

Bachelor of Education (B.Ed.)

Title of the Course: E 11: Teacher and Society (Semester IV)

Credits: 4

MM: 50 (External: 70 Internal: 30)

Contact Week: 15

Introduction to the Course

This course examines the obligations and responsibilities that teachers have toward students and society, and the relationships that exist and ought to exist among teachers, students, schools, and society. Student teachers will gain an understanding of the culture of schools, and an understanding of the historical, social, cultural, and economic factors that affect school cultures

It is assumed that if the teacher is to be an informed, critically reflective, and an aware member of the teaching profession, he/she should develop an understanding of his/her role in society as well as the role of the school as a socializing agency and institution in the Indian context. The teacher should therefore be encouraged to have a sound understanding of the education system, both past and present, and the factors that affect it.

Learning Outcomes

After completion of the course, student will be able to:

1. Understand the organization and functions of the education system as a major institution in the India.
2. Understand the role of the teacher in the education system and appreciate the political, economic, social and cultural factors that influence the role of the teacher.
3. Conceptualize teacher agency, how it is impacted and shapes Education.
4. Reflect on individual and collective pedagogical practices order to improve learning and teaching
5. Appreciate teacher's roles and characteristics including professional ethics, the personal and professional self, the reflective practitioner and their significant role in shaping the self, school and society
6. Discuss what it means to be a member of the teaching profession in terms of one's personal attitudes, beliefs and values and articulate a personal point of view about their own future role as teachers in the Indian context.

Number of Units (3)

Weeks 15 = 60 hours



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शिक्षा विभाग/Dept. of Education
दिल्ली विश्वविद्यालय, दिल्ली-110007
University of Delhi, Delhi-110007

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Unit 1: Teachers as a Personal and Professional Being (5 weeks = 20 hours)

- Teachers and their Identity: Theoretical perspectives; Historical and contemporary perspectives.
- Understanding teacher identity vis-a-vis gender, caste, class, region, community and other socio-political aspects that create the identity of a school teacher.
- Teacher as a Professional: Qualifications, Attitude, Aptitude, Experience.
- Teacher as a Researcher; as a Critical Pedagogue, Cultural worker, Intellectual, Reflective Practitioner

Unit 2: Teacher, Knowledge and Education (5 weeks = 20 hours)

- Teachers and knowledge: Examining teacher's beliefs, values, assumptions about children, learners, learning, teaching and knowledge.
- Understanding teacher knowledge in terms of subject content, pedagogical approaches, technology, socio-cultural context of children and diversity in society and its interface with the classroom.
- Locating the role of teacher in process of knowledge conduction and facilitating the pedagogic practices.
- Developing pedagogy of ethic of care in education
- Professional development of teacher: Professional standards, CPD Practices and Approaches, role of education policies.

Unit 3: Understanding Teacher in a Social Context (5 weeks = 20 hours)

- 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.
- Conceptualization of teacher, teaching and teacher roles, globalization and the reconstructed nationalism shaping the socio political milieu and impact on the social psyche, growing materialistic urge, sensor drives and the gradual deterioration of the individual and societal character.
- Raising debates around rapid technological advancement and impact on individual family and social life. Technology as a replacement of teachers? Pros and cons of technology driven classes.

Practicum/ Suggested Projects / Assignments (Any Two)



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1. Study Biographies of Teachers and Develop any one Teacher Profile within historical and contemporary perspective
2. Design material for education of future teachers and research an aspect of teaching in their subject.
3. Take up an in-depth case study of an Unsung teacher.
4. Critically review any film on student-teacher relationship for example - Tare Zameen par; To Sir with Love, Toto Chan etc
5. Prepare a scrap book with clippings of news, editorials, articles, images etc from the newspapers and magazines that you have read in the last six months.
6. Research and develop a Conceptual/Community based project relating to the changing role of a teacher in the Indian context. Present this as a seminar.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended 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 and Schuster.
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- Batra, P. (2005). Voice and Agency of Teachers: A missing link in the National Curriculum Framework. *Economic and Political Weekly*, Oct.1-7,4347-4356.
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- 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. and Gill, M. Gregoire (Ed.) (2015). *International Handbook of Research on Teachers' Beliefs*. New York: Routledge.
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- 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 and 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 and Bohan, Chara Haeussler (2005). Teacher Education Curriculum: What, How and Why. Curriculum and Teaching Dialogue pp.39-49
- Pollard, A. (2002). Reflective Teaching: Effective and Evidence informed Professional Practice. London: Continuum.
- Prawat, Richard S. (1992). Teachers 'Beliefs about Teaching and Learning: A Constructivist Perspective. American Journal of Education, Vol. 100, No.3, pp.354-395
- Saha, L.J. and Dworkin, A.G. (Ed.) (2009). International Handbook of Research on Teachers and Teaching, Vol. I and II. Springer.
- Schon, D. A. (1983). The Reflective Practitioner: how professional think in action. London: Temple Smith.
- Schulman, L. (1987). Knowledge and Teaching: Foundations of the new reform. Harvard Educational Review, 63,Pp 163-182.
- Sikula, J., Buttery, T. J. and Guyton, E. (Ed.) (1996). Handbook of Research on Teacher Education, USA: Macmillan.

Teaching Learning Process

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

Key words: Teacher, Identity, Diversity, Socio-cultural, Globalization.



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