

Discipline Specific Core (DSC): 04 Credits

DSC 7 (III.1) Foundations of Teacher Education: Theory, Practice and Research Discipline Specific Core

1. Credit Distribution of the Course

Course title & Code DSE (III.1)	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
Foundations of Teacher Education: Theory, Practice and Research	4	3	1	0	Undergraduate	NIL

2. Learning Objectives

The course provides research-intensive learning experience on the historical, conceptual, and policy dimensions of teacher education in India and globally, focusing on governance, curriculum reform, professional identity, and quality management. Students learn about the evolving paradigms in teacher education through seminal research and contemporary debates. The course provides the evidence-based research perspectives on governance, practices and partnerships between universities, regulatory bodies, and schools; highlights emerging models such as Open and Distance Learning (ODL), and emphasizes the need for reimagining teacher education in light of emerging global trends.

3. Learning Outcomes

- Critically analyse the evolution trajectories and paradigmatic shifts in teacher education;
- Evaluate research frameworks used to study teacher education as a field of professional and academic inquiry;
- Conduct Meta analysis of research trends in teacher education;
- Identify research gaps in existing conceptualisations of teacher preparation and teacher identity formation;
- Design research proposal to study emerging trends, global discourses, and future challenges in teacher education.

4. Syllabus [45 hours]

Unit I Historical and Research-based Trajectories in Teacher Education - Development and transformation of teacher education in India; Policy reforms in teacher education (NPE 1986 to NEP 2020); Rethinking the concept of teacher from training to transformative practice; Theoretical perspectives on teacher education: Situated, reflective, and critical paradigms. **[12 hours]**

Unit II Governance, Quality, and Accountability in Teacher Education - Teacher education as an evolving professional practice; Governance and quality assurance in teacher education institutions in India; Role of universities, NCTE, SCERTs, and NCERT in policy implementation; Financing and accountability in teacher education; Quality assurance and governance in teacher education. **[12 hours]**

Unit III Pedagogical and Research Frameworks in Teacher Education - Pedagogical framework in teacher education; Exploring pre-service teachers' self-efficacy, professional identity, and agency; Leadership preparation and development policies for teacher educators; Teachers at the cutting edge of educational change and innovation; Capacity building and continuous professional development of in-service teachers; Trends and highlights of mathematics teacher education. **[12 hours]**

Unit IV Emerging Research Trends, Technologies, and Global Discourses in Teacher Education - ICT and digital innovation in teacher education (MOOCs, blended models, virtual mentorship); Comparative and international perspectives in teacher education reform; Assessment and quality benchmarking in teacher preparation programmes; Teacher education for sustainable development and global citizenship; Meta-trends in research and policy shifts. **[9 hours]**

5. Tutorials [15 hours]

- Conduct metanalysis of emerging research trends in teacher education
- Review key teacher education policies and present a comparative analysis
- Case Study analysis of any one teacher education institution's governance model (university/DIET/ODL).
- Develop a self-efficacy scale to pre-service teachers and interpret patterns in confidence and professional readiness
- Compare the curriculum of two teacher education programs of two different institutes and map their objectives and structures with NEP 2020-aligned goals.
- Conduct a small-scale review to identify research gaps in teacher education.
- Conduct a panel discussion on discussion simulation *Who owns teacher education?*
- Conduct a comparative analysis of teacher's preparation model, governance structure, and professional development framework of any two countries.
- Prepare a policy brief of 2000 words on *Strengthening Teachers' Professional Network through Technology*.

6. Essential Readings

- Panda, P. (2024). *Teacher Education Landscapes in India: Governance and Quality Management (ed.)*. Routledge India.
- Mifsud, D. & Day, S.P. (2023). *Teacher Education as an Ongoing Professional Trajectory: Implications for Policy and Practice*. Springer.
- NEP 2020, Ministry of Education, Government of India.
- Khine, M.S. & Liu, Y. (2022). *Handbook of Research on Teacher Education: Innovations and Practices in Asia*. Springer.
<https://link.springer.com/book/10.1007/978-981-16-9785-2>
- National Council for Teacher Education. (2009). *National Curriculum Framework for Teacher Education in India*. https://ncte.gov.in/website/PDF/NCFTE_2009.pdf

7. Suggestive Readings

- Loughran, J. (2006). *Developing a Pedagogy of Teacher Education: Understanding Teaching & Learning about Teaching*. Routledge.
- Zeichner, K. (2018). *The Struggle for the Soul of Teacher Education*. Routledge.