

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 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: <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) 		5		
	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

