

**Course: M.A. Education**

Semester	III
Paper Number	<b>MAEDCR301</b>
Paper Title	<b>Teacher Education</b>
No. of Credits	6
No. of periods assigned per week	Theory: Six
Course description / objective and outcome	<p>The students will be able to:</p> <ol style="list-style-type: none"><li>1. Explain the concept, need &amp; scope of teacher education in a changing society justifying the recommendations of various commissions on teacher education.</li><li>2. Understand knowledge base of Teacher Education.</li><li>3. Explain the perspectives of Teacher Education.</li><li>4. Explain the present trends &amp; issues in Teacher Education with reference to innovative pedagogical practices, teaching behaviour, inclusive school and quality of teacher education.</li><li>5. Justify the concept and issues related to professional development of Teachers.</li></ol>
Syllabus	<p><b>Module 1: (40 marks)</b></p> <p><b>Unit-I:</b></p> <p><b>Basics of Teacher Education</b></p> <ul style="list-style-type: none"><li>○ Concept Need &amp; Scope of teacher education</li><li>○ Teacher Education in a Changing Society</li><li>○ Recommendations of various commissions on teacher education in post-independence era with special reference to:<ul style="list-style-type: none"><li>- NCFTE (2009)</li><li>- Justice Verma Committee Report</li><li>- New Education Policy (2020)</li></ul></li></ul> <p><b>Knowledge Bases of Teacher Education</b></p> <ul style="list-style-type: none"><li>○ Understanding knowledge base of Teacher Education from the view point of <i>Schulman, Deng &amp; Luke, Habermas</i></li><li>○ Meaning of Reflective Teaching &amp; Strategies of promoting Reflective Teaching</li><li>○ Models of Teacher Education- Behaviouristic, Competency-based, Inquiry Oriented Teacher Education Models</li></ul>

	<p><b>Unit-II:</b></p> <p style="text-align: center;"><b>Perspectives on Teacher Education</b></p> <ul style="list-style-type: none"> <li>○ Organization of Components for pre service teacher education</li> <li>○ Transactional approaches (for foundation courses)- Expository, Collaborative and Experiential Learning</li> <li>○ Concept, Need, Purpose &amp; Scope of In-Service Teacher Education</li> <li>○ Organization &amp; modes of In-Service Teacher Education</li> <li>○ Agencies &amp; Institution of In-Service Teacher Education at <ul style="list-style-type: none"> <li>- District Levels</li> <li>- State Levels</li> <li>- National Levels (SSA, RMSA, SCERT, NCERT, NCTE &amp; UGC)</li> </ul> </li> <li>○ Preliminary consideration in planning in-service teacher education programme (Purpose, Duration, Resource &amp; Budget)</li> </ul> <p><b>Module 2: (40 marks)</b></p> <p><b>Unit III:</b></p> <p style="text-align: center;"><b>Teacher Education Curriculum</b></p> <ul style="list-style-type: none"> <li>○ Structure of Teacher Education Curriculum</li> <li>○ Vision of TE in curriculum documents of NCERT &amp; NCTE at elementary,secondary and higher secondary level</li> <li>○ Patterns of student teaching: <i>School Internship, Block Teaching</i></li> <li>○ Techniques of teachers’ training &amp; student-teacher evaluation with special ref.to <i>Core Teaching, Simulated Teaching, Micro Teaching &amp; Interaction Analysis</i></li> </ul> <p style="text-align: center;"><b>Trends &amp; Issues in Teacher Education</b></p> <ul style="list-style-type: none"> <li>○ Innovative practices in the pedagogical process of teacher education with special reference to <i>Teaching Effectiveness &amp; School Effectiveness</i></li> <li>○ Modification of teaching behaviour; Preparing teachers for Inclusive School Problems of implementation of quality teacher education in India with special reference to teacher quality discourse</li> </ul> <p><b>Unit IV:</b></p> <p style="text-align: center;"><b>Professional Development of Teachers</b></p> <ul style="list-style-type: none"> <li>○ Concept of Profession, professionalism and Teaching as a profession</li> <li>○ Objectives of professional development of teachers: Short &amp; long-term courses, performance appraisal of teachers.</li> <li>○ Personal &amp; Contextual factors affecting teacher development</li> <li>○ ICT integration, Quality enhancement for professionalization of teacher education, Innovation in teacher education</li> </ul>
Texts / References	<p>Suggested Readings:</p> <ol style="list-style-type: none"> <li>1. Kumar, P. &amp; Wiseman, A. W. (2021). Teacher Quality and Education Policy in India. London: Routledge</li> <li>2. Roy, K. (2019). Teachers and Teaching: Time and the Creative Tension. Switzerland: Springer Nature</li> <li>3. Sharma S. P. (2003). Teacher Education: Principles Theories and Practices, Aspects of Teacher Education. New Delhi: Kanishka Publishers Distributors.</li> </ol>

	<p>4. Martin, C. &amp; Polly, D. (2017). Handbook of Research on Teacher Education and Professional Development, Hersey: IGI Global</p> <p>5. Karaman, A. C. &amp; Edling, S. (2021). Professional Learning and Identities in teaching: International Narratives of Successful teachers. New York: Routledge</p> <p>6. Connel, R. W. (2020). Teachers' Work. Routledge</p> <p>7. Aggarwal, J. C. (2009). Teacher and Education in a Developing Society. New Delhi: Vikas Publishing House Pvt. Ltd</p> <p>8. Roy, K. (2003). Teachers in Nomadic Spaces: Deleuze and Curriculum. International Academic Publishers.</p> <p>9. Shulman, L. S. (2004). The Wisdom of Practice. Jossey-Bass</p> <p>10. Shulman, L. S. (2004). Teaching as Community Property. Jossey-Bass</p>
Evaluation	<p>CIA- 20</p> <p>End Sem Exam- 80</p>