

School of Education Studies

Ambedkar University Delhi

Course Outline

Course Code: SES201205

Title: Introduction to Teacher Education

Type of Course: Elective (Education)

Cohort for which it is compulsory: None

Cohort for which it is elective: MA Education and all other MA programs

No of Credits: 4

Semester and Year Offered: 3rd Semester (Monsoon Semester 2017)

Course Coordinator and Team: Dr Prabhat Rai and Dr Manish Jain (The course outline was initially developed by Akha Kaihrii Mao)

Email of course coordinator: prabhatrai@aud.ac.in

Pre-requisites: None

Aim: This course will introduce students to the concept, evolution and the architecture of teacher education. The course will also try to understand and analyse some of the policies related to teacher education. The course will also introduce students to the various models and levels of teacher education programmes in the country. Along with the pre-service and in-service programmes it will also explore the various continuous professional development programmes available for teacher development. It will also expose students to various teacher training/education programmes in different countries.. The course will also focus on engaging students to understand and reflect critically various issues, concerns and challenges in teacher education. The course will enable students to visit and explore teacher education institutes and schools in order to understand their institutional working, situate both in mutual terms and raise questions for further queries. The understanding developed in this course would enhance the second teacher education course to be offered in Semester 4.

Brief description of modules/ Main modules:

The course is organised in short 6 compulsory units.

Unit 1: Teacher education and its Evolution

This unit will introduce students to certain fundamental questions about the concept and evolution of teacher education- what is teacher education? Why teacher education? When and how did teacher education started in India? Is there any difference between teacher training and teacher education? What are those? What is the relevance of teacher education course in an MA education programme?

Unit 2: Architecture of Teacher education in India

The unit will attempt to give students a synoptic view and understanding of various institutions, organisations, agencies and their role and responsibilities for teacher education in India: NCTE, NCERT, UGC, Universities' departments of education, SCERT, DIETS, Colleges (both government and private). It will also try to explore the status and scenario along with making sense of the linkages and gaps between these institutions.

Unit 3: Teacher Education Policy

This unit will focus on understanding the various policies and schemes on teacher education. It will try to engage students to read selected official reports/documents and help them in understanding the gaps between the intention in policy formulation and its implementation. The focus will be to enable students to analyze and critique some of the research reports, documents produced by committees and commissions relating to teacher education in India.

Unit 4: Models (alternatives) and levels

The unit is to expose students to various kinds of programmes and courses existing at various levels in teacher education programme in India. The unit will also expose students to the rationale for varied level of entry-point and their durations in teacher education- (Nursery, Primary level, secondary level; diploma, certificate or Degree; face-to-face/regular or distance mode-IGNOU; special B.Ed., Four year B.Sc.Ed., para-teacher training, shiksha-mitra, in-service training and professional development programme, enrichment programme, etc).

Unit 5: Teacher education abroad

The focus of this unit would be to explore how teacher education is transacted across different countries. This will help students to compare and contrast their strengths and weakness among the selected countries (UK, Japan, USA, Finland, South Africa, etc.).

Unit 6: Key debates, issues and challenges

This unit will engage students with various issues, concerns and challenges in teacher education: teaching as a profession; components and relative emphasis of various areas of study in teacher education programme (philosophy, sociology, psychology, school subjects and ICT); quality and quantity; regional disparities; 'para-teachers', etc.

Assessment Details with weights:

1. Class participation (based on quiz, classroom debates, formative discussions and in-class

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| activities) | 20% (August to November) |
| 2. Reflective journals, questions and observation | 05% (August to November) |
| 3. Group work and presentation | 15 % (mid-September) |
| 4. Individual write-up | 20% (end of October) |
| 5. End-term examination | 40% (End of Nov./ First week Dec.) |

Reading List:

Essential Readings for Unit 1:

- Aldrich, R. (2006). The evolution of teacher education. In Whitehead & Hartely (edit) *Teacher education Major themes in education*. London. Routledge. Vol-II. Pp 414-426
- Altekhar, A.S. (2012, reprinted). *Education in Ancient India*. Pp 47-81
- Devi, R.S. (1968). Origin and development of teacher education in India. In Mukerji, S.N. (edit) *Education of teachers in India*. Vol.-1, Delhi. S.Chand & Co. pp. 1-40
- Chaterjee & D'Souza (1956). *Training for teaching in India and England*. Orient Longman Pvt. Ltd. pp. 221-237, & pp. 278-295
- Fulton, J. (2006). Teachers – made not born? In Whitehead, M. & Hartely (edit) *Teacher education major themes in education*. London. Routledge. Vol-II, pp 334-355
- Manship, D. (1967). Training for what? In *Learning to live*. London. Pergamon Press Ltd. pp 1-3
- Saxena, Asthana, Agrawal & Adaval (1984). Growth and development of teacher education. In *An analytical study of teacher education in India*. Allahabad. Amitabh prakashan. Pp 1- 24
- Saxena, Asthana, Agrawal & Adaval (1984). Changing concept of teacher education. In *An analytical study of teacher education in India*. Allahabad. Amitabh prakashan. Pp 25- 40

Supplementary:

- Hansen, D.T. (1996). Why educate teachers? Values and purposes in teacher education. In Damers, Mclntyre, Nemser & Smith, C (edit), *Handbook on teacher education*. 3rd Edition, New York. Routledge Pp 5 - 20
- Hess, F. M (1996). Teacher education and the education of teachers. In Damers, Mclntyre, Nemser & Smith, C (edit), *Handbook on teacher education*. 3rd Edition, New York. Routledge Pp 1324 – 1328
- Sclan, E.M. & Darling-Hammond (1996) Who teaches and why. In *Handbook on research on teacher education*. New Delhi, Second phase, New Delhi.

Essential Readings for Unit 2:

- Chakarbarti, M. (1998). *Teacher education: modern trends*. New Delhi. Kanishka publications, distributors
- National Council for Teacher Education () *Teacher education in Delhi*
- Mukerji, S. N. (1986). *Education of Teachers in India*. Delhi. S. Chand & Co. Vol.II
- Pires, E.A. (1958). Improving our teacher education institutions. In *Better teacher education*. Delhi. University press. Pp 210-218

- Reddy, R.S. (1998). Teacher Education in India. In *Principles and practices of teacher education*. New Delhi. Rajat publications. Pp. 140-169

Essential Readings for Unit 3:

- Government of India, Programme of Action: National policy on education (1986) on Teachers and their training. New Delhi pp 181-191
- Kothari Commission report (1964-66). Chapter-VI: Teacher education. Pp 66-88
- Justice Verma Commission Report (2012). Vision of teacher education in India quality and regulatory perspective
- Lakshmanaswami Mudilial Commission report (1952-53). Chapter-XII: Improvement of teaching personnel. Pp 155-176
- National Council for Teacher Education report on National curriculum framework for teacher education (2009/10): Towards preparing professional and humane teacher.
- National Commission Report on teachers -II(1983-85). Approach and methodology and major recommendation. Pp 1-14 & 66-73
- National Council of Educational Research and Training report on National Curriculum Framework 2005. Demands and expectation on the teachers
- NCFTE (2010): Towards preparing professional and humane teacher
- Radhakrishnan Commission report (1948-49). Chapter-III: Role and work of teachers... pp 68-82
- Report of the committee for review of National Policy on Education-1986. Final Report (26th Dec. 1990). Teacher and students. Pp 300-320

Essential Readings for Unit 4:

- Asha, J. V and Singh, U. (2002-03). Models of teaching for developing teacher competencies. In *Policies and issues in teacher education*. Vadodara. Centre of advanced study in education, MSU.
- Chaurasia, G. (1967). In-service education of teachers in New era in teacher education. Delhi. Sterling publishers (P) Ltd. pp. 80-97
- Mangla, S. (2010). Types of teacher education programmes. In *Teacher education trends and strategies*. New Delhi. Radhapublictions. Pp 100- 176
- Reddy, R.S. (1998). Methods of teacher education. In *Principles and practices of teacher education*. New Delhi. Rajat publications. Pp. 1- 33, 182- 218
- Whitehead, M. & Hartely (2006). The professional education of teachers. In *Teacher education major themes in education*. London. Routledge. Vol-II, pp 249-

Supplementary:

- Buczynski, S and Hansen, C.B. (2010). Impact of Professional Development on Teacher Practice: Uncovering Connections. In *Teaching and Teacher Education*, Vol. 26, No. 3]. Amsterdam; Elsevier.
- Kallet, Browse, Guddard&Brearley. (1972). Kinds of in-service education in *Educating teachers*. London. Macmillan Education Ltd. pp.30-46

Essential Readings for Unit 5:

- American Council on Education 1946. The improvement of teacher education: A final report by the commission on teacher education (the commission and its work pp.1-54)
- Chatterjee & D'Souza (1956). Training for teaching in India and England. Orient Longman Pvt. Ltd.
- Drayer, M. Adam. (1970). Progress in teacher education in *The teacher in a democratic society*. Ohio. Charles E. Mcriill publishing company. Pp. 175-205
- Taylor, W. (2006). The educator of teachers in England. In Teacher education major themes in education. London. Routledge. Vol.-II. Pp 146-165
- Patterson, Clark & Bullough. (2006). Getting in step: Accountability, Accreditation and the standardization of teacher education in the United States. In Whitehead and Hartley (edi.) Teacher education major themes in education. Vol.-V. London. Routledge. Pp 146-165

Essential Readings for Unit 6:

- Chakarbarti, M. (1998). Teacher education and values. In *Teacher education: modern trends*. New Delhi. Kanishka publications, distributors. Pp 119-142
- Labaree, D. F. (2006). Power, knowledge, and the rationalization of teaching: A genealogy of the movement to professionalize teaching. In Whitehead and Hartley (edi.) *Teacher education major themes in education*. Vol.-V. London. Routledge. Pp 127 – 180
- Sarangi, D. (2002-03) Problems and issues in In-service teacher education. In policies and issues in teacher education. Pp 78 – 82 (and various problems)
- Sikes, J; Measor, L and Woods, P (1985). *Teacher Careers: Crisis and Continuities*. The Falmer Press.
- Tulasiewicz, W and Adams, A. (1995). Teachers' professional status and prestige. In *The crises in teacher education: A European concern?* London. The Falmer Press. Pp 61-70
- Soni, S. (2007). Teacher training and educational quality in *Challenges and quality of Education*. New Delhi. Adhyayan Publishers and Distributors. Pp1-40
- Saxena, Priyam & Kumar (2001). Looking beyond the smokescreen DPEP and primary education in India. *Economic and Political Weekly*. Feb. 17, 2001. Pp 560-568
http://epw.yodasoft.com/system/files/pdf/2001_36/07/Looking_beyond_the_Smokescreen.pdf