Reference to Committees and Commissions - Agarwal J.C.
8. Challenges in Teacher Education - Mohit Chakravarthy
9. Research on Teaching - Wittrock
10. Teacher Education and Professional Organization - Gulab Chaurasia
11. Teacher Education in India, Origin and Development of Teacher Education in India - Nizam, Elahi
- Dunkin

Part I C – Elective Paper
PAPER VII – TEACHER EDUCATION (11)

Time: Three Hours

Maximum Weightage : 32

Part A

Answer any Two questions
Each question carries 4 weightage

1. Critically examine the Curriculum for teacher education in Kerala at the B. Ed. Level. What are your specific suggestions for the improvement of the present curriculum for B.Ed. in Kerala state?
2. Discuss the various measures to be taken for improving the students of Teacher Education (i) at the stage of selection of student- teachers; (ii) by up-dating the curriculum and (iii) by the improvement of student teaching.
3. Distinguish between internship and Teaching practice of Teacher educands. How can we improve the internship programme of Teacher Education in our country.
4. Attempt a brief survey of the developments in teacher Education in India since the publication of the report of the Kothari Commission with special emphasis on innovation of instructional strategies.

(2x4= 8 weightage)

Part B

Answer any six questions.
Each question carries 2 weightage

5. Write a short note on preparation of teachers for vocational and technical statement.

6. Explain briefly the meaning and significance of team teaching. What are the circumstances under which this technique can be tried out?
7. What is the need of giving training in co-curricular activities like art, music, dance, drama and games to the student teachers.
8. Why does the NCTE recommend a code of conduct for teachers at the national level? How will it influence professional status of Teachers Professional status of Teachers?
9. What is DIET? Describe its organization and functions.
10. How far is autonomy desirable for teacher- education institutions in India? Justify your statement with sufficient reasons.
11. State the optimum size of a teacher education College and its desirable staff- pattern. What are the minimum accommodation and facilities needed for a College of Education.
12. What are “ Criticism lessons”. How are they useful?

(6×2 = 12 Weightage)

Part C

Answer any six. Each carries 1 weightage

13. What are the types of Teacher Education Programmes prevailing in India.
14. Discuss the research trends in the field of Teaching effectiveness.
15. What is the role of experimental school in a College of Teacher Education?
16. Discuss the student Evaluation of Teaching.
17. What problems can you see in the In- service Education of Secondary teachers?
18. List any four major teaching skills essential for College teachers.
19. Can we apply the concept of “quality control” in Teacher Education?
- 20 List any four problems faced by colleges of Education offering M. Ed. Programme.

(6x1 = 6 Weightage)

Part D

Answer all questions. Each question carries $\frac{1}{2}$ weightage

21. Higher degree in the faculty of Education does not mean high efficiency in teaching. Comment.
22. Distinguish between learning and teaching.
23. How can the relationship between schools and teacher education institutions be improved?
24. What is programme evaluation?
25. What is Teaching styles?
26. Examine the specific features of the reflective Model in Teacher Education Programme.
27. Mention philosophical issues to Teacher education.
28. Examine apprenticeship model.
29. Mention any 2 recommendations of Kothari commission
30. Examine reflective model
31. Write any 2 aims and objectives of teacher education in India
32. What are the emerging trends and issues in teacher education

(12 $\times\frac{1}{2}$ = 6 weightages)