

2010 - 2011
TEACHER EDUCATORS'
DEVELOPMENT PROGRAMME
(TTC)

TRAINING MODULE

Duration - 3 Days

ENGLISH

Introduction

The student teachers who pass out TTC should be in a position to transact English language right from classes I to VII. As a beginner the student teacher needs support, help, materials and other exposure to build up their confidence in an equitable manner.

So the teacher educators should be professionalised to carry out teacher education effectively. This three days training programme is an attempt towards this direction.

Objectives

- To share the issues teacher educators face and seek solutions for them.
- To revisit of pedagogic analysis approach and development of teaching manual
- To equip them to tackle the transactional issues.
- To familiarise the teacher educators the concepts transacted in vacation training.
- To familiarise RTE - 2009.
- To familiarise the use of educational technology in English language training.
- To make them aware of the need of planning and maintaining training manual.
- To internalise the guide lines prepared by SCERT.

Session	Process	Discussion Points
Ice breaking (10.00 a.m to 10.30 a.m)	<p>Participants are asked to note down the most innovative work they have done in their TTI last year.</p> <p>Self introduction, saying the one innovative activity</p> <p>RP lists out the innovative activities on chart paper. A small discussion on the replicability of such activities in other institutions.</p>	<p>What was the aim of the activity?</p> <p>What was the out come?</p> <p>What is the message to other institutions?</p>

Session	Process	Discussion Points
<p>Session 1</p> <p>Teacher educators share their issues.</p>	<p>RP : What are the transactional issues/problems we are facing in our TTC English class rooms?</p> <ul style="list-style-type: none"> • Random presentation by a few participants. • RP listing on the chart paper <p>RP : What is the way out? How can we overcome? How did you tackle these issues in your institution?</p> <ul style="list-style-type: none"> • The participants suggest certain strategies, they have adopted in their TTIs <div style="background-color: #d3d3d3; padding: 10px; margin-top: 10px;"> <p>Conclusion</p> <p>These issues should be addressed institutionally. Any how we should be able pay extra attention to enable our student teachers to use English, with confidence.</p> </div>	<p>Probable issues</p> <ol style="list-style-type: none"> 1. Students do not speak English. 2. Lack of confidence in using language. 3. No extra reading 4. Number of errors in their writing. 5. Over load to students. 6. Lack of clarity in the preparation of TMs.

Session	Process	Discussion Points
<p>Session 3</p> <p>To revisit of pedagogic analysis approach and development of TM.</p>	<p>RP distributes the copies of pedagogic analysis document collected from TTIs in groups.</p> <ul style="list-style-type: none"> • Do the pedagogic analysis document reflect pedagogic analysis approach? • What are the limitations in the pedagogic analysis process? • What are the support student teachers require for pedagogic analysis? • Whether the format suitable? • What the teacher educator has to do for that? <p>The groups discuss the pedagogic analysis they got, and modify the document further analysing the unit.</p> <ul style="list-style-type: none"> • Presentation - Discussion (Demonstration of a pedagogic analysis in the TTC class) • How can TM be prepared? Is the present TM format suitable for student teachers to plan creatively and differently? How can we overcome? <p>Discussion</p> <ul style="list-style-type: none"> • Participants are assigned certain times for writing TM? • Preparation of a TM in the group • Discussion • Finalisation 	<p>The TM should be</p> <ol style="list-style-type: none"> 1. Self explanatory 2. Process oriented 3. It should contain strategies for whole class participation considering multi level situation. 4. Helpful to attain the COs envisaged. 5. Format can be made flexible.

Session	Process	Discussion Points
<p>Session 4 & 5</p> <p>To equip them to tackle the transactional issues.</p>	<p>RP presents this case.</p> <p>“We are longing for demonstration classes by our teacher educator. But never it happened” - TTC IInd year students - A short discussion.</p> <p>Further, RP presents a few more cases related to SEP such as defective TM, poor classroom transaction, unwelcome by school etc. to five member groups. Let them discuss.</p> <p>What are causes of the these cases?</p> <p>What are the supports students teachers need in issue?</p> <p>What are the special care the student teachers need to speak and use English language during SEP.</p> <p>How can we make use of reading notes, collections, day celebrations etc. towards this direction</p> <p><i>Make sure that almost all the issues which have got implications on teacher educators’ performance are discussed here.</i></p> <p>RP distributes lots to the participants based on the following activities got. Let them form 6 groups.</p> <ol style="list-style-type: none"> 1. Collection of authentic materials 2. Preparation of discourses 3. Language tasks performed in socio-cultural context 4. Language and language learning (Vol. No. 1, 2) 5. Day celebration 6. Try outs <p>Let them come out with suggestions to make use of these activities for equipping them.</p>	<p>Ref : Guidelines</p>

Session	Process	Discussion Points
Session 6 To familiarise the Teacher educators the concepts/ideas transacted in vacation training for LP/UP teachers.	<p>RP briefs about the SEP, to be started in the first week of September (1st spell)</p> <p>In order to empower the student teachers going for SEP, what all helps are needed for a Teacher Educator?</p> <p>The concepts/ideas transacted in vacation training for LP/UP teachers are to be familiarised.</p> <p>RP divides the class into 5 groups. Each group is given the gist (objectives; process; classroom reflection) of vacation training.</p> <p>Let each group go through the material and present its content.</p> <p>RP present other activities of Education department launching this year viz.</p> <ol style="list-style-type: none"> 1. International year for bio diversity 2. തെളിമ 3. 	<p>The material used in HM training may be used.</p>

Session	Process	Discussion Points
Session 7 Familiarisation of RTE - 2009 and realise its implication of teacher education	<p>The class is divided into seven groups. The handout is given for each group on RTE - 2009</p> <p>Let them discuss and present it in chapter wise.</p> <div style="background-color: #e0e0e0; padding: 10px; margin: 10px 0;"> <p>Focus on teacher duties and legalisation of curriculum provisions</p> <p>The student teacher should be aware of RTE - 2009, plan and behave accordingly at the time of their SEP.</p> </div>	<p>What are the implications of RTE-2009 in pre-service teacher education?</p> <p>What should the teacher do to make child learn without fear, anxiety and trauma?</p> <p>How the right of a child to learn English can be accomplished by student teachers in the classroom?</p> <p>How can we make use of educational technology in teaching English?</p> <p>How can we equip our student teachers.</p>
Session 8 To familiarise the use of Educational Technology/ICT in English language training.	<p>Let the participants share their experience on using multimedia & ICT for their classroom transaction.</p> <ul style="list-style-type: none"> Identifying the limitation What can be done Providing some CDs helpful in curriculum transaction. <p>RP :</p>	
Session 9 To make aware of the need of training manual.	<p>How do you prepare for taking your class?</p> <ul style="list-style-type: none"> Random presentation Discussion Importance of Training manual 	

Session	Process	Discussion Points
<p>Session 10 (2.00 - 3.00 p.m) Familiarise the guidelines prepared by SCERT.</p> <p>Session 11 (3.00 - 4.00 p.m) Preparation of calender of activity.</p> <p>Feed back (4.00 - 4.15 p.m)</p>	<ul style="list-style-type: none"> • RP distributes the findings of research study carried out by SCERT in groups. • Over emphasis on writing tasks and products over burdens teacher students Why is happens? What is the solution? • The unnecessary written work of students should be avoided. • The record writing should be made helpful for them. <p>RP distributes the copy of guidelines prepared by SCERT to the participants. Discussion.</p> <p>Let the participants prepare the calender of activities for their subject indicating SEP; Day celebration & other main activities. Distribute the calender prepared by SCERT for discussion.</p> <p>Feed back Closing ceremony - Vote of thanks.</p>	<p>Collect in writing the course evaluation and consolidate at district level</p>