

Semester	IV
Paper Number	
No. of credits	5 + 1
Paper Title	DSE2.3.-Teacher Education
Theory/Composite	Composite
No. of periods assigned per week	5 Theory and 1 Practicum
Course descriptive/ objective	<p>The students will be able to-</p> <ul style="list-style-type: none"> • <i>To understand the conceptual framework of teacher education;</i> • <i>To understand the concept of Professional ethics and objectives of teacher education;</i> • <i>To acquaint the students with emerging issues and problems of Teacher Education particularly in India.</i> • <i>To equip the students with a comprehensive knowledge of agencies of Teacher Education</i>
Syllabus	<p>Module 1: (30 marks)</p> <p>Unit-I: Meaning and Scope of Development of Teacher Education</p> <ul style="list-style-type: none"> • Concept and scope of Teacher Education • Aims and objectives of Teacher Education at-Primary, Elementary and Secondary level • Changing context of Teacher Education in the Indian scenario • A brief review of the historical perspective of the development of teacher Education • A critical appraisal of the present system of education in India on the basis of various recommendations of commissions and committees on Teachers Education in the post-independence era (with special reference to Kothari Commission and the various National Policies of Education and with special emphasis on NEP 2020. <p>Unit II: Conceptual Framework</p> <ul style="list-style-type: none"> • Understanding Knowledge base of Teacher Education from the view point of Schulman, Deng and Luke & Habermas

- Meaning of Reflective Teaching and Strategies for Promoting Reflective Teaching
- Model of Teacher Education - Behaviouristic, Competency-based and Inquiry Oriented Teacher Education Models

Unit III: Types of Teaching Education programs

- In-service Teacher Education
- Pre-service Teachers Education
- Distance Education and refresher course
- Training of Educational Administrators, Class test/tutorial
- Components of pre-service teacher education: foundational component, specialization areas, practicum internship, co-curricular activities, working with the community and work experience.
- Issues, concerns and problems of pre-service & in-service teacher education
- Modes of INSET: face to face, distance mode, eclectic mode. Planning and Organisation of INSET - assessment of training needs, formulation of training curriculum, preparation of course materials.
- Split Model followed in in-service training of teachers under SSA

Unit IV: Teachers and Teaching Profession

- Teaching as a profession, Concept of Profession and Professionalism, Professional ethics for teachers
- Personal and Contextual factors affecting Teacher Development, ICT Integration, Quality Enhancement for Professionalization of Teacher Education,
- Teachers changing roles and responsibilities, Teacher Appraisal and accountability.
- Roles and responsibilities of teacher educators
- Preparation of teacher educators
- Continuing education of teacher educators: provisions for the continuing education of teacher educators and institutional mechanism.

Module 2: (30 marks)

Unit-V: Teacher Education Curriculum

- Teacher Education curriculum at different stages.
- Patterns of student teaching – Internship, Block teaching, teaching practice
- Techniques of Teachers' Training – Core teaching,
- Microteaching and intersection Analysis
- Evaluation of student teaching
- Taxonomy of teacher Education
- NCFTE 2014

	<p>Unit VI: Assessment and Evaluation in Pre-Service and In-Service Teacher Education</p> <ul style="list-style-type: none"> • Assessment in Pedagogy of Education: Feedback Devices: Meaning, Types, Criteria, Guidance as a Feedback Device: Assessment of Portfolios, Reflective Journal, Field Engagement using Rubrics, Competency Based Evaluation, Assessment of Teacher Prepared ICT Resources. • Assessment in Andragogy of Education - Interaction Analysis: Flanders' Interaction analysis, Galloway's system of interaction analysis (Recording of Classroom Events, Construction and Interpretation of Interaction Matrix), Criteria for teacher reevaluation (Product, Process and Pre-sage criteria, Rubrics for Self and Peer evaluation (Meaning, steps of construction). • CCE in Teacher Education, CBCS in teacher education • Evaluation of school experience/internship programmes, Assessment of teaching proficiency: criterion, tools and techniques. • Strategies of professional development: seminars, symposium, panel discussion, conferences, self-study, study groups and study circles, book clubs, extension lectures, research colloquium, refresher courses, orientation programmes <p>Unit VII: Issues in Teacher Education</p> <ul style="list-style-type: none"> • Issues and problems of Teacher Education • Suggestions for improving the conditions of Teacher Education with special reference to NPE-1986 and NCFTE-2009, 2014 • Total Quality Management (TQM) • Teacher effectiveness - concept and components <p>Unit VIII: Agencies of Teacher Education</p> <ul style="list-style-type: none"> • National Agency: UGC (University Grants Commission), NIEPA, NCTE, RIE and NCERT, Human Resource Development Centers (HRDCs) • State level Agencies - DIET and SCERT, State Institute of Education (SIEs), IASEs.
Mode of Transaction	Lecture, Discussion, Case Study, Experiments, Problem solving, Film Show, Survey, Report, Project, Observation
Practicum	<ul style="list-style-type: none"> • A survey of the different types of educational research conducted in the area of Teacher Education during the last three years on any one of the following: <ul style="list-style-type: none"> • School teachers • Higher education teachers • Teacher educators • A evaluative report on the role of NCTE in

	<p>improving the standards and quality of teacher education</p> <ul style="list-style-type: none"> • A project on the correlation between professional competencies of a secondary school teacher and the application of any one of the skills of teaching: <ul style="list-style-type: none"> • Introduction • Explanation • Use of Blackboard • Use of other teaching aids • Questioning • Closer • Prepare and use a Peer Group Observation Proforma on a teaching skill of a peer during a micro-teaching session and provide suggestions and feedback
<p>Readings</p>	<ul style="list-style-type: none"> • Aggarwal, J.C. (1989). <i>Educational and Vocational Guidance and Counselling</i>, Doaba House; Delhi • Aggarwal, J.C. (1998). <i>Career Information in Career Guidance: Theory and Practice</i>, Doaba House, Delhi. • Bond, Tim (2010). <i>Standards and Ethics for Counselling in Action</i>, SAGE Publications. • Burnard, Philip (2002). <i>Counselling Skills Training (A Sourcebook of Activities for Trainers)</i>, Viva Books Private Limited. • Cochran, Larry (1997). <i>Career Counselling: A Narrative Approach</i>, SAGE Publications • Crow, Lester D. & Crow, Alice (1962). <i>An Introduction to Guidance: basic principles and practices</i>, Eurasia publishing House (p) LTD, New Delhi. • Dev, Kapil (2006). <i>Educational Counselling</i>, Pragnu Publications, New Delhi • Gibson, Robert L. & Mitchell, Marianne H. (2012). <i>Introduction to Guidance and Counselling</i>, Prentice Hall of India, New Delhi. • Gupta, Manju (2003). <i>Effective Guidance & Counselling modern Methods and Techniques</i>, Mangal Deep Publications, India. • Kinra, Asha K. (2012). <i>Guidance and Counselling</i>, Pearson Publication. • Kochhar, S.K. (2010). <i>Educational and Vocational Guidance in Secondary Schools</i>, Sterling Publishers, New Delhi. • Kottler, Jeffery A. & Shepard, David S. (2009). <i>Counselling Theories and Practices</i>, CENGAGE Learning.

	<ul style="list-style-type: none"> ● Lakshmi, K. S. (2006). <i>Encyclopaedia of Guidance and Counselling (Part– I: Strategies for Guidance and Counselling / Part – II: Educational Guidance and Counselling/Part–III:Social GuidanceandCounselling/ Part – IV: Personal and Vocational Counselling)</i>, A Mittal Publications, New Delhi. ● McLeod,John(2008).<i>AnIntroductiontoCounselling</i>, Rawat Publications. ● McLeod, John (2013).<i>Person - Centered Counselling in Action</i>, SAGE Publications. ● Nag,Dr.Subir(2012-13).<i>CounsellingandGuidance</i>,Rita Publication, Kolkata. ● Nathan, Robert & Hill, Linda (2012). <i>Career Counselling</i>,SAGE Publications. ● Nelson-Jones, Richard (2008). <i>BasicCounselling Skills, A Helper’sManual</i>, SAGE Publications India Pvt. Ltd. ● Rao,S.Narayana&Sahajpal,Prem(2013).<i>Counsellingand Guidance</i>, McGraw Hill Education, New Delhi. ● Sharma, RamnathandSharma,Rachana (2007). <i>Guidance and Counselling in India</i>, Atlantic Publishers and Distributors, New Delhi. ● Srivastava, Sushil Kumar (2007). <i>Career Counselling</i>, ATLANTICPublishers&Distributors(P) LTD. ● Choudhury,Mohamad&Islam,Mo.Aminul(2014). <i>CounsellingPsychology</i>,MostafaPrakashani,Dhaka. ● Ghosh, Dr. Sanat Kumar, <i>Shikshay Sangati-Asangati Ebong Nirdeshana</i>, ● Nag, Dr. Subir & Datta, Dr. Gargi. <i>Sangati Bidhane NirdeshanaOParamarshadan(GuidanceandCounselling in Adjustment)</i>, Rita Book Agency. ● Nanda, Adhyapak Bishnupada & Jaman, Adhyapika Saraoyatara. <i>Byatikramdharmi Shishu</i>, Maola Brothers, Dhaka. ● Pal, Debashis (2001). <i>Shikshay O Brittite Nirdeshana</i>, Central Library. ● Pal, Debashis. <i>Nirdeshana O Paramarsha</i>, CentralLibrary, Kolkata
Evaluation	Practicum:20Marks Continuous Internal Assessment: 20 marks End-SemesterTheoryExamination:60marks
PaperStructurefor End Semester	FullMarks:60 Time:3Hours CommonInstructions:

	<ul style="list-style-type: none"> • Answers should be based on critical reflection (knowledge, comprehension, application, analysis, synthesis and evaluation) • Candidates are required to give their answers in their own words as far as practicable <p style="text-align: center;">Group A (From Module 1)</p> <p>I. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>II. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p> <p style="text-align: center;">Group B (From Module 2)</p> <p>III. Critical Essay: Answer any two questions out of four questions (2 x 10 = 20)</p> <p>IV. Critical Short Notes: Answer any two questions out of four questions (2 x 5 = 10)</p>
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