**DIRECTORATE OF DISTANCE EDUCATION**

**INTEGRAL UNIVERSITY, LUCKNOW**

**SUBJECT NAME: TEACHER EDUCATION**

**SUBJECT CODE: MAE 104 Paper Code: TE/M**

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**PART 1: REFLECTIONS ON TEACHER EDUCATION**

**Chapter one: Stakeholders**

* + Introduction
	+ Goals of Education
	+ Planning for Balance in Teacher Education
	+ Pattern of Teacher Training in India
	+ Stakeholders in Teacher Education
		- Stakeholders and Responsibilities
		- Expectations of Key Stakeholders
	+ Some Essential Features of Teacher Education in the 21st Century
	+ Components of Innovative Teacher Education
	+ Conclusion
	+ References

**Chapter Two: Distance Education**

* + Introduction
	+ History of Correspondence and Distance Education
		- Open Learning in UK
		- Correspondence Education
		- Correspondence Study to Distance Education
	+ Ned for B.Ed. through Distance Learning
	+ Eligibility for Bachelor of Education through Distance Learning
		- Degree Programmes
	+ Professional Aspect of Distance Education Programmes
	+ Indira Gandhi National Open University (IGNOU)
		- Mission and Vision
		- Teacher Education
		- Objective of IGNOU’s B.Ed. Programme
		- Inputs for Professional Competencies
	+ Concerns of Quality with Respect to Distance and
		- Correspondence Education

**PART II: PROCESS AND PRACTICE**

**Chapter Three: Microteaching**

* + Rationale and Scope
	+ Definitions of Microteaching
	+ Characteristics of Microteaching
	+ Principles Underlying Microteaching Techniques
	+ Microteaching – The Indian Situation
	+ Merits of Microteaching
	+ Microteaching Skills
		- Skill of Set Induction/Introduction
		- Skill of Explaining
		- Skill of Stimulus Variation
		- Skill of Reinforcement
		- Skill of Questioning
		- Skill of Blackboard Writing
		- Skill of Demonstration
		- Skill of Closure
	+ Link Practices (Integration of Teaching Skill)
	+ Conclusion

**Chapter Four: Interactional Analysis**

* + Introduction
	+ Meaning of Classroom Interaction Analysis
	+ Definitions of Interaction Analysis
	+ Basic Theoretical Assumptions of Interaction Analysis
	+ Flanders’ System of Interaction Analysis
		- Categorization of Flanders’ System
		- Procedure of Flanders’ Interaction Analysis
		- Advantages of Flanders’ Interaction Analysis
		- Limitations of Flanders’ Interaction Analysis
	+ Conclusion

**Chapter Five: Practice Teaching**

* + Introduction
	+ Definition of Teaching Practice
	+ Objective of Practice Teaching
	+ School Internship
		- Components of Internship Programme
	+ Block Teaching
		- Definition of Block Scheduling
		- Workload
		- Advantages of Block Teaching
		- Disadvantages of Block Teaching
		- Time Table for Block Teaching
		- Lesson Plan Format
	+ Organisation of Student Teaching
	+ Cooperating Teacher Selection
		- Responsibilities of Cooperating Teacher
		- Tasks of Student Teachers during the Training
		- Observation and Evaluations
		- Evaluation Tools
	+ Conclusion

**PART III: STAGES AND PHASES**

**Chapter Six: Pre Service Teacher Education**

* + Introduction
	+ Recommendations of Different Commissions and Committees
		- For Pre-service Programmes of Teacher Education
	+ Redesigning Current Teacher Education Programmes
	+ Integrated Teacher Education
		- Characteristics of a Four-year Integrated B.Ed. Programme
		- Pre-service Programmes at Secondary Stage

**Chapter Seven: Induction**

* + Introduction
	+ Current Induction Strategies
	+ Rationale for Induction Programmes
	+ Who Needs Induction?
	+ Components of Good Teaching Induction Programmes
	+ Who are New Teachers?
	+ What Makes a Good Induction Programme?
	+ What Areas Should Induction Programmes Cover?
	+ How Do Induction Programmes Work?
	+ Conclusion

**Chapter Eight: In-Service Teacher Education**

* + Introduction
	+ Definitions of In-Service Training
	+ Rationale of In-service Training
	+ Need for In-service Training
	+ History of In-service Teacher Education in India
		- Resolution on Educational Policy (1904)
		- Resolution on Educational Policy (1913)
		- The Hartog Committee Report (1929)
		- University Education Commission Report (1949)
		- Secondary Education Commission Report (1953)
		- International Secondary Education Project Team Report (1954)
		- National Policy on Education (1968)
		- National Policy on Education (1986)
		- Part Played by Other Organisations
		- Professional Development
	+ Summer Institutes for Science Teachers
	+ Current State of Affairs in India
		- Need to Establish Meaningful Links between Pre-service and
			* In-service Teacher Education
		- Mass Orientation of School Teachers (MOST)
		- Special Orientation Programme for Primary School Teachers
		- District Institutes of Education and Training (DIETs)
		- INTEL
		- IGNOU Institute of Professional Competency-Advancement
		- of Teachers (IIPCAT, 2009), IGNOU
		- The Indian Institute of Teacher Education, Gujarat (Bill, 2010)
		- Limitations of Current In-service Training

**PART IV: METHODS AND TECHNIQUES**

**Chapter Nine: General Methods of Teaching**

* + Introduction
	+ Definition
	+ Learning Cycle
		- Engagement
		- Exploration
		- Explanation
		- Elaboration
	+ Criteria for the Selection of Methods
		- Human Factors
		- Objectives of Teaching
		- Subject Area
		- Time and Material Factors
	+ Principles of Effective Learning
	+ Grouping of Teaching Methods
	+ General Methods of Teaching
		- Lecture Method
		- Lecture-cum-demonstration Method
		- Project Method
		- Heuristic Method
	+ Conclusion

**Chapter Ten: Modern Techniques in Use in Teacher Education**

* + Introduction
	+ Discussion
		- Planning a Guided Discussion
		- Use of Questions in a Guided Discussion
		- Structure of Guided Discussion
		- Objectives of Discussion Method
		- Student Preparation for a Guided Discussion
		- Guiding a Discussion-Teacher Technique
		- Advantages of Discussion Method
	+ Panel Discussion
	+ Objectives of Panel Discussion
	+ Guidelines for Conducting a Panel Discussion
	+ Principal Responsibilities of the Teacher
	+ Advantages of Panel Discussion
	+ Limitations of Panel Discussion
	+ Seminar
		- Advantage of Seminar
		- Disadvantages of Seminar
	+ Symposium
		- Advantages of Symposium Method
		- Disadvantages of Symposium Method
	+ Team Teaching
		- Significance of Team Teaching
		- Types of Team Teaching
		- Effects of Team Teaching
		- Points to Consider When Implementing Team Teaching
		- Disadvantages of Team Teaching
		- Criteria for Successful Use of Team Teaching
	+ Individualised Instruction
		- Definition of Individualised Instruction
		- Need for Individualised Instruction
		- Characteristics of Individualised Instruction
	+ Programmed Instruction (PI)
		- Definition
		- Essential Characteristics of Programmed Instruction
		- Fundamental Principles of Programmed Learning
		- Principles for Developing Programmed Learning Material (PLM)
	+ Styles of Programming
		- Advantages of Programmed Instruction
		- Disadvantages of Programmed Instruction
	+ Computer Assisted Instruction (CAI)
		- Definitions of CAI
		- Modes of CAI
		- Advantages of CAI
		- Disadvantages of CAI
	+ Supervised Study
		- Need for Supervised Study
		- Individual Attention
		- Supervised Study as Supplementary Individual Instruction
		- Advantages of Supervised Study as a Method
	+ Examples of Instructional Approaches
	+ The Dalton Plan
	+ Need for Enthusing the Reluctant Teacher Community
	+ Strategies Relating to e-learning and Innovative Technologies
	+ Levels in Embedding Technology into Teacher Education
	+ Changing Model of Learning and Teaching

**PART V: PERFORMANCE AND EVALUATION**

**Chapter Eleven: Evaluation in Teacher Education**

* + Introduction
	+ Macro level Management of Evaluation
		- Concept of Stakeholders
		- General Framework for Programme Evaluation
		- Identifying Stakeholders
		- Conducting the Stakeholders Evaluation
		- Questions Based on Stakeholders Expectations
		- Teacher Evaluation-In-service Teacher Evaluation
		- Role of Stakeholders
	+ Micro level Evaluation
		- Teacher Education Programmes
		- Pre-service Education
		- Conceptual Framework-Pre-service Teacher Preparation
		- Pre-service Teacher Evaluation-Teacher Education Domains
	+ Conclusion

**Chapter Twelve: Central Agency for Accreditation**

* + Currents Practices and Trends in Accreditation in Teacher Education
	+ Need for Quality Assurance
		- University Affiliation Model
		- Accreditation by an Independent Body
	+ National Assessment and Accreditation Council (NAAC)
		- Governance
		- Vision and Mission
		- Methodology
		- Why Accreditation
		- Benefits of Accreditation
		- Criteria for Assessment
		- Units of Assessment
		- New Assessment Instrument
		- Value Framework
		- New Grading System
	+ Conclusion

**PART VI: PROFESSIONAL PRACTICE AND ETHICS**

**Chapter Thirteen: Characteristics of a Profession**

* + Teaching
	+ Qualities of a Good Teacher
	+ Who is a Professional Teacher?
		- Dimensions if a Professional
		- Career Dimensions
		- Professional Elements
	+ Characteristics of a Profession
	+ General Characteristics of a Professional
	+ Professionalization of Teacher Education
	+ Aims of Professional Development
	+ Activities for Professional Development
	+ Activities for Professional Development
	+ Principles of Designing In-service Programmes for Teachers
		- Content and Pedagogic Approach
		- Addressing Teachers and Learners
		- Short and Long Term Courses
		- Use of Distance Media
		- Sabbatical for Study and Research
		- Professional Conferences and Meeting
		- Professional For a, Resource Room and Materials
		- Faculty Exchange Visits and Fellowships
	+ Conclusion

**Chapter Fourteen: Professionalism in Teacher Education**

* + Introduction
	+ Performance Appraisal of a Teacher
	+ Procedure for Appraisal
		- Principals
		- Feedback
		- Professional Development
		- Code of Conducts for Appraisers
	+ Five Domains-Teacher Competency Assessment
	+ Professional Ethics
		- Professional Code of Ethics
		- Ethics of Professional Practice and Educational Research
	+ Conclusion- The Future of Professional Ethics in Teaching

**PART VII: RESEARCH AND ACTION**

**Chapter Fifteen: Research in Teacher Education**

* + Introduction
	+ Need for Research
	+ Teacher Education Research in Historical Context
	+ Gaps in Teacher Education Research
	+ Future Directions for Research
	+ Teaching Process and Teacher Behaviour
	+ Relationship and Academic Achievement
		- Culture De4velopment and Achievement
	+ Conclusion

**Chapter Sixteen: Action Research**

* Introduction
* Definition of Action Research
* Types of Action Research
* Action Research Cycle
* Steps in Action Research
* Characteristics of Action Research
* Role of the Action Researcher

**PART VIII: WAY FORWARD**

**Chapter Seventeen: Current Issues and Problems in Teacher Education**

* + Introduction
	+ National Council for Teacher Education
	+ Strengths of Teacher Professional Development in India
	+ National Curriculum Framework-Concerns on Teacher Education
	+ Key Issues and Problems Related to Teacher Education
		- Lacks of Standards-Improving Quality
		- Licensing and Accreditation
		- Improving Access
		- Organising Practice Teaching
		- Research and Development
		- In-service Education and Professional Development
		- Removing the Isolation of Training Institutions
		- Pre-service Education
	+ Inclusive Education
	+ Equitable and Sustainable Development
	+ Role of Community Knowledge in Education
	+ ICT in School and e-learning
	+ Preparing Teacher Educators
	+ Needed Thrusts for Developing Teacher Educators
	+ Enhancing the Status of Educational Studies and Professional
		- Development of Teacher Educators
	+ Preparation of Teacher Educators-Future Directions and
		- Possibilities
	+ Conclusion