MANGALORE UNIVERSITY

MASTER OF EDUCATION (M.Ed.)

MEH505 TEC: Teacher Education Course- II

Objectives/course outcomes

After going through the course the student teachers will

- Analyse the perspectives and policies on teacher education
- Plan strategies for teacher development.
- Understand major issues and problems of teacher education.
- Comprehend and analyze with the current trends in teacher education
- Understand the instructional designs and techniques for higher learning
- To analyzing classroom interaction
- Develop wholistic view with respect to research in education.
- Develop insight in curriculum of teacher education

Unit 1: Perspectives and Policy on Teacher Education

1.1 Teacher Development and teacher expertise: Concept, Factors influencing teacher development, Personal, Contextual. Teacher Expertise: Berliner's stages of development of a teacher, Preparation of teachers for arts, craft, music, physical education and special education – need, existing programmes and practices, suggestions for improvement.

1.2 Approaches to teacher development-self-directed development, Comparative or collegial development, change oriented staff development.

1.3 National and state policies on teacher education- a review. Recommendations of various commissions and committees concerning teacher education system. Impact of NPE, 1986 and its POA on teacher education system, The Centrally Sponsored Scheme for the Reconstructing and Strengthening of Teacher Education: roles and functions of IASEs, CTE, DIETs'. Agencies of teacher education: Roles, functions and networking of institutions like UGC, NCERT. NCTE. NUEPA, SCERTs etc. In-service teacher education under DPEP, SSA and RMSA, Initiatives and role of NGOs in designing and implementing in-service teacher education programmes.

Unit 2: Instructional Designs and Techniques for Higher Learning and Competency based Teacher Education:

2.1 Instructional Designs: - Definition of Instructional Designs- Training psychology, - Cybernetic psychology- System Analysis- System Approach

2.2 Techniques for Higher Learning-- Conference, Seminar, Symposium, Work shop, Panel Discussion, Tutorials,- Brain Storming: Analyzing Classroom Interaction: Meaning of

Interaction Analysis, Systematic Observation, Theoretical Assumptions and Characteristics of Interaction Analysis, Flanders's Category System(Analysis, Flanders's Ten Category System, Encoding Process, Decoding process, Behavior Ratios, Precautions in using this Analysis), Characteristics and limitations of Interaction analysis techniques.

2.3 Competency Based Teacher Education: Meaning, Components and Characteristics of Competency Based Teacher Education.

Unit 3: Research in Teacher Education:

3.1 Paradigms for research in Teaching: Gage, Doyle and Shulman

3.2 Research on Teacher Education Programmes: Research on effectiveness of teacher education Programme, Deduction of attributes of components of effective teacher education Programme through the study of research studies.

3.3 Methodological issues of Research and Trends in Teacher Education Research: Methodological issues: direct versus indirect inference, generalizability of findings, and laboratory versus field research, scope and limitations of class room observation. Deduction of trends in teacher education research based on research studies.

Unit 4: Problems and Issues in Teacher Education:

4.1 Problems and issues related to teacher preparation: Challenges in professional development of teachers-relevance to school education, improperly qualified teacher educators, assurance of quality teacher education programmes, and sufficiency of subject matter knowledge for teaching at secondary and senior secondary level, Single teacher versus multiple subject teachers-implications for subject combinations in initial teacher preparation.

4.2 Issues related to enhancing teacher competence: Commitment and teacher performance: contributing factors and barriers.

4.3 Issues related to partnership in teacher education: TEI with school and community, Government agencies with university, with NGOs, between teacher education institutions preparing teachers for different levels of school education.

Practicum:

- Study of an annual report of SCERT/RIE/ NCERT/ NUEPA to identify the various programmes for professional development of teacher educators
- Select any one current practice in teacher education and its background of its formulation policy.
- A review of researches in any one area of research in teacher education and write the policy implications.
- A review of research articles in teacher education and write implications for practitioners.
- A study of any two NGOs in your locality and a write up of the same.

(Any other relevant or suitable topics related to the syllabus)

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