**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