

SARDAR PATEL UNIVERSITY
Programme: Master of Education
Semester: II
Syllabus with effect from: December 2016

Paper Code: PE02CMD204	Total Credits: 4
Title Of Paper: Introduction to Teacher Education	

Unit	Description in detail
	<p>OBJECTIVES: On completion of the course, the students will be able to:</p> <ul style="list-style-type: none"> • Gain insight and reflect on the concept of teaching, teacher education and the status of teacher education. • Understand the roles and responsibilities of teachers and teacher educators for various contexts of the school education. • Critically examine the role and contribution of various agencies and regulating bodies in enhancing the quality of teacher education.
1	<p>TEACHERS AND THE TEACHING PROFESSION</p> <ol style="list-style-type: none"> 1. Teachers are informed practitioners, teaching as a profession requiring continuous education of practitioners: characteristics of teacher as a profession 2. Relationship between conceptual understandings of teaching and the roles and functions of a teacher: Behaviouristics, Cognitive Development, Humanistic and constructivist perspectives. 3. Realities of teaching: commitment and purpose, career and life cycle influences, coping strategies, context, and culture. 4. Code of professional ethics for teachers.
2	<p>TEACHER CHARACTERISTICS AND COMPETENCIES</p> <ol style="list-style-type: none"> 1. Domains of teacher Knowledge: Self, Content, General, Pedagogy 2. Teacher Beliefs and Belief Systems. 3. Skills and competencies of a teacher, the basis for identification of skills and competencies for a school teacher. 4. Scope and importance for teacher education for different levels, subjects, locale and classroom realities.
3	<p>TEACHER EDUCATOR</p> <ol style="list-style-type: none"> 1. Roles and responsibilities of a teacher educators: Elementary and secondary 2. Conceptual understandings, competencies and Characteristics of a teacher educator: qualifications. 3. Training of teacher educators: present practices and reforms needed. 4. Norms and standards suggested by the NCTE and NAAC for teacher educators at various levels.
4	<p>POLICIES, PROGRAMMES AND SCHEMES OF TEACHER EDUCATION</p> <ol style="list-style-type: none"> 1. The right to education bill and its implications for teacher education 2. Programmes and schemes of the state and central governments in teacher education. 3. The National Curriculum Framework for Teacher Education: Need and Efforts made by the



Basic Text & Reference Books:

- Anderson, L.W. International Encyclopedia of Teaching and Teacher education. Elsevier Science Ltd. Oxford 1995.
- Arora G.L. Teachers and their teaching: Need for New Perspectives Ravi books, New Delhi, 2002
- Deve Gowda A.C Teacher Education in India. Printersall: Bangalore 1973 Nizam Elahi. Teacher Education in India.
- Hilliard F.H. Teaching the Teachers: Trends in Teacher Education. London 1971
- Hitchcock G. HUGHES D., Research and the Teacher. Routledge: London 1989
- Longford G. Teaching as a Profession. Manchester University Press 1978.
- McClelland V.A. and Varma V.P. Advances in Teacher Education, Routledge London
- Mohanty S.B. student teaching. Ashok Publishing House: New Delhi 1987
- NCERT Teacher Education for curriculum Renewal. NCERT : NEW DELHI 2007
- NCTE. Policy perspectives in Teacher Education: Critique and Documentation . NCTE NEW DELHI 1997
- Report of conference of IATE 1977
- Singh L.C. and Sharma P.C. Teacher Education and the Teacher. Vikas: New delhi, 1997
- UNESCO. Teachers and Educational Quality. UNESCO Institute for Statistics. Montreal. 2006

