

## Master of Education (M.Ed.)

**Title of the Course: P7: Teaching and Teacher Education: Conceptual Orientations**  
**(Semester: III)**

**Credits: 2**

**MM: 50 (External: 35 Internal: 15)**

**Contact Week 15**

### Introduction of the Course

The objective of the course is to enable students to develop an understanding of teacher education and the theoretical orientations and paradigms that describe it. Students are expected to engage with the discourse on teacher education, to understand the important concepts, issues and debates in teacher-education and relate these to real life settings. This requires building an interdisciplinary perspective (based on the philosophical, sociological, psychological and historical aspects) on the processes of teacher education, including teaching, learning and learning how to teach. The course will include selections from philosophers' perspectives, theoretical readings, analysis of data and personal field engagement through project work, survey and case study.

### Learning Outcomes

After completion of the course student will be able to: (Number is not fixed)

1. Gain an insight and reflect on the concepts, debates, development and status of teacher education.
2. Understand that there is knowledge related to Teacher-knowledge with its philosophical, sociological and psychological underpinnings.
3. Understand the diverse perspectives of the Indian and Western philosophers on teacher role, identity, teacher as a reflective practitioner and a cultural worker.
4. Explore the role of teachers and teacher educators in a wider social context.

**Number of Units: 3**

**Weeks 15 = 30 hours**

**Unit 1: Evolution and Development of Teacher Education (4 weeks = 8 hours)**

- Idea of interdisciplinary and multidisciplinary perspective of Teacher education
- Theoretical perspectives and paradigms in Teacher Education; Interface between Conceptual orientations and Evolving a coherent perspective on teaching, learning and learning to teach.

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- Development of Teacher Education in India: Critical understanding of the dominant frameworks of pre service and in service teacher education including institutional structures, culture and programme design in a historical & contemporary perspective.

**Unit 2: Perspectives on Teachers and Teaching (6 weeks = 12 hours)**

- Examining the notions of a Teacher and Teaching in the ideas of thinkers/ writings of Dewey, Freire, Giroux, Hirst and Schon and Indian thinkers such as Gandhi, J. Krishnamurti, and Rabindranath Tagore.
- Teachers and Knowledge: Critically examine teacher beliefs, values, assumptions about children, learners, learning, teaching and knowledge; understanding teacher knowledge in terms of subject content, pedagogical approaches, socio-cultural context of children and diversity in society and its interface with the classroom.
- Teachers and their Identity: Historical backdrop and Contemporary Perspectives; Multiple identities of teachers in India; Changing notion of teachers in India; Understanding teacher identity vis-a-vis gender, caste, class, region, community and other socio-political aspects that create the identity of a school teacher

**Unit 3: Understanding Teacher Education in a Social Context (5 weeks = 10 hours)**

- Socio-cultural context of teachers: Status of teachers in Society; Examining the position of teachers within the socio-psychological, cultural, economic and political context and its impact on teacher education
- Understanding teachers and teaching within the larger education system: the school system; social and work status; teacher professionalism; teacher control and agency; and the changing profiles of teachers' work and working conditions.
- The contemporary social demands from a teacher; studying the changing demography of teachers including the feminisation of the teaching profession and the gendering of school teaching.

**Practicum/ Suggested Projects / Assignments (Any Two)**

1. Critical study of the development of teacher education in India
2. An Essay on the notions of the teacher and teaching by any one Indian thinker and one western thinker
3. Positioning of Indian teachers in a wider socio-cultural context

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

### Essential/ Recommended Readings

- Andy Hargreaves (2000). Four Ages of Professionalism and Professional Learning. *Teacher and Teaching: History and Practice*, Vol. 6, No.2 pp 151-182.
- Batra, P. (2005). Voice and Agency of Teachers: A missing link in the National Curriculum Framework. *Economic & Political Weekly*, Oct.1-7,4347-4356.
- Behari, A. & Menon, S. (2009). National Curriculum Framework 2005: Implications for Teacher Education. In M. A. Siddiqui, A. K. Sharma & G. L. Arora (Eds), *Teacher Education: Reflections towards Policy Formulation*. New Delhi: NCTE.
- Behari, A., Ranganathan, N. and Aneja, M. (2024). Envisioning Quality in Teacher Education: Pedagogical and Curricular Perspectives. In Pranati Panda (Ed), *Teacher Education Landscapes in India: Governance and Quality Management*. Routledge India (Forthcoming June 28, 2024) ISBN 9781032396477.
- Beijaard, D., Meijer, P. C. & Verloop, N. (2004). Reconsidering research on teachers' professional identity. Elsevier: *Teaching and Teacher Education*, 20, pp. 107-128.
- Cochran- Smith, M. (Ed) (2008). *Handbook of Research on Teacher Education: Enduring questions in changing contexts* (3rd ed.). New York: Routledge.
- Dewey, J. (1948). *Experience and Education*. New York: The Mac Millan Company.
- Fives, H. & Gill, M. Gregoire (Ed.) (2015). *International Handbook of Research on Teachers' Beliefs*. New York: Routledge.

### Articles:

- Relationship between Teachers' Beliefs and Teachers' Practices-M. M. Buehl & Jori S. Beck
- Teachers' Beliefs about Teaching ( and Learning)- H. Fives, N. Lacatena & L. Gera Giroux, H. (1988). *Teachers as Intellectuals .USA: Bergin & Garvey Publishers Inc.*
- Giroux, H. (2012). *Paulo Freire and the Pedagogy of Bearing Witness in Education and the Crisis of Public Values*. New York: Peter Lang Publication.
- Govt. of India (2020). *National Education Policy 2020*.  
[https://www.mhrd.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)
- Hartley, D. and Whitehead, M. (Eds.) (2006). *Teacher Education- Major Themes in Education*. London: Routledge.

### Articles:

- Teachers –made not born? –John F. Fulton
- Teaching student-teachers to reflect- K. Zeichner and D. Liston
- Teacher Professionalism in New Times- G. Whitty
- The theory-practice relationship in teacher training- Paul Hirst
- Rival conceptions of practice and teaching- David Carr
- Constructivism Examined- R. Fox
- Krishnamurthy, J. (1974). *On Education*. New Delhi: Orient Longman.
- Kumar, K. (2005). *Political Agenda of Education: A study of colonialist and nationalist ideas* (2nd ed.)New Delhi: Sage Publications.

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- MHRD (1985). Report of the National Commission on Teachers (1983-85). New Delhi: Govt. of India.
- National Steering Committee for National Curriculum Frameworks. (2022). National Curriculum Framework for Foundational Stage. New Delhi: NCERT.
- National Steering Committee for National Curriculum Frameworks. (2023). National Curriculum Framework for School Education. New Delhi: NCERT.
- NCERT (2005). National Curriculum Framework. New Delhi: National Council for Educational Research and Training.
- NCTE (2009). National Curriculum Framework for Teacher Education. New Delhi: National Council for Teacher Education.
- NCTE. Integrated Teacher Education Programme (ITEP): Curriculum Framework. New Delhi: National Council for Teacher Education.
- Newman, S. (1999). Philosophy and Teacher Education: A reinterpretation of Donald A. Schon's Epistemology of Reflective Practice. London: Avebury.
- Null, J. Wesley & Bohan, Chara Haeussler (2005). Teacher Education Curriculum: What, How and Why. *Curriculum and Teaching Dialogue* pp.39-49
- Pollard, A. (2002). Reflective Teaching: Effective and Evidence informed Professional Practice. London: Continuum.
- Prawat, Richard S. (1992). Teachers' Beliefs about Teaching and Learning: A Constructivist Perspective. *American Journal of Education*, Vol. 100, No.3, pp.354-395
- Schon, D. A. (1983). The Reflective Practitioner: how professional think in action. London: Temple Smith.
- Schulman, L. (1987). Knowledge and Teaching: Foundations of the new reform. *Harvard Educational Review*, 63,Pp 163-182.

#### Teaching Learning Resources (Digital and others):

- <https://ncert.nic.in/dte/print-materials.php>
- <https://ncte.gov.in/Website/OER/ViewTopic.aspx?>
- [https://www.education.gov.in/sites/upload\\_files/mhrd/files/upload\\_document/Write\\_up\\_online\\_1\\_earning\\_resources.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/Write_up_online_1_earning_resources.pdf)

#### 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.

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**Key words:** Teacher Education, Teaching



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