

SAINT CLARET COLLEGE, ZIRO
B. A. (EDUCATION)
SYLLABUS AS PER RGU SEMESTRAL SCHEME
(Subjected to syllabus enrichment by SCCZ for Claretines)

Semester VI

BEDU 623: TEACHER EDUCATION

Total Marks: 100 (80- End Semester and 20- Sessional)

Objectives: Having studied this paper, a student will be able to:

- a. Explain the concept of Teacher Education*
- b. Describe the structure of Teacher Education in India*
- c. Differentiate the different aspects of Pre-service and In-service Teacher Education Program.*
- d. Adequate with the Students Teaching Programmes*
- e. Analyze Teaching and Professionalism*

Unit 0: Baseline Analysis- (3 hours): Course objective and goal setting, Introduction to Teacher Education

Unit I: Understanding Teacher Education (12 hours): Teacher Education: Meaning and Importance; Objectives of Teacher Education, Historical Development of Teacher Education with reference to Post Independence period in India; Teachers role in 21st century: Social Dynamics and Teaching responsibilities; Philosophical, Sociological and Psychological bases of Teacher Education.

Unit II: Structure of Teacher Education in India (10 hours): Teacher Education Structure at Pre-Primary level: Objectives, Institutional set-up & Organisational Strategies; Structure of Teacher Education at Elementary and Secondary level: Objectives, Types of Institution and Organisation; Innovative Trends in the structure of Teacher Education with reference to NCERT, NCTE and UGC.

Unit III: Pre-Service and In-service Teacher Education Programme (12 hours): Pre-Service Teacher Education at Elementary and Secondary level: Function and Problems; In-Service Teacher Education Programme at Elementary and secondary level: Concept, Importance and Types of Programme with Reference to SSA and RMSA; Curriculum of Teacher Education at Elementary and Secondary level: Theory and Practicum.

Unit IV: Students Teaching Programmes (6 hours): Practice Teaching: Concept and Importance; Microteaching: Meaning, Steps and Importance; Simulated Teaching: Concept, Organization and limitations; Action Research and its Steps.

Unit V: Teacher Education and Professionalism (6 hours): Teaching as Profession: Determinants and Ethics; Professional Hazards in Teaching and its combating measures; Continuous Development Programme (CPD) for Teacher Education: Importance and Organisation.

Unit 100: Advanced Skills- Journal/magazine article discussion assignment; Quizzes; Project work; Field work; Educational Tour; Seminar Presentation

Recommended Readings:

Anand, C. L. (1988). *Aspects of Teacher Education*. Delhi: S. Chand Co.

Sharma, R. A. (2018). *Teacher Education and Pedagogical Training*. Delhi: R. Lall Publications.

Miyan, M. (2004). *Professionalization of Teacher Education*. New Delhi: Mittal Publications.

Rao, N. V. R., & Bhatia, K. K. (2003). *Teacher and Education in Emerging Indian Society*. New Delhi: Kalyani Printings.

Kochhar, S. K. (2005). *Pivotal Issues in Indian Education*. New Delhi: Sterling Publishers Pvt. Ltd.

Brubacher, J. S. (2007). *Modern Philosophies of Education*. Delhi: Surjeet Publications.

Varma, N. (2008). *Teacher Education*. Delhi: Ayush Publisher and Distributers.

Pfeiffer, I. L., & Reighard, R. (1971). Micro-teaching practicum in teacher education. *Educational Technology*, 11(12), 42-44.