

M Ed Two Year Programme

P.4 : Teaching and Teacher Education: An Interdisciplinary Perspective

Maximum Marks: 100

Rationale

The objective of the course is to enable students to develop an understanding of teacher education and the theoretical orientations and paradigms that describe it. Students are expected to engage with the discourse on teacher education, to understand the important concepts, issues and debates in teacher-education and relate these to real life settings. This requires building an inter-disciplinary perspective (based on the philosophical, sociological, psychological and historical aspects) on the processes of teacher education, including teaching, learning and learning how to teach. It will enable them to deepen their understanding of teacher education so that they can better analyse the practice, provisions and policy that are critical within the professional context. Such a study would enable the capacity of students to formulate responses to the realities of teacher education. An understanding of contemporary issues and discourses would enable students to further develop critical and evaluative skills and to explore avenues to undertake research in teacher education. Thus, teacher education, in this sense, may be understood both as a perspective as well as an area/field of inquiry.

The course will include selections from theoretical readings, analysis of data and personal field engagement through project work, survey and case study.

Objectives

To enable students

- To gain an insight and reflect on the concepts, debates, development and status of teacher education.
- To understand that there is knowledge related to Teacher–knowledge with its philosophical, sociological and psychological underpinnings.
- To understand the issues of initial teacher preparation and continued professional development of teachers.
- To critically examine the policy imperatives in teacher education and the role of agencies and regulatory bodies for quality, including the issue of governance in teacher education.

Unit I: Evolution and Development of Teacher Education

- Studying Teacher Education: its Meaning, scope and significance; Teacher education as an interdisciplinary perspective
- Theoretical perspectives and paradigms in Teacher Education; Interface between Conceptual orientations and Evolving a coherent perspective on teaching, learning and learning to teach; Directions for educating teachers; Teachers' role ,Knowledge for teaching, and learning to teach in relation to it.
- Development of Teacher Education in India: Critical understanding of the dominant frameworks of pre service and in service teacher education including institutional structures, culture and programme design in a historical & contemporary perspective; Lessons drawn from other countries.

Unit 2: Perspectives on Teachers and Teaching

- Examining the notions of a Teacher and Teaching in the ideas of thinkers/ writings of Dewey, Freire, Giroux, Hirst and Schon and Indian thinkers such as Gandhi and J. Krishnamurti,
- Teacher as Critical Pedagogue, Cultural worker, Intellectual, Reflective Practitioner
- Teachers and Knowledge: Critically examine teacher beliefs, values, assumptions about children, learners, learning, teaching and knowledge; understanding teacher knowledge in terms of subject content, pedagogical approaches, socio-cultural context of children and diversity in society and its interface with the classroom.
- Teachers and their Identity: Theoretical perspectives; Historical and contemporary perspectives; Multiple identities of teachers in India; Changing notion of teachers in India (from Guru to Professional); understanding teacher identity vis-a-vis gender, caste, class, region, community and other socio-political aspects that create the identity of a school teacher

Unit 3: Understanding Teacher Education in a Social Context

- Socio-cultural context of teachers: Status of teachers in Society; examining the position of teachers within the socio-psychological, cultural, economic and political context in a historical and contemporary perspective and its impact on teacher education
- Understanding teachers and teaching within the larger education system: the school system; social and work status; teacher professionalism; teacher control and agency; and the changing profiles of teachers' work and working conditions.
- The contemporary social demands from a teacher; studying the changing demography of teachers including the feminisation of the teaching profession and the gendering of school teaching.

- Role of socio-political-economic factors in teacher education: Teacher education in the Neo-liberal context

Unit 4: Perspectives in Teacher Preparation and Teacher Development Programmes

- Programme Structure and Curriculum Framework- Paradigms/Themes that underlie the structure of teacher education programmes; Structural and Conceptual Alternatives
- Curriculum Orientations and Models – Behaviouristic, Personalistic, Traditional-craft and Inquiry – oriented; Approaches to development of Curriculum of pre-service teacher-education –Student-teacher centered, Teaching centered / Situation based, Society – centered; Transacting the curriculum – challenges and alternatives; Inter-play between generic and subject – specific issues in curriculum; Pedagogy and Assessment; Best teaching practices
- Processes of teacher education – Training within teacher preparation; Technology and teacher education; Student- teaching, its supervision and assessment; Student – teaching- Issues of Length, Activities and Site; Patterns--Practice teaching , Intermittent Teaching, Block Teaching and Internship
- Planning and Organizing Teacher Education at different levels of school education, Role of SCERT, DIETs, BRCs & CRCs in Teacher Support (i.e. National, State and regional bodies)
- Professional Development of Teachers- Meaning, Nature and Scope; Place of professional knowledge, understanding, skills, values and attitudes, Ethics of Teaching; Transition from being a student-teacher to a beginning teacher-understanding the process by taking up case studies and teacher narratives; In-service Teacher Education – Concerns, Issues and Challenges; Shift in perspectives ,practice & approaches; Innovative programmes for practitioners

Unit 5: Policy Imperatives in Teacher Education

- Study and Analysis of documents from the post-independence and the contemporary period such as the National Policies on Education; the National Curriculum Frameworks on Teacher Education; the National Commission on Teachers; the RTE Act and the Justice Verma Commission
- How National Policies on Education have viewed teacher education : a Critique
- Quality and Regulatory Dimension – Strengthening the regulatory framework of teacher education ;Genesis of NCTE; Role and functions of NAAC as a body; Other Apex agencies
- Future Development of Teacher Education in India – Building a Vision of an Institution of Teacher Education; Policy Directions and Programmatic Thrusts

- Policy Making and Teacher Education, including issues of financing; Issues of governance and maintaining standards

Enabling students to understand the crisis in Teacher Education (TE), especially in the Indian context, and engaging with problems/critical questions would be an important part of this unit. Readings and discussions would focus on issues such as, Why did TE need a Regulator? Why does development in TE not lead to a corresponding development / reforms in school education, thereby, leaving a huge gap between the two?

Unit 6: Research in Teacher Education

- Integrating inter-disciplinary knowledge through researches in Teacher education
- Teacher Education as a field of inquiry ; Grounding in theoretical and methodological understanding of the field of teacher education through research; Identifying Themes and Issues for research
- Philosophical and Sociological inquiry in teacher education; Historical studies of teacher education; Implications of psychological research on student learning and teaching for teacher education; Research in Curricular Areas, Areas of Inclusive Education, Gender, ICT, Art and Craft etc.
- Research to foster teachers' knowledge, understanding and practice;
- Future research and strategic planning in Teacher Education :Profiling the Teacher: Some conceptual issues;; Studying biographies of teachers ,Understanding the professional demands & personal needs of teachers, Developing the profile of a teacher to inform the design of teacher education curriculum

Practicum

The students undertake the following tasks- Study Biographies of Teachers and Develop Teacher Profiles within historical and contemporary perspectives, Design material for education of future teachers and research an aspect of teaching in their subject, Take up an in-depth case study of a Teacher education Institution.

LIST OF READINGS

- Andy Hargreaves (2000). Four Ages of Professionalism and Professional Learning. *Teacher and Teaching: History and Practice*, Vol. 6, No.2 pp 151-182.
- Ashton-Warner, S. (1963). *Teacher*. New York: Simon & Schuster.
- Bartolome, L. (1994). Beyond the methods fetish: Towards a humanizing pedagogy. *Harvard Educational Review*, 64,173-194.
- Batra, P. (2005). Voice and Agency of Teachers: A missing link in the National Curriculum Framework. *Economic & Political Weekly*, Oct.1-7,4347-4356.
- Batra, P. (2014). Problematising Teacher Education Practice in India: Developing a Research Agenda. *Education as change*, Vol. 18,S5- S 18.
- Behari, A. & Menon, S. (2009). National Curriculum Framework 2005: Implications for Teacher Education. In M. A. Siddiqui, A. K. Sharma & G. L. Arora (Eds), *Teacher Education: Reflections towards Policy Formulation*. New Delhi: NCTE.
- Beijaard, D., Meijer, P. C. & Verloop, N. (2004). Reconsidering research on teachers' professional identity. Elsevier: *Teaching and Teacher Education*, 20, pp. 107-128.
- Cochran- Smith, M. (Ed) (2008). *Handbook of Research on Teacher Education: Enduring questions in changing contexts* (3rd ed.). New York: Routledge.
- Dewey, J. (1948). *Experience and Education*. New York: The Mac Millan Company.
- Fives, H. & Gill, M. Gregoire (Ed.) (2015). *International Handbook of Research on Teachers' Beliefs*. New York: Routledge.

Articles:

- Relationship between Teachers' Beliefs and Teachers' Practices-M. M. Buehl & Jori S. Beck
- Teachers' Beliefs about Teaching (and Learning)- H. Fives, N. Lacatena & L. Gera
- Giroux, H. (1988). *Teachers as Intellectuals*. USA: Bergin & Garvey Publishers Inc.
- Giroux, H. (2012). *Paulo Freire and the Pedagogy of Bearing Witness in Education and the Crisis of Public Values*. New York: Peter Lang Publication.
- Hartley, D. and Whitehead, M. (Eds.) (2006). *Teacher Education- Major Themes in Education*. London: Routledge.

Articles:

- Teachers –made not born? –John F. Fulton
- Teaching student-teachers to reflect- K. Zeichner and D. Liston
- Teacher Professionalism in New Times- G. Whitty
- The theory-practice relationship in teacher training- Paul Hirst
- Rival conceptions of practice and teaching- David Carr
- Constructivism Examined- R. Fox

- Houston, W. R. (Ed)(1990). Handbook of Research on Teacher Education, Macmillan Public Co.

Articles:

- Philosophical Inquiry in Teacher Education- R.F. Floden & M. Buchmann
- Foundations of Education in Teacher Education-K. M. Borman
- Student-teaching and School Experiences-E. Guyton and D. J. McIntyre
- Korthagen, Fred A. J. & Kessels, Jos P.A.M. (1999). Linking Theory and Practice: Changing the Pedagogy of Teacher Education. *Educational Researcher*, Vol. 28, No. 4, pp. 4-17.
- Krishnamurthy, J. (1974). On Education. New Delhi: Orient Longman.
- Kumar, K. (2005). Political Agenda of Education: A study of colonialist and nationalist ideas (2nd ed.)New Delhi: Sage Publications.
- MHRD (1985). Report of the National Commission on Teachers (1983-85). New Delhi: Govt. of India.
- MHRD (2012). Vision of Teacher Education in India: Quality and Regulatory Perspective. New Delhi: Govt. of India. Volume 1 & 3.
- NCERT (2005). National Curriculum Framework. New Delhi: National Council for Educational Research and Training.
- NCERT (2006). Position Paper on Teacher Education. New Delhi: National Council for Educational Research and Training.
- NCTE (2009). National Curriculum Framework for Teacher Education. New Delhi: National Council for Teacher Education.
- Newman, S. (1999). Philosophy and Teacher Education: A reinterpretation of Donald A. Schon's Epistemology of Reflective Practice. London: Avebury.
- Null, J. Wesley & Bohan, Chara Haeussler (2005). Teacher Education Curriculum: What, How and Why. *Curriculum and Teaching Dialogue* pp.39-49
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- Sikula, J., Buttery, T. J. & Guyton, E. (Ed.) (1996). Handbook of Research on Teacher Education, USA: Macmillan.