

Group: D ELECTIVE COURSE – II
M.ED. EC212: PLANNING OF TEACHER EDUCATION

Objectives:

1. To acquaint the student with different agencies of teacher education in India and their rules and functions.
2. To acquaint the student with the system of teacher education in one of the developed countries.
3. To acquaint the student with the role of professional organization of teacher educators.
4. To help the student to understand major issues and problems of teacher education.
5. To acquaint the student with the value-oriented teacher education programme.
6. To enable the student to understand the need for continuing education of teachers and teacher educators.
7. To enable the student understand planning, administration and financing of teacher education.
8. To develop in the student the commitment to the profession.

Unit-I Professional Organization and Status of Teacher Education:

1.1 Professional Organizations:

- Local, State, National and International level of Professional organization for teacher educators
- Their objectives and activities
- Comparative struggle among Teacher Educator's Organizations, need for collective and united action by Teacher Educators

1.2 Status of Teacher Educators:

- Professional status
- Responsibilities and rights
- Opportunities for Professional growth.
- Academic freedom
- Participation in civic rights
- Code of ethics and its enforcement
- Working conditions
- Provision for necessary facilities and equipment

1.3 Economic Status:

- Salary system
- Service conditions
- Service requirements
- Security of service, welfare measures etc.

1.4 Social Status:

- Recognition
- Participation in the decision making bodies
- Relationship with other educational institutions
- Provision of awards etc.

Unit-II Continuing Education (In-service Education) of Teachers/ Teacher Educators:

- 2.1 Concept and scope of continuing education.
- 2.2 Differential needs of continuing education for teachers and teacher educators.
- 2.3 Extension Services Departments: Their nature, role and functions.
- 2.4 Methods and techniques of continuing education for teachers/teacher educators.
- 2.5 Practices of evaluation of continuing education programmes

Unit-III Value Oriented Teacher Education:

- 3.1 Clarification of the term 'Value' - Meaning and importance of value.
- 3.2 The different values - economics values, values of physical culture, values of intellectual excellence, moral and spiritual values - uses of these values in personal and social life.
- 3.3 Ideals enshrined in the constitution of India - Justice, Liberty, Equality and Fraternity.
- 3.4 Values upheld by the different Education Commissions of free India – the University Education Commission of 1948, the Secondary Education Commission of 1952 and the Education Commission of 1964.
- 3.5 Meaning of 'Good' and 'Evil' - Judgement of 'Good' and 'Evil', Components of happy life: 'Truth', 'Beauty' and 'Goodness'.
- 3.6 Perspectives in value-education, source materials: Philosophy, Psychology, Science, History, Literature, Art and Culture, Nature Community.
- 3.7 Methods of value-orientation open-ended questions, Information dialogues, value-clarifying discussions, role-playing, contrived incidents, thought sheets, weekly reaction sheets, autobiographical questionnaires, story-telling/reading and action projects.
- 3.8 Deliberations in value-orientation : writing inspiring stories upholding one or more of the different values, preparation of lists of useful books, selection of passages/questable historical events, recording of achievements of Indian culture, descriptions and interpretations of Indian sports and games, visits to community service centre

Unit-IV Major Issues and Problems of Teacher Education:

- 4.1 Standards in Teacher Education.
- 4.2 Admission policies and procedures.
- 4.3 Isolation of Teacher Education Institutions.
- 4.4 Preparation of teacher for special fields such as craft, art and physical education, music and teachers for special education.
- 4.5 Issues pertaining to the opportunities for professional development of teacher educators pre-service and in-service programmes.
- 4.6 Issues related to administration of teacher education institutions.
- 4.7 Lack of co-ordination in man-power planning.