

**Syllabus of the M.A. Programme in Education
(Under Choice Based Credit System)
Semester IV**

Course Code	:	EDN 40200
Title of the Course	:	Teacher Education
Nature of the course	:	Core
Total Credit Assigned	:	4
Distribution of Credits	:	Lectures: 57 Practical: 0 Tutorial: 07
Distribution of Marks	:	End-Semester: 60 In-Semester: 40

Course Objectives:

1. To enable students to develop an understanding of concept, nature and scope of Teacher Education
2. To acquaint them with contributions of different committees and commissions to teacher education
3. To enable students in understanding the frameworks of Pre-Service and In-Service Teacher Education
4. To acquaint them with contributions of Schulman, Dang and Luke & Habermas to Teacher education
5. To enable students in understanding the importance of professional knowledge, skills, values and attitude, the changing profile of teachers work and working conditions
6. To acquaint them with emerging issues for research in teacher education

Unit	Content	Marks	L	P	T
I	1.0. Concepts of Teacher Education:	12	(10)		1
	1.1 Meaning, Nature and Scope of Teacher Education, Fundamentals of Teaching, aims and objectives of Teacher Education		2		
	1.2 Committees and Commissions contribution to Teacher Education:		5		
	<ul style="list-style-type: none"> • Secondary Education Commission (1953) • Kothari Commission (1964-66) • National Policy on Education (1986, 1992) • National Commission on Teachers (1999) • National Curriculum Framework (2005) • National Knowledge Commission (2007) • Yashpal Committee Report (2009) • Justice Verma Committee Report (2012) 				
	1.3 Types of Teacher Education Programs		1		
1.4 Teacher Education Curriculum at Elementary, Secondary and Higher Secondary Levels as envisioned in the NCERT, NCTE documents	2				

II	2.0. Understanding the frameworks of Pre-Service and In-Service Teacher Education	12	(10)		1
	2.1 Concepts, Need, purpose, Organization, Content, Methods and Evaluation at Various levels of Pre-Service Teacher Education Program		3		
	2.2 Organization and modes of In-service Teacher Education, Agencies and Institutions of In-Service Teacher Education at District, State and National Levels(SSA, RMSA, SCERT, NCERT, NCTE and UGC)		3		
	2.3 Planning in-service teacher education program (purpose, duration ,resources and Budget)		2		
	2.4 Approaches to Learning: Transactional, Expository, Collaborative and Experiential		2		
III	3.0 Understanding Knowledge base of Teacher Education	12	(14)		2
	3.1 Contributions of Schulman, Dang and Luke & Habermas		6		
	3.2 Reflective Teaching: Meaning, Strategies for promoting Reflective Teaching.		4		
	3.3 Models of Teacher Education: Behaviourist, Competency-based and Inquiry Oriented Teacher Education Models.		4		
IV	4.0 Teacher and the Social Context	12	(12)		2
	4.1 Concept of Profession		1		
	4.2 Teaching as a profession		1		
	4.3 Professional Ethics of Teachers		1		
	4.4 Understanding the socio-cultural context of teachers and teaching within the school system affecting Teacher Development.		3		
	4.5 Professional Development of Teachers and Empowerment		3		
	4.6 Understanding the importance of Professional Knowledge, skills, values and attitude, the changing profile of teachers work and working conditions		3		
V	5.0 Innovations in Teacher Education	12	(11)		1
	5.1 ICT Integration in Teacher Education		3		
	5.2 Policy imperatives in Teacher Education		3		
	5.3 Performance Appraisals of teachers		1		
	5.4 New directions of Teacher Education		2		
	5.5 Emerging issues for research in Teacher Education		2		
	Total	60	57		7

Mode of In-Semester Assessment (40 Marks):

- 1. At Least Two Sessional Tests : 20 Marks**
- 2. Any two of the following activities: : 20 Marks**
 - a) Writing a term paper
 - b) Preparation and Presentation of seminar paper
 - c) Assignment on any topic relevant to the course
 - d) Any other activities deemed to be fit by the course teacher

Expected Learning Outcome:

On completion of the course, the students will be able to

- i) explain the concept, nature and scope of Teacher Education
- ii) describe the contributions of different committees and commissions to teacher education
- iii) explain the concepts, need, purpose, organization, content, methods and evaluation at various levels of Pre-Service and In-Service Teacher Education Program
- iv) describe the contributions of Schulman, Dang and Luke & Haberman to Teacher education
- v) describe the meaning and strategies for promoting Reflective Teaching
- vi) explain Behaviourist, Competency-based and Inquiry Oriented Teacher Education Models
- vii) explain the concept of profession and professional ethics
- viii) describe the importance of professional knowledge, skills, values and attitude
- ix) discuss the changing profile of teachers work and working conditions
- x) describe the importance of ICT Integration in Teacher Education
- xi) analyze emerging issues for research in teacher education

Recommended Readings:

1. Anand, C.L. (1988). *Aspects of Teachers Education*. Delhi: S. Chand and Co.
2. Chaurasia, G. (2000). *Teacher Education and Professional Organization*. Delhi: Authors Press.
3. Govt. of India. (1966). *Report of the Education Commission. 1963-1966*. New Delhi: Ministry of Education, Govt. of India,
4. Grower, R. & Walters S. (1987). *Teaching Practice Handbook*. London: ELBS, Heinemann Educational Books Ltd.
5. Meffit, John Clifton. (1983). *In-service Education for Teachers*. Washington: Centre for Applied Research in Education.
6. Mukherjee, S.N. (1987). *Admission and Organization in teacher training institution*. New Delhi: NCERT.
7. Mukherjee, S.N. (1978). (ed.) *Education of the Teacher in India*. Vol, I & Vol. II, Delhi, s. Chand and Co.
8. NCTE. (1978). *Teacher Education Curriculum-A Framework*. New Delhi; NCERT.
9. Panda, B.N. & Tewari, A.D. (1997). *Teacher Education*. New Delhi: A.P.H. Publishing Corporation.

10. Pareek, R. (1996). *Role of Teaching Profession*. Guwahati: Eastern Book House.
11. Passi, B.K. (1976). *Becoming a Better teacher, microteaching approach*. Ahmedabad: Sahitya Nudranalay.
12. Patil, V.T. (1998). *Inservice Education for Teachers*. Delhi: Authors Press.
13. Raina, V.K. (1998). *Teacher Education: A Perspective*. Guwahati: Eastern Book House.
14. Silcork, P. Bruntland, M. (2002). *Achieving Competence, Success and Excellent in Teaching*. London: Routledge Falmer.
15. Singh, L.C. (1990). (ed.) *Teacher Education in India A resource book*. New Delhi: NCERT.
16. Subramanyam, K. (1995). *Handbook for college and university teachers*. Hyderabad.
17. Tibble, J.W. (1971). (ed.) *The Future of Teacher Education*. London: Rutledge and Kegan Paul.
18. Sharma R.C. (2002). *National Policy on Education*. Mangal: Deep Publication.
19. Aggrawal J.C. (1992). *Education Policy in India*. Shipra Publication.
20. Shivavarudrappa, G. *Philosophical approach to Education*. Himalaya Publication.
21. Thorat, Sukhadeo, *Higher Education in India, "Emerging issues related to access, inclusive and quality*. Chairman UGC New Delhi: Nehru Memorial Lecture.
22. James E. Bruno. (1972). *Emerging issues in Education: Policy implications for the school*. Rand cooperation, Lexington books.
23. Rajput J.S & Walia K. *Teacher Education in India*. New Delhi: Sterling Publisher Pvt. Ltd.
