4. Professional ethics related paper :-

i. Course Code :- EDN 40200

Course title :- Teacher Education

Semester :-M.A. 4th Semester



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 Practic	al: 0 Tutorial: 07		
Distribution of Marks	:	End-Semester: 60	In-Semester: 40		

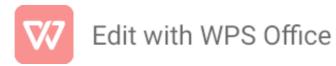
Course Objectives:

- 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
- To enable students in understanding the importance of professional knowledge, skills, values and attitude, the changing profile of teachers work and working conditions

Unit	Content	Marks	L	Р	T
	1.0. Concepts of Teacher Education:	12	(10)		1
	1.1 Meaning, Nature and Scope of Teacher Education,				
I	Fundamentals of Teaching, aims and objectives of		2		
	Teacher Education				
	1.2 Committees and Commissions contribution to Teacher		5		
	Education:				
	 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				
	1.4 Teacher Education Curriculum at Elementary,		1		
	Secondary and Higher Secondary Levels as envisioned		2		
	in the NCERT, NCTE documents		-		

6. To acquaint them with emerging issues for research in teacher education





	2.0. Understanding the frameworks of Pre-Service and In- Service Teacher Education	12	(10)	1
п	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	
	3.0 Understanding Knowledge base of Teacher Education	12	(14)	2
	3.1 Contributions of Schulman, Dang and Luke & Habermas		6	
ш	3.2 Reflective Teaching: Meaning, Strategies for		4	
	promoting Reflective Teaching.		4	
	3.3 Models of Teacher Education: Behaviourist, Competency-based and Inquiry Oriented Teacher Education Models.			
	4.0 Teacher and the Social Context	12	(12)	2
IV	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		1	
	and teaching within the school system affecting		3	
	Teacher Development. 4.5 Professional Development of Teachers and		3	
	4.5 Professional Development of Teachers and Empowerment		3	
	4.6 Understanding the importance of Professional		3	
	Knowledge, skills, values and attitude, the changing			
	profile of teachers work and working conditions			
	5.0 Innovations in Teacher Education	12	(11)	1
v	5.1 ICT Integration in Teacher Education		3	
	5.2 Policy imperatives in Teacher Education 5.3 Performance Appraisals of teachers		3	
	5.4 New directions of Teacher Education		1	
	5.5 Emerging issues for research in Teacher Education		2 2	
	Total		57	7

