

COURSES OFFERED BY DEPARTMENT OF EDUCATION

Category II

(B.A Programme Courses for Undergraduate Programme of study with Education discipline as one of the Core Disciplines)

DISCIPLINE SPECIFIC CORE COURSE - 9 (DSC - 9): Teacher and Teacher Education

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ practice		
Teacher and Teacher Education DSC - 9	4	3	1	0	Class XII th pass	NIL

Learning Objectives

The Learning Objectives of this course are as follows:

- Discuss the relationship among the concepts on Teaching, Learning, Teacher and Teacher Education
- Develop a Historical perspective on Development of Teacher Education in India
- Describe the Role of Different Agencies in the organisation of Teacher Education in India
- Discuss the education policy documents to understand the status, context of teacher education in India

Learning Outcomes

After completion of the course, student will be able to:

- Explain the relationship among the concepts on Teaching, Learning, Teacher and Teacher Education.
- Compare the Development of Teacher Education in India in a historical context
- Analyse pre-service and in-service teacher education
- Explain the roles of various teacher education agencies
- Analyse various policy documents to infer its role in shaping Teacher Education in India

Manish

SYLLABUS OF DSC-9

Hours 45

Unit I: Understanding Teacher and Teacher Education

(12 hours)

- Changing conceptions of Teaching and Learning; its Implications to teachers and teacher education
- Development of Teacher Education in India: Ancient, Buddhist, Medieval, Modern and Post-Independent period

Unit 2: Teacher Education Programmes and Role of Different Teacher Education Agencies

(15 hours)

- Pre-service Teacher Education at different levels
- In-Service Teacher Education / Continuous Professional Development of Teachers
- NCTE, NCERT, NUEPA and UGC
- SCERT, IASE, CTE, DIET

Unit 3: Teacher Education and Educational Policy Documents

(18 hours)

- Education Commissions [University Education Commission (1948); Secondary Education Commission (1952); and National Education Commission (1964-66)]
- National Commission on Teachers (1983)
- Teacher Education Curriculum Frameworks [Teacher Education Curriculum: A Framework (1978); National Curriculum for Teacher Education: A Framework (1988); Curriculum Framework for Quality Teacher Education (1998); and National Curriculum Frameworks for Teacher Education (2009)]
- Educational Policies [National Policy on Education (1968); National Policy on Education (1986); Revised National Policy on Education (1992) and its Programme of Action; and National Education Policy (2020)]

Practicum/ Suggested Projects / Assignments (Any Two)

- Collaborative Group project to analyse the teacher education related contents from Educational Policies and understand the development of teacher education in India and related issues.
- Compare the teacher education curriculum frameworks
- Write a report on changes in teacher education by visiting NCTE and other relevant websites.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Manish

Essential/ Recommended Readings

- Darling-Hammond, L. (1995). Changing Conceptions of Teaching and Teacher Development. *Teacher Education Quarterly*, 22(4): 9-26.
- Dixit, U.N. (). *Focal Points in the Development of Teacher Education in India*. In Resource Book on Teacher Education in India. New Delhi: NCERT.
- Mangla, Sheela. (2010). *Teacher Education: Trends and Strategies*. Delhi: Radha Publications.
- Mohan, Radha. (2019). *Teacher Education*. Delhi: PIII Learning Private Limited.
- Srivastava, R.C. (1997). *Teacher Education in India: Issues and Perspectives*. New Delhi: Regency Publications.

Additional Readings

- Ministry of Education, GoI (1962). *The Report of the University Education Commission-1948 (First Reprint Edition)*. Delhi: The Manager Government of India Press.
- Ministry of Education, GoI. (1952-53). *Report of the Secondary Education Commission*. New Delhi: MoE.
- Ministry of Education, GoI. (1966). *Report of the Education Commission (1964-66): Education and National Development*. New Delhi: MoE.
- MIIRD (1985). *Report of the National Commission on Teachers (1983-85)*. New Delhi: Govt. of India.
- NCERT. (1978). *Teacher Education Curriculum: A Framework*. New Delhi: NCERT.
- NCERT. (1988). *National Curriculum for Teacher Education: A Framework*. New Delhi: NCERT.
- NCTE. (1998). *Curriculum Framework for Quality Teacher Education*. New Delhi: NCTE.
- NCTE (2009). *National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher*. New Delhi: NCTE.
- Ministry of Education, GoI. (1968). *National Policy on Education, 1968*. New Delhi: GoI.
- MIIRD, GoI. (1986). *National Policy on Education, 1986*. New Delhi: GoI.
- MIIRD, GoI. (1998). *National Policy on Education 1986 (As modified in 1992)*. New Delhi: GoI.
- MIIRD, GoI. (1992). *National Policy on Education 1986: Programme of Action 1992*. New Delhi: GoI.
- MIIRD, GoI. (2020). *National Education Policy 2020*. New Delhi: GoI.

Audio Visual Material: Across Units

1. To Sir with Love. 1967. Film -- Directed by James Clavell.
2. Stand and Deliver. 1998. Directed by Ramón Menéndez.

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Teaching Learning Process:

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end- semester examination.

Key words

Teacher, Teacher Education, Pre-service Teacher Education, Continuous Professional Development, Educational Policies, National Curriculum Framework on Teacher Education.

Note: Examination Scheme and mode shall be as prescribed by the Examination Branch, University of Delhi from time to time.

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