

**School of Education Studies
Ambedkar University Delhi
Course Outline**

Time Slot: Monday 9.00 to 11.00
Wednesday 11:30 to 1:30

School: School of Education Studies

Programme with title: MA Education

Semester to which offered: III Semester

Course Title: Introduction to Teacher Education

Credits: 4 Credits

Course Code (new): SES201205

Course Code (old):

Type of Course: Elective

Course Coordinator and Team: Akha Kaihrii Mao & Dr Gunjan Sharma (C)

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

Pre-requisites: It is desirable that the student has initiation in education

Aim: This course will introduce students to the concept, development and architecture of teacher education in India. It will engage with seminal policies in teacher education in India, the various models and levels of teacher education programmes in the country, with respect to both pre-service and in-service programmes. In doing so, it will discuss this framework in a comparative context of the approaches to and frameworks of teacher education in some selected countries. It will consistently engage with the concerns and challenges in teacher education.

Brief description of modules/ Main modules:

Unit 1: Concept and context of teacher education in India

This unit will introduce students to certain fundamental questions about the concept and evolution of teacher education.

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. It will also engage with the various policies and schemes on teacher education.

Unit 4: Models and approaches to teacher education

The unit involves thinking around various kinds of models programmes and courses existing at various levels in teacher education programme in India and in other contexts (UK, Japan, USA, Finland).

Assessment Details with weights:

1. Class participation	10% (August to November)
2. Individual assignment	25% (mid-September)
3. Presentation	30% (End of October)
4. End-term examination	40% (End of Nov./ First week Dec.)

Reading List (will be updated):

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

- 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-
- 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.
- 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
- 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.
- Tulasiewics, W and Adams, A. (1995). Teachers' professional satus 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 Poliyca weekly*. Feb. 17, 2001. Pp 560-568
http://epw.yodasoft.com/system/files/pdf/2001_36/07/Looking_beyond_the_Smokescreen.pdf
- Reports of the Government of India on Teacher Education