

Master of Education (M.Ed.)

**Title of the Course: P8: Teaching and Teacher Education: Policy Perspectives, Trends and Research
(Semester: IV)**

Credits: 2

MM: 100 (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 enable them to deepen their understanding of teacher education so that they can better analyse the practice, provisions and policy that are critical within the professional context. Such a study would enable the capacity of students to formulate responses to the realities of teacher education. An understanding of contemporary issues, discourses and researches on various dimensions of teacher education would enable students to further develop critical and evaluative skills and to explore avenues to undertake research in teacher education. Thus, an attempt would be to understand Teacher Education, both as a perspective as well as an area/field of inquiry.

The course will include selections from 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. Understand the issues of initial teacher preparation and continued professional development of teachers
2. Critically examine the policy imperatives in teacher education and the role of agencies and regulatory bodies for quality, including the issue of governance and research in teacher education.
3. Understand the trends of research in the area of teacher education

Number of Units (3)

Weeks 15 = 30 hours

Unit 1: Perspectives in Teacher Preparation and Teacher Development Programmes

(4 weeks = 8 hours)

- Structure and Curriculum Framework: teacher preparation at different levels; different approaches to development of curriculum of pre-service teacher education (student-teacher centered, teaching centered/situation based, and Society centered)

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- Processes of teacher education – Training within teacher preparation; Technology and teacher education; Student- teaching, its supervision and assessment; Student – teaching- Issues of Length, Activities and Site; Patterns--Practice teaching , Intermittent Teaching, Block Teaching and Internship
- Planning and Organizing Teacher Education at different levels of school education, Role of NCERT, SCERT, DIETs, IASE, CTE, BRCs & CRCs in Teacher Support (i.e. National, State and Regional bodies)
- Continuous Professional Development of Teachers: In-service Teacher Education – Concerns, Issues and Challenges; Shift in perspectives, practice & approaches; Innovative programmes for practitioners

Unit 2: Policy Imperatives in Teacher Education

(6 weeks = 12 hours)

- Study and Analysis of documents from the post-independence and the contemporary period such as Kothari Commission, the National Commission on Teachers 1983; the National Policies on Education 1986, PoA 1992; the National Curriculum Frameworks on Teacher Education-2009; the RTE Act, the Justice Verma Commission and National Education Policy 2020
- Quality and Regulatory Dimension: Role of NCTE, NAAC, and UGC in teacher education
- Future Development of Teacher Education in India – Building a Vision of an Institution of Teacher Education; Policy Directions and Programmatic Thrusts

Unit 3: Research in Teacher Education

(5 weeks = 10 hours)

- Integrating inter-disciplinary and multi-disciplinary knowledge through researches in Teacher education
- Teacher Education as a field of inquiry ; Grounding in theoretical and methodological understanding of the field of teacher education through research; Identifying Themes and Issues for research
- Philosophical and Sociological inquiry in teacher education; Historical studies of teacher education; Implications of psychological research on student learning and teaching for teacher education; Research in Curricular Areas, Areas of Inclusive Education, Gender, ICT, Art and Craft etc.
- Research to foster teachers' knowledge, understanding and practice

- Research Trends in teacher education

Practicum/ Suggested Projects / Assignments (Any Two)

1. Critical study of Curriculum Frameworks on Teacher Education
2. Critically review the trends and developments of researches in teacher education
3. Evaluate the policy perspectives in the development of teacher education in India

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

Enabling students to understand the crisis in Teacher Education (TE), especially in the Indian context, and engaging with problems/critical questions would be an important part of this unit. Readings and discussions would focus on issues such as, Why did TE need a Regulator? Why does development in TE not lead to a corresponding development / reforms in school education, thereby, leaving a huge gap between the two?

Essential/ Recommended Readings

- Bartolome, L. (1994). Beyond the methods fetish: Towards a humanizing pedagogy. *Harvard Educational Review*, 64,173-194.
- Batra, P. (2014). Problematizing Teacher Education Practice in India: Developing a Research Agenda. *Education as change, Vol. 18,S5- S 18*.
- 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.
- Fives, H. & Gill, M. Gregoire (Ed.) (2015). International Handbook of Research on Teachers' Beliefs. New York: Routledge.
- Govt. of India (2020). National Education Policy 2020. https://www.mhrd.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- Hargreaves, A (2000). Four Ages of Professionalism and Professional Learning. *Teacher and Teaching: History and Practice*, Vol. 6, No.2 pp 151-182.
- Hartley, D. and Whitehead, M. (Eds.) (2006). Teacher Education- Major Themes in Education. London: Routledge.
- Houston, W. R. (Ed)(1990). Handbook of Research on Teacher Education, Macmillan Public Co. Philosophical Inquiry in Teacher Education- R.F. Floden & M. Buchmann



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- Korthagen, Fred A. J. & Kessels, Jos P.A.M. (1999). Linking Theory and Practice: Changing the Pedagogy of Teacher Education. *Educational Researcher*, Vol. 28, No. 4, pp. 4-17.
- MHRD (1985). Report of the National Commission on Teachers (1983-85). New Delhi: Govt. of India.
- MHRD (2012). Vision of Teacher Education in India: Quality and Regulatory Perspective. New Delhi: Govt. of India. Volume 1 & 3.
- 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.
- NCERT (2006). Position Paper on Teacher Education. 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.
- Null, J. Wesley & Bohan, Chara Haeussler (2005). Teacher Education Curriculum: What, How and Why. *Curriculum and Teaching Dialogue* pp.39-49
- Saha, L.J. & Dworkin, A.G. (Ed.) (2009). International Handbook of Research on Teachers and Teaching, Vol. I & II. Springer.
- Sikula, J., Buttery, T. J. & Guyton, E. (Ed.) (1996). Handbook of Research on Teacher Education, USA: Macmillan.

Teaching Learning Resources (Digital and others):

- <https://ncert.nic.in/dtc/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_learning_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

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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 Education, Research, Policy Perspective



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