

Course Code: FMTE

TEACHER EDUCATION IN INDIA: ELEMENTARY LEVEL

Course Objectives:

The prospective teacher-educators will be able to:

1. acquire the knowledge on the origin of teacher education programme in the Indian context
2. develop the understanding about the development of elementary teacher education system in India
3. Comprehend the structure of elementary teacher education in India
4. compare and contrast the salient features of elementary teacher education programmes of Russia, USA, Japan, Germany and India
5. analyse the elementary teacher education curriculum and its transaction modes
6. list out the District, State, National and International organizations related to elementary teacher education
7. critically evaluate the major issues in elementary teacher education
8. take a stock of the elementary school teachers status and the avenues for their professional growth
9. recognize the various modes of evaluation adopted in elementary teacher education programme
10. develop research attitude in teacher education.

UNIT-I: GENESIS OF TEACHER EDUCATION IN INDIAN CONTEXT

Concept of Teaching, Instruction, Indoctrination and Teacher - Teacher and Teacher Education: Ancient Period, Medieval Period (Jainism, Buddhism, Islam) and British Period.

UNIT-II: DEVELOPMENT OF ELEMENTARY TEACHER EDUCATION IN FREE INDIA

Radhakrishnan Commission (1948-49) – Mudaliar Commission (1952-53) – Kothari Commission (1964-66)- Chattopadhyaya Committee (1983-85) – NPE (1986) – Acharya Ramamurthy Committee (1990) – Revised NPE (1992) - Yashpal Committee (1993) – NCERT Committee (2005) – National Knowledge Commission (2006) – NCFTE (2010).


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UNIT-III: STRUTCTURE OF ELEMENTARY TEACHER EDUCATION

Teacher Education: Concept, Objectives and Scope of Teacher Education; Pre-service and In-service – Structure of Elementary Teacher Education – Salient features of Elementary Education: Relevance, Flexibility, Integration and Interdisciplinary – Nature and Concept of Elementary Teacher Education – Objectives of Elementary Teacher Education.

UNIT-IV: COMPARATIVE TEACHER EDUCATION AT ELEMENTARY LEVEL

Comparative Education: Concept, Need, Importance and Scope – Comparative Study of Elementary Teacher Education: Russia, USA, Japan, Germany and India.

UNIT-V: ELEMENTARY TEACHER EDUATION CURRICULUM AND TRANSACTION

Pedagogical Theory – Methodology of Teaching School Subjects – Practice Teaching/Internship – Other Practical Works – Competency Based and Commitment Oriented Teacher Education – Curriculum Framework of NCTE Regulations, Norms and Standards (2014).

UNIT-VI: ORGANISATIONS INVOLVED IN ELEMENTARY TEACHER EDUCATION

Teacher Education Organizations at Different Levels: Role and Functions of BRCs, CRCs, DIETs (District level), SIEMAT, SCERT/DTERT (State Level), NCERT, RIEs, NUEPA, NCTE, RCI (National Level), UNESCO, UNICEF (International Level).

UNIT-VII: MAJOR ISSUES IN ELEMENTARY TEACHER EDUCATION


Admission of Students – Fee Structure – Duration of the Programme – Curriculum and Pedagogy – Originations of Practice Teaching and relationship with Co-operative Schools – Supervision of Internship – Facilities at Teacher Education Institutions – Teachers for Student with diverse needs in Elementary Schools - Quantity and Quality of Elementary Teacher Education – Privatization of Teacher Education.

UNIT-VIII: STATUS AND PROFESSIONAL GROWTH OF ELEMENTARY SCHOOL TEACHERS

Socio-economic Status of Teachers – Service Conditions of Teachers – Promotion – Job Security – Participation in Decision-making Process – Professional Organizations of Teachers: Local, National, and International Level and their activities for Professional Growth –In-service programmes for Elementary School Teachers: Objectives and Strategies.

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UNIT-IX: EVALUATION IN ELEMENTARY TEACHER EDUCATION

Evaluation: Concept, Need, and Scope – Assessment of Students Learning: Pedagogical Theory, Practicum and Teaching Competency - Evaluation Strategies: Formative Vs Summative, Criterion Vs Norm-referenced, and Internal Vs External evaluations – Structured Vs Unstructured Evaluation Tools.

UNIT-X: RESEARCH AND INNOVATIONS IN TEACHER EDUCATION

Areas of Research: Teaching Behaviour, Teacher Effectiveness and Approaches to Teaching, Service Conditions and Job Satisfaction, Quality Maintenance, Practice Teaching and Co-operation of Practicing Schools, Evaluation Strategies and Comparative Education.

SUGGESTED ACTIVITIES:

1. Prepare a Report based on the visit to anyone of the Elementary Teacher Education Institutions and critically evaluate the facilities available in the Elementary Teacher Education.
2. Compare and contrast the Elementary Teacher Education Curriculum and its Transaction Modes in Tamilnadu with that of any other States of India.
3. Critically evaluate the role of NCTE in promoting Quality in Elementary Teacher Education Programme.
4. Prepare a Portfolio to evaluate the prospective teachers of Elementary Teacher Education Programme.
5. Suggest any Five areas of Elementary Teacher Education for undertaking of Research Projects.

REFERENCES:

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2. Chauraisa, G. (1967). *New era in teacher education*. New Delhi: Vikas Publications.
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4. Lokman Ali. (2010). *Teacher education*. New Delhi: APH Publications
5. Mohammed Miyan. (2004). *Professionalisation of teacher education*. New Delhi: Mittal Publications.

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8. Singh, U.K and Sundershan, K.N. (2005) *Teacher education*. New Delhi: Discovery Publishing House.
9. Srivastava, G.N. (2004). *Perspectives in teacher education concept*. New Delhi: APH Publications.
10. <http://www.educationforallindia.com/page101>
11. <http://www.indiatoday.intoday.in/education/story/primary-education-in-india-stats-and-challenges>.
12. http://www.academia.edu/1747225/history_of_education_in_india



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