CHAPTER II

2.1 INTRODUCTION:

Education in all ages and at all levels has always aimed to develop the complete individual. In the Educative process, there are number of influences that work on the individual, for example, the curriculum, the method, the educational activities and the teachers. Of all the different factors which influence the quality of education and its contribution to national development, the teacher is the most significant. Since the teacher is the backbone of the whole educational system, he should possess intellectual and professional trait conducive to successful teaching.

2.2 CONCEPT OF TEACHER EDUCATION:

Teacher education means professional preparation of teachers. It is not merely training of teachers. Teacher education is something deeper than mere teacher training. It means the acquisition of that type of knowledge, skills and ability which helps a teacher to discharge his professional duties and responsibilities effectively and efficiently. It means reshaping the attitude, habits and personality of a teacher.
The NCTE Act, Sec. 2 (1) of 1993 states: “Teacher education means programmes of education, research or training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools and includes non formal education, part-time education, adult education and correspondence education.”

Teaching is a complicated and highly technical job. In order to make teaching effective and meaningful every teacher should know not only the subject matter but also the art and science of teaching as well as the latest developments in the art of instruction and the subject matter. Professional education of teachers is essential for the improvement of the quality of education. The Education Commission (1964 – 1966) has remarked: “A sound programme of professional education of teachers is essential for the qualitative improvement of education.”

If a nation wants a quality education it must have quality schools. The quality of schools depends primary upon the quality of teachers. Teachers need to be educated, oriented and equipped properly to play their role most effectively, well organized teacher education programmes can help greatly in this regard.
2.2.1 Historical Development Of Teacher Education In India:

Up to 1700 A.D. the teachers were trained informally through “Monitorial System.” This system of training remained in vague for many centuries and was in existence during the period when the British rule was established in the country.

In 1716 Danish Missionary Ziegenbalg at Tranquebar and Dr. Carey at Serampur (West Bengal) established the institutions for training of teachers. In the same year Native Education Society, Bombay trained 24 teachers and distributed them throughout its jurisdiction to improve primary education. Later on educational societies established some centres for training of teachers at Bombay, Madras and Calcutta.

The Government started a few institutions for training teachers at Pune, Surat and Calcutta. Later on some Normal Schools were established at Agra (1856), Meerut (1856) and Varanasi (1857). In 1824 Ephinston made arrangements for training of 26 teachers. The Calcutta School Society founded in 1819 also made arrangements for training teachers to be employed in the indigenous schools at Calcutta in 1849.
The despatch of 1854 stressed the need of trained teachers and the establishment of training schools and classes for masters in each presidency in India.

In 1856 a training school at Madras was established.

In 1862 in Bengal, Government introduced the Normal School System. The course of studies at the training school included reading, writing and Arithmetic as well as accounts and mensuration up to the full indigenous standard, elementary geography and history and the art of teaching were also taught.

In 1880 training college was established at Lahore.

In 1882 the Indian Education Commission recommended that an examination in the principles and practice of teaching be instituted, success in which should thereafter be a condition of permanent employment as a teacher in any secondary school.

In 1902 there were six training colleges at Suidapet, Rajamahendry, Kurscong, Allahabad, Lahore and Jubbalpore. There were also a number of schools for the training of secondary teachers.
Lord Curzon in his Resolution of Educational Policy (1904) issued the following momentous orders on the subject of training of secondary teachers.

If the teaching in secondary schools is to be raised to a higher level – if the pupils are to be cured of their tendency to rely upon learning notes and text books by heart, if, in a word, European knowledge is to be diffused by the methods proper to it, then it is most necessary that the teachers should themselves be trained in the art of teaching.

In 1912 there were 15 training institutions for teachers in secondary schools which afforded instruction to nearly 1400 students.

For the first time in 1913 the Government Resolution on Educational policy marked that no teacher should be allowed to teach without a certificate that he has qualified to do so.

The Calcutta University Commission (1917-1919) recommended that the output of trained teachers should be substantially increased; Departments of Education should be created in the Universities of Dacca and Calcutta; Education should be included as a subject for Intermediate and B.A. examinations.
In 1921-1922 the number of Training Colleges for Secondary Teachers increased to 13 as against 6 in 1904.

In 1927 Hartog Committee took review of the teacher training institutes and to uproot the old methods of teaching and to inculcate new and modern methods advocated the refresher courses for the teachers.

In 1936-1937 there were 15 training institutions for training teachers for secondary school with an enrolment of 1488 students.

During 1937-1947 progress was achieved in the training of secondary teachers. The number of training colleges for secondary teachers was considerably increased during these years. The number of women teachers undergoing training showed an even greater increase. In 1946-1947 the total output of trained teachers was 2100 men and 1307 women.

The University Education Commission (1949) recommended:

a) That the training courses be remodeled and more time and weightage be given to school practice.

b) That suitable schools be used for practical training.

c) That the students be encouraged to fall in line within the current practice of a school and make the best use of it.
d) That the bulk of the Training College staff be recruited from people who have first hand experience of school teaching.

e) That the course in theory of education be flexible and adaptable to local circumstances.

f) That students be encouraged to proceed to the Master’s Degree only after some experience of teaching and

g) That original work by professors and lecturers be planned on all India basis.

The Secondary Education Commission (1953) regarded the problem of improving teacher training as most important one. The Commission recommended.

a) There should be only tow types of training institutions firstly those institutions that will train teachers, who wish to enter into the profession after higher secondary education. Such people should be given two-years training; secondly those institutions that will train people who wish to enter teaching profession after graduation. The training period for such people should be one year. But this period could be extended to two years in due course of time.
b) Those who wish to enter teaching profession should also be given training in one or more of the various extra curricular activities.

c) Refresher courses, short-term in-service courses in special subjects, practical training in workshop and professional conferences should also be organized by the training colleges as a part of their work.

d) The Training College should, conduct research work in various aspects of pedagogy and for this purpose it should have under its control an experimental or demonstrational school.

e) In order to meet the shortage of women teachers, special part time training courses should be organized for them.

In 1956 the Government of India decided to provide in-service facilities for secondary school teachers to establish Extension Services in about 23 Teachers’ Training Colleges.

The Central Advisory Board of Education in its 26th meeting held on 15th and 16th January 1959 at Madras recommended that the scheme for teacher training should be treated as important task and some recommendations were done for improvement of teacher training programmes.
The National Council of Educational Research and Training, an autonomous body for teacher education in the country, was established in 1961 with the following objectives:

a) To examine, evaluate and co-ordinate the teacher education programmes conducted by the State Department of Education and the Universities.

b) To take all such measures as well lead to an all-round improvements in teacher education both at elementary and secondary levels. The NCERT set up a National Institute of Education (NIE) to provide leadership in the field at a national level by investigating into the problems of teacher education and suggesting solutions for them. A Department of Teacher Education has been established in NIE for performing necessary work for the improvement of teacher education programme.

The Ministry of Education, Government of India had undertaken a project of establishment of four Regional Colleges for multipurpose schools. This project was handed over to the NCERT after its establishment in 1961. The NCERT changed the name into Regional Colleges of Education and established them in Ajmer, Bhopal,
Bhubaneshwar and Mysore. Three of them started in July 1963 and of Bhopal in July 1964. These colleges were established to improve the quality and standard of secondary education. Their special features were:

a) Four-year integrated courses in Science, Technology, English and Commerce.

b) One year courses in Agriculture, Commerce, fine Arts, Home Science, Science and Technology.

c) One to three year courses for Craft teachers.

d) To provide in-service courses to the teachers already working in multipurpose schools.

e) To undertake advanced studies and research projects in the methods of teaching in secondary schools.

f) To provide internship in teaching programme of 6 weeks duration to the students of one year and four year courses instead of Practice Teaching Programme.

g) To maintain a demonstration school attached to Regional College of Education in order to experiment and provide pre-internship and internship programme to the student teachers of the Regional Colleges of Education.
h) To provide progressive and dynamic outlook in teacher education.

i) To provide greater emphasis on subject matter even in one year courses in comparison to traditional Training College.

In 1964 a chain of State Institutes of Education was started with a view to impart excellence in teacher training programmes at primary level.

The UGC adopted a policy of setting up centres for advanced study in different subjects. A Centre of Advanced Study in Education (CASE) was established in M.S. University of Baroda in 1964. This centre is intended to encourage the pursuit of excellence and to accelerate the attainment of international standards through research work.

The CABE in its 32nd meeting held in 1965 recommended;

All teacher-training institutions should be strengthened and improved so that the teachers trained therein are competent to impart instructions on the new lines.
To clear the backlog of untrained teachers Summer School-cum-
Correspondence course was introduced in four Regional Colleges of
Education and Central Institute of Education leading to B.Ed. degrees.

The Education Commission (1964-1966) made the following
recommendations for a radical reform of teacher education:

a) Agencies for the maintenance of standards in Teacher
   Education;

i) The UGC should appoint “Standing Committee” on Teacher
   Education which should be concerned with all aspects of
   teacher education personnel and professional at both the
   graduate and undergraduate levels and should have the power
   to advise both Universities and State Governments with
   respect to all programmes of Teacher Education, to grant
   funds to institutions of teacher education, to inspect them and
   to develop and financially support in-service education
   programmes.
ii) The State Government should constitute body to be called as State Board of Teacher Education which should work in collaboration with UGC.

b) Quantitative improvements in the Primary and Secondary training institutions.

c) Professional preparations of teacher in higher education.

In 1967 Summer Institutes were introduced at selected teachers' colleges in which a large number of teachers were exposed to advanced methods of teaching and brought under the impact of latest developments in Science and Technology.

In 1969 NCERT conducted Second National Survey of Secondary Teacher Education in which it was found out that there were 273 secondary teacher-training institutes in April 1965. The student enrolment during the year 1964-1965 was 25264 with the average of 102.
In 1972 Government of India established a National Council for Teacher Education. The important functions of the council were as follows:

1) To advise Government of India on all matters concerning teacher education, evaluation of curricula for teacher education and periodical review of progress in revising curricula.

2) To review the progress of plan schemes, both central and states concerning teacher education.

3) To advise Government on ensuring adequate standards in teacher education.

State-wise working groups, recommended by the general body of NCTE, pointed out the following issues regarding the status of teacher education in 1974.

1) No manpower planning with respect to teacher has been done.

2) The quality of students seeking admission to teacher training institutions has gone down due to lack of proper admission procedure.
3) The existing curriculum at Primary and Secondary Teacher Training needs to be modernized in view the latest research findings in psychology and methodology in teaching.

4) The staffing pattern and staff-student ratio shows wide variations from state to state.

5) Physical conditions are generally weak in private aided training institutions.

6) Research in teacher education has been a neglected area.

7) Necessary steps need to be taken to ensure uniformity of standard in teacher education in all the states.

8) Steps be taken to keep every teacher educator abreast with the latest developments in his subject content, methodology of teaching and the areas of his professional organization.

The Ministry of Education requested the State Governments in June 1974 to set up the State Boards of Teacher Education. The following functions were suggested to these boards.

1) To prepare plans for the immediate and long term development of teacher education in the state both qualitative and quantitative.
2) To develop and prescribe standards for Teacher Training Institutions.

3) To prescribe norms in respect of physical facilities and academic and professional qualifications of staff.

4) To recommend to the State Government accreditation of Teacher Training Institutions.

5) To co-ordinate and improve standards of teacher education at all levels.

6) To advise the State Department of Education and Universities regarding programmes, Curricula, textbooks and other instructional materials and examinations for teacher education.

7) To examine conditions of affiliation for Teacher Training colleges as laid down by the Universities and to suggest improvement in them.

8) To arrange for periodical inspection of training institutions at all level including universities, Departments of Education in the state.

9) To recommend to the State Government grants to be given to teacher training institutions at all levels on the need based criteria.
A group of University Professors met at Sevagram in September 1977 and made certain suggestions for incorporation of Gandhian values in teacher education curriculum to enrich the same which led to publication of a report of Gandhian values, Socially Useful Productive Work and Community Work under Teacher Education programme in September 1978.

Ishwarbhai J. Patel Committee (1977) also stressed the Socially Useful Productive Work in the curriculum of Teacher Training Colleges.

The NCTE prepared, “Teacher Education Curriculum-A Framework” keeping in view the changing pattern of education. In this framework a detailed discussion has been done of objectives of teacher education. The courses have also been radically revised in the framework for all the stages of Teacher education. Since the publication of ‘Teacher Education Curriculum-A Framework’, a few significant developments have taken place in education.

The National Policy on Education, 1986, a Programme of Action 1986 and National Curriculum for Elementary and Secondary Education-A Framework, brought out by the National Council of
Educational Research and Training in 1988 have expressed their concerns about reorganising programmes of teacher education at various stages of school education. Towards a conceptualisation of such implications, the National Council of Educational Research and Training Constituted two working groups one on ‘Revitalisation and Modernisation of Pre-service Teacher Education’ and the other on ‘In-service Teacher Education’.

Further systematisation and concretisation of teacher education programmes were attempted by an expert group of the National Council for Teacher Education in 1988. The National Curriculum for Teacher Education - A Framework, was finalized and released by the National Council for Teacher Education in 1988. Framework lays stress on the principle that, “Teacher education programmes” for the different levels should share a common design with a built-in provision for horizontal and vertical mobility to break the isolation from stage to stage. It suggested the following three major components of teacher education for each stage:

a) Foundation courses, emphasising mainly the philosophical and sociological perspectives, and the psychological bases of education at the stage concerned.
b) Stage relevant specialisation emphasising understanding of the professional functions of a teacher in a general way relevant to the stages and competencies and skills of teaching relevant school subjects.

c) Field work or practicum, emphasising application of theory in classroom teaching and in other practical activities involving students, parents and the community.

Framework (1988) felt that while this course structure will remain the most common or popular pattern, it would be worthwhile to try out alternative integrated structures. Among others, the structures include.

a) A substantial part of the two years of higher secondary education (after 10 years of schooling) could be devoted to pre-primary level training.

b) A three-year integrated programme (after class 10) for primary school teachers.

c) A four-year integrated programme (after 10 + 2) for secondary school teachers.

d) A three-year integrated programme (after 10 + 2 + 3) for higher secondary teachers.
The third major exercise towards revision of curriculum framework was initiated by the University Grants Commission through the Curriculum Development Centre established in the Department of Education, Kerala University, in 1990. The centre’s programme was confined to secondary school teacher education. The framework includes three major components, viz., theory, practice and internship. The framework provides equal weightage in terms of time to both theory and practice. As part of the practice dimension, compulsory internship as a requirement for certification has been suggested. These have been accommodated by extending the total duration of teacher education to two years. The Curriculum Development Centre in Education framework emphasises restructuring the existing programme of teacher education in terms of substance and duration on the basis of reflections by expert members, which is more pedagogic in nature and orientation.

The Committee to review the National Policy on Education 1986, was formed on 7th November 1990 with Achrya Rammūrti as chairman and other sixteen as members. Some of the recommendations done by the committee regarding the teacher education are as follows:
The training programme should be competence-based and there should be integration of theory and practice for situational application.

Affective aspect to be taken care of so as to develop in students the qualities such as empathy, attitude towards the profession, society and develop values.

Development of innovative strategies and pilot trial of significant activities should be encouraged to ensure the effectiveness of the programme.

All institutions should be strengthened with continuous supply of relevant learning material including journals. Provision should be made for every teacher to attend in-service programmes according to the specific needs and requirements.

The committee also has suggested new internship model of teacher training with the following requirements:

- realistic fields situation for teachers
- long duration
- supervised teaching in the field
- good role models
- trainers who are themselves skilled and effective teachers
The committee observed that the four-year integrated model of teacher training provides the necessary professional touch to the training and therefore needs to be encouraged.

The Janardhana Reddy Committee, in its report submitted in January 1992, came to the conclusion that while very little of the National Policy on Education, 1986 required reformulation the Programme of Action needed to be revised considerably.

A National Advisory Committee was set up on 1 March 1992 by the Ministry of Human Resource and Development under the chairmanship of Prof. Yash Pal, to advise on ways and means to reduce the load on school students, while improving quality of learning including capability for life-long self-learning and skill formation. Some of the recommendations done by the committee are as follows:

- The duration of the programme should either one year after graduation or 3-4 years after higher secondary.
- The content of the programme should be restructured, to ensure its relevance to the changing needs of school education and to make it more practicum-centered.
The emphasis in these programmes should be on enabling the trainees to acquire the ability for self learning and independent thinking.

Pre-service teacher education programme being a professional course has to be a rigorous, thorough and intensive programme.

The National Council for Teacher Education Act came into existence in 1993. According to this act it shall be the duty of the council to take all such steps as it may think fit for ensuring planned and co-ordinated development of teacher education and for the determination and maintenance of standards for teacher education system throughout the country.

The group was set up on 25th August 1993 under the chairmanship of Shri Y.N. Chaturvedi to examine the recommendations of the National Advisory Committee, under the chairmanship of Prof. Yash Pal (1993).

National Council for Teacher Education constituted an Expert Committee under the chairmanship of Dr. D.C. Das, on 21st December 1994. After examining all available data on teacher requirements, existing facilities for teacher education and all the other related things with teacher education made some useful recommendations for the quality improvement in teacher education programmes.
2.3 **TOWARDS INTEGRATED COURSES:**

Teacher preparation programmes have not changed much during the recent past and are therefore, under severe criticism for being static, unresponsive to the emerging challenges of the present time. The contemporary model of teacher education have failed to reflect the changes taking place in other spheres of our national life. There is a feeling that teacher education is not effective in turning out efficient teachers and this concern is adequately reflected in the National Policy on Education 1986 and Programme of Action 1992. It called for complete overhaul of the system of teacher education. The challenges before teacher education system which relate to its ‘design’ and ‘curriculum’ require a detailed and critical discussion to establish an effective teacher education system for our country.

The teacher education in India, both pre-service and in-service is beset with numerous problems. For instance, the question of duration of the teacher education has engaged the attention of the educationists right from the time when the system started evolving. The discussion on the programme duration has centered around the place and the relative
importance of the content and methodology courses. The question of
duration has been discussed by the University Education Commission
1949, curriculum Development centre 1990, The Committee to review the
National Policy on Education 1986, formed in 1990, National Advisory
Committee 1992 etc. Every document thinks fit to extend duration of the
present teacher training programmes of one year. In one year secondary
teacher education programme, ‘Methodology’ of teaching is taught as the
trainees have at least passed degree level examination in the subjects
concerned. On the other hand, it is pointed out that mere possession of a
degree does not ensure mastery. Besides ‘Methods’ have to be taught and
practiced in relation to the subject matter. It is assumed that the study of
school subject along with their methodology of teaching shall help the
prospective teachers to gain insight essential for teaching these subjects to
young children. The same principle is adopted in four-year integrated
teacher training programmes. It is assumed that pedagogical principles
and skills find meaning only in the context of ‘Content’ the subject matter
to be communicated to the learner with a view to helping him/her learn.
The appropriate attitudinal make-up and value orientation among the
teacher trainees can be acquired only through sufficiently long exposure to a consciously created environment in which specialised knowledge is acquired and put into practice, and in which participants (practitioners and supervisors) exhibit appropriate behavioural attributes which help participants, especially new entrants (trainees), to imbibe them. This process can be facilitated if the duration of the course is longer than the usual period of one year for teacher preparation for the secondary stage.

In 1960 the College of Education in Kurukshetra, affiliated at that time to Punjab University, started a four year integrated teacher education programme in which academic and professional courses were taught simultaneously leading to B.Sc. (Education) and B.A. (Education) degrees, depending upon the subject area chosen by candidates.

These courses were suitably revised in 1966 and the degrees were given nomenclature of B.Sc. Ed. and B.A. Ed. These courses were introduced at the Kurukshetra University as a measure to attract talented candidates to teaching. The courses were expected to prepare ‘Quality Teacher’.
A similar experiment of instituting an integrated course in teacher education was conducted during the sixties at the Rural Institute of Sardar Patel University in Gujarat.

In 1963, the National Council of Educational Research and Training prepared a scheme of integrated courses of four-year duration to prepare teachers for various streams of multipurpose schools. The curriculum of integrated courses consisted of general education, professional education and content courses. These courses were offered in a sequence for four years to maintain a balance among the three components; also, the knowledge contained in the three components was transmitted to students in an integrated way with a view to shaping and moulding them to effectively discharge teachers' functions and roles in secondary schools. Candidates who passed the higher secondary school certificate examination were eligible for admission to these courses, which were offered at the four Regional Colleges of Education of the National Council of Educational Research and Training located at Ajmer, Bhubaneshwar, Bhopal and Mysore. On successful completion of the courses, candidates were awarded B.Sc. Ed., B.Tech. Ed. and B.Com. Ed.
degrees of the respective universities within whose jurisdiction these Regional Colleges of Education were located, viz., Rajasthan University (later, Maharshi Dayanand University, Ajmer); Utkal University, Bhubaneshwar; Vikram University, Ujjain University (later, Bhopal University); and Mysore University.

This experiment aimed at developing a logical and effective model of teacher education. It was expected that in due course the effectiveness of the model would be established sufficiently and it would replace the prevailing model of teacher preparation of one-year after a three-year degree course.

These courses were criticised on the basis that the entrants of 16 to 17 years may not be in a position to decide upon it as a career. It was also felt that the programmes seemed to have a marginal impact on the system of teacher education. Many critics felt that implementation on an extensive scale would not be feasible in view of the costs involved as well as on grounds of academic and pedagogic viability. The observations made by the Education Commission (19964-1966) are relevant in this connection.
If the integrated courses are to be organised at all and we do believe they have a place in the elastic and varied system we are recommending they should be organised in universities rather than in separate institutions set up for the purpose as is now being done in the Regional Colleges of Education.

These recommendations were done on the basis of high cost, inadequate facilities regarding the pursuance of studies and research work.

Another reason could be that as long as an individual is able to secure employment on similar terms after a year's training, he/she is not likely to be motivated to undertake training for four years even if it is likely to equip him/her better for teacher's tasks.

Due to the criticisms the Government of Punjab appointed a committee in 1964 under the chairmanship of A.C. Deve Gowda to compare the performance of those trained in the college of Education, Kurukshtra, and those trained in ordinary teacher training colleges at Patiala, Jalandhar and Chandigarh. The ten best students were drawn from the colleges of the two categories for comparison of their performance in theory papers and practical skills in teaching. The study
revealed that the trainees of the Kurukshetra College of Education did much better both in theory papers as well as in practical skills of teaching than their counterparts from Patiala, Jalandhar and Chandigarh.

A visiting committee of the University Grants Commission under the chairmanship of K.G. Saiyiddin in 1968 also reviewed the working of the four-year integrated course. According to their opinion the students of the four-year integrated course were satisfied with the course and that they were better motivated, which resulted in their faster and better achievement; than those of the comparable group in the university. This committee even recommended that this scheme of teacher preparation be thrown open to other students of the university. Further, the integrated course of teacher preparation was accepted by several universities with its degree being recognised as equivalent to their B.Ed. degree. However, in meantime, Haryana had become an independent state, and the government decided to discontinue the course and admission to it was stopped from 1969.
As a sequel to the recommendations made by the Education Commission (1964-1966), the Government of Gujarat discontinued grants to the Rural Institute of Education at the Vallabh Vidya Nagar, Sardar Patel University, for running the integrated course, but did not introduce the scheme in its regular universities.

The review committee of the National Council of Educational Research and training under the chairmanship of B.D. Nag Chaudhuri in 1968 again condemned the continuation of four-year integrated courses in the institutions like Regional Colleges of Education on the basis of high cost.

The Administrative Staff College of India 1978 recommended to discontinue the pre-service training programmes in teacher education in Regional Colleges of Education.

On the other hand, the Task Force on National Council of Education Research and Training 1985 took the view that the innovative programmes should continue at the Regional Colleges of Education and that they need to be evaluated for wider adoption after adequate trial.
Kapoor Committee, 1974 and Kulkarni-Bose Committee, 1980 also examined the merit and relevance of the integrated courses. These committees recommended the continuance of the courses at the Regional Colleges of Education.

In the mid-eighties, the National Commission on Teacher-I (1983-1985) favoured an integrated course of teacher education on the pattern of Regional colleges of Education. It recommended that each state may make a beginning by establishing at least one four-year integrated college of education, the curriculum for which should be developed by taking into account the experiences of the Regional Colleges of Education and other centres where such courses had been organised. If felt necessary, these courses could be made five-year integrated courses.

More recently Acharya Ramamurti Committee (1990) while reviewing the National Policy on Education 1986, felt that the model of teacher training at the Regional Colleges of Education provided the necessary professional touch to training and, therefore, needs to be encouraged. It also recommended that more institutions be opened in the country on the lines of the Regional Colleges of Education. Despite these
different stands, the four-year integrated courses in the regional colleges of education were restarted from 1980. They were continued up to the mid-nineties. With reorganisation of the programmes of the Regional Colleges of Education, the four-year integrated courses have now been discontinued, and Regional Colleges of Education were renamed as Regional Institutes of Education in 1994 on the basis of recommendations made by an Advisory Committee set up by the Union Ministry of Human Resource Development.

Thus a major innovative programme of teacher preparation for the secondary stage ended before it could be expanded and absorbed into the existing institutional structures for teacher education. Although it is difficult to predict its full-scale revival as an approach to teacher preparation, the integrated courses have not completely disappeared from the scene.

In Maharashtra the institution, Shri Mouni Vidyapeeth, situated at Gargoti, a hilly and rural area has been experimenting this model of integrated teacher training since June, 1963.
In the beginning it was started as Diploma in Rural Services (Education), of three years duration equivalent to B.A.B.Ed. degree of the university and was affiliated to The National Council of Rural Higher Education, New Delhi.

Afterwards in 1975 it was restructured as B.A.B.Ed. (Special) an integrated course of four-year duration and was affiliated to Shivaji University, Kolhapur, Maharashtra.

Again in 1990 it was restructured as B.A.B.Ed. (Integrated) course of four-year duration, Karmveer Hire Arts, Science, Commerce and Education College, one of the wings of Shri Mouni Vidyapeeth, Gargoti is running this course successfully till this moment to answer all the criticisms against this model of teacher preparation. One more college, Mahaveer College, Kolhapur, is also running this course.

No Commission or any Committee appointed to take review of the teacher preparation models has taken any cognizance of this effort of imparting quality in the field of teacher education at remote village like Gargoti blessed by the great educationist Dr. J.P. Naik.
The present study is an humble effort to evaluate this integrated model by comparing it with 'one-year B.Ed. course' of teacher preparation of the same university on the basis of teaching effectiveness and teacher efficiency of the teachers trained through these two different models of teacher preparation.

2.4 RESEARCH WORK CARRIED OUT IN THE AREA:

A BRIEF REVIEW

Teacher education today is an integral part of any educational system. Teaching, being both a skill and an art, was found amenable to transmission in the early years of the 19th century. No wonder then that teacher education has emerged as an importance area of education research.

In the four surveys so far, taken together, 410 studies have been identified as belonging to the area of teacher education. Researchers working in the area have brought into their study a wide spectrum of variables.

Reviews of the study in the area of teacher education have been attempted by Lulla and Singh, Mehrotra, Das and Jangir, Bhatnagar, and Pillay. A synoptic overview of the nature of these reviews would help one to take stock of the researches completed in the area.
Some comparative studies have compared different teacher education programme with respect to the facilities available, courses of study, demonstration or practice teaching schools etc. They make a contribution to teacher education as they point out possible improvements that can be made in the existing set up. In this way, guidelines for planned reform and development of teacher-education programmes can be made keeping in mind the working of different models of teacher education.

There are some studies that compare the features of India teacher-education programmes with that of developed and developing countries. Researchers like Ghosh compared Indian teacher-education programmes with those of developed countries like the USA and UK. Researchers have also compared different teacher-education models in India.

It is neither intended nor possible to give all the details of the research projects carried out in the area. However, some of the major works relevant to the present study are reviewed below.
BHAGOLIWAL, S., A study of Personality Characteristics Associated with Teaching effectiveness as seen through Rorschach Technique, Ph.D.(Edu.), All U., 1982.

Objectives:

1) to discriminate between the effective and less effective teacher,
2) to find out personality characteristics associated with each category of teachers using Rorschach Inkblot Test,
3) to compare the two groups of teachers on Rorschach variables of personality., and
4) to offer suggestions regarding the utility of these distinguishing characteristics for recruitment, training and placement of teachers

Sample: It consisted of 264 teacher (120 male and 144 female) All full-time trained teachers and had at least three years of experience.

Out of 264 teachers, fifty more effective and fifty less effective teachers were identified on composite teaching effectiveness criteria.
For the selection of criterion group, *Teacher Personality Characteristics Inventory*, *Teacher’s Rating Scale*, students’ performance and student ranking proforma for subject teachers were used.

For the assessment of personality, Rorschach Inkblot Test was used.

The chi-square and Man Whitney U-test were used for data analysis.

**Findings:**

1) The more effective teacher (MET) were by and large, characterized by their superiority over the less effective teachers with respect to their overall intellectual level.

2) The more effective teachers were characterized by a fairly higher level of differentiation and integration in their cognitive and perceptual functioning.

3) The MET were characterized by having more of creative potential.

4) Inner control was better in the case of (MET).

5) Psychograms revealed that fantasy life dominated both the groups.
6) The case study revealed that all the three cases of more effective group led well-developed value system, ego-organization, and impulse life well subordinated to the value system.

7) The both were alike in their respective emotional responsiveness.

8) More of the effective teachers had a harrowed gap between their level of aspiration and imaginal and inner resources.


Objectives:

1) to identify successful teachers, and

2) to find out their typical patterns of verbal behaviour

Tools:

1) mark sheets of the students

2) headmaster’ rating of teachers’ success

3) Pupils’ rating of teachers’ success.
Sample:

Initially, 250 secondary School teachers teaching language and science were randomly selected. At the final stage, 72 teachers were selected for the study of their verbal patterns.

Findings:

1) The science teachers exhibited patterns of asking questions, giving directions soliciting initiated pupils’ talk, sustained teacher initiated pupil talk, flexibility and teacher talk according to normative expectations.

2) For the language teachers the patterns of higher proportion of student talk to teacher talk, the flexibility, content cross and total teacher talk were formed to be of normative expectations.

3) Science teachers resorted more to asking questions and teaching than the language teachers.

PASSI, B.K. and SHARMA, S.K., A study of Teaching Competency of Secondary School Teachers, Dept. of Edu., Indore U., 1982 (NCERT-Financed)

Objectives:

1) To study the relationship between the teachers demographic variables (Sex and age) and the teaching competency at the secondary level,
2) To study the relationship between other presage variables (the teacher’s attitude towards teaching, interest in teaching self perception for his teaching behaviour and intelligence) and the teaching competency at the secondary level,

3) To study the relationship between the teaching competency of secondary language teachers and product variables in terms of academic achievement and pupils’ liking of the teaching behaviour of their teachers and,

4) To develop instructional materials, for one of the identified teaching competencies required for the teaching of Hindi/English at the secondary level and to study its effect on the development of teaching competency.

Sample: The pilot study consisted 72 teaching-learning situations.

36 language teachers teaching grades IX, X and XI and their pupils were involved. For the final study 556 classroom teaching-learning situations (278 each at the time of teaching Hindi and English separately) were observed. Total 107 teachers (48 teaching Hindi and 59 teaching English) were involved in the study.
These teachers taught Grades IX, X and XI in thirty-eight secondary schools of Indore district.

Data related to liking of the teacher's teaching behaviour from 9,360 pupils were collected. The Achievements test in Hindi was administered to 766 pupils of Grade IX for the purpose of validation of the instructional materials, 28 student teachers who had offered Hindi as a teaching subject were selected. From among them, two groups (Experimental and Control) were randomly formed.

Tools:

1) Teacher Attitude Scale (Grewal).
2) The Interest Inventory for Teachers (Grewal).
3) Standard Progressive Matrices, Teacher's self-Rating Scale (Rama)
4) The Pupil Liking Scale (Rama)
5) The Classroom Observation Schedule and achievement test in Hindi were developed by the investigator.

Analysis:

The data was analysed by employing Principal Component analysis, Vari max rotation, t-test, correlation and analysis of co-variance.
Findings:

1) The competencies which were identified, shared total variance of 76.80 percent. The competencies were giving assignment, loud reading, asking questions, introducing a lesson, managing the classroom, clarification, secondary loud reading, using the blackboard, using reinforcement, pacing, avoiding repetition, consolidating the lesson, dealing with pupils’ responses, improving pupils’ behaviour, audibility, using secondary reinforcement, recognizing pupils’ attending behaviour, presenting verbal mode, and shifting sensory channel.

2) The male and the female teachers did not differ in their competency.

3) There was positive significant correlation between the age of the language teachers teaching at the secondary level and their teaching competency.

4) There was no significant relationship of the attitude of the language teachers teaching Hindi/English at the secondary level towards teaching, interest and intelligence with teaching competency, respectively.
5) There was a significant negative correlation between the self-perception of the language teachers teaching at the secondary level and teaching competency.

6) There was significant positive relationship between the teacher's teaching competency, the liking of their pupils of their teaching behaviour and the academic achievement of the pupils of Grade IX in Hindi.

7) The training of the student-teachers through instructional materials in micro-teaching setting improved the cognitive competency, emotional competency and behavioural competency of loud reading and the competency of loud reading as a whole among the student teachers.

8) After the training by instructional materials, in simulated condition, the competency in loud reading among the student teachers of the experimental group improved significantly more in the real classroom condition than among the student-teachers of the control group.

9) There was no significant difference in the language teaching competency of the student teaching of the experimental and the control groups in the real classroom condition.
ARORA, K., Differences Between Effective and Ineffective Teachers, Ph.D.Edu. JMI, 1976.

Objectives:

1) to find out the characteristics differentiating effective and ineffective teachers
2) to study their educational background
3) their occupational background
4) their job motivation
5) their present work, work-load, and professional growth
6) their job satisfaction
7) their Socio-economic and family background
8) their attitudes, and
9) their opinion about certain current issues related to school education

Sample:

30 Higher-secondary Schools of Delhi, including equal number of boys’ and girls’ schools. Among 160 teacher selected for the study, there were equal number of effective and ineffective male and female teachers.
The Sample was identified with the help of the **Teachers' Characteristics Description Form** (TCDF) and the **Education Proforma** (EP) developed by the investigator.

**Findings:**

1) The age and tenure of service were non-differentiating characteristics.

2) A greater number of ineffective teachers passed examinations while in service.

3) The educational qualifications and divisions obtained and continuity of studies in one phase did not differentiate.

4) For job motivation, the stage at which the decision to join the profession was taken, the considerations which influenced the choice of profession and the decision to join the profession were the differentiating characteristics.

5) Of the aspects under the present work, the working conditions and other, the distance between the school and home, the time spent on daily travelling, the additional non-teaching duties, the nature and satisfaction with them, utilization of free periods, satisfaction with the syllabus and incentives for good work were the differentiating characteristics.
6) The teachers did not differ in terms of the length of teaching experience, satisfaction with the allotment of teaching subjects, textbooks and the mode of transport used for travelling to school.

7) Differentiating characteristics with regard to professional growth and desire to attend in-service programmes could be observed while there was no difference regarding the study of professional books and literary pursuits.

8) Differentiating characteristics of job satisfaction were general satisfaction as well as the degree of satisfaction with work and causes of dissatisfaction. Regarding the views on improvement in school and making teachers' work attractive there was little difference.

9) On personal and family circumstances, specifically marital status, financial conditions and leisure-time activity, there was no difference.

10) The groups of effective and ineffective teachers differed on the attitude to teaching, teacher-pupil relationship, discipline and punishment, teaching aids, homework, and curriculum.
11) View varied as regards improvements needed in the educational system, enhancement of prestige in society, existing teacher-training, maintenance of good relationship among the members of the school staff, better teacher-pupil relationship, and discipline in the school while both the groups agreed that the teachers should have better salaries.


Objectives:

1) to construct a rating scale to evaluate teaching effectiveness of college teachers by their students, and

2) to find out the feedback effect student evaluation on teachers in terms of their teaching effectiveness

Sample:

It consisted of the teachers who taught at the undergraduate level in the colleges of Madras University area and the students who took these courses.
Findings:

1) The evaluative feedback based on students’ rating helped teachers significantly improve their teaching effectiveness irrespective of sex or subject of teachers.

2) Students’ rating and self-rating of teaching effectiveness were positively and significantly related but the self-rating was significantly higher than the students rating.

3) The factors of teaching effectiveness identified were subject mastery and intellectual kindling, responsiveness, integrity and communicating ability, commitment to teaching, impartiality, motivating concern for the students progress and informal academic help.

4) The lowest performance of teachers, on an average, was with respect to encouraging discussion in the class and the best was with respect to punctuality.

5) The teachers in the Madras University area, in general, had a favourable attitude towards students’ evaluation of teaching.

Objectives:

1) to identify the successful (effective) teachers, and
2) to find out the personality patterns of the successful (effective) teachers of highschool classes

Hypotheses:

1) There are different personality patterns of successful and unsuccessful teachers.
2) There is a definite impact of teacher’s personality on their student perception.
3) There are definitely significant differences in the achievement of the students of the successful and unsuccessful teachers.

Tools:

1) R.C. Deva’s Teacher Rating Scale
2) Sorenson’s the Students’ Perception of their Teachers Scale.
3) Cattell’s 16 PF Test. (Personality Factors)
Sample:

500 teachers, each teacher under study was rated by 30 students. The T-test, critical ratio and coefficient of contingency were calculated to determine the consistency between teachers' levels of success and the level of performance of their students.

Findings:

1) The successful teachers had traits which were positively helpful and valuable for the mental health of the individual whereas unsuccessful teachers had traits which tended to lead the person to a kind of maladjustment.

2) Highschool students were quite sensitive and receptive to the prominent personality traits of their teachers.

3) There was a definite impact of teacher's personality on their students' perception.

4) There was a close relationship between the level of effectiveness of teachers and the levels of achievement of their students.

5) Successful teachers were very helpful in raising the level of achievement of the students and also their overall educational standard.

Objectives: to investigate if there were significant differences on:

1) Self perception, student perception, teaching profession perception and instructional goal perception,

2) Lesson observation scores (planning, execution, closing, teacher and total), and

3) head masters' ratings (content competence, methods of teaching, ability to get along with students and staff, participation in co-curricular activities and total) of the products of the two models

Sample:

Two hundred teachers 100 with PUC (Edu.) qualification and 100 with TCH qualification working in primary schools.

Tools:

1) Self-perception scale developed by the investigator.

2) Three other perception scales developed by Patter and Majagi.
Findings:

1) The two groups of teachers did not differ significantly on self-perception, teaching profession perception and instructional goal perception.

2) The perceptions of the PUC (Edu.) group about the students were more positive compared with those of their counterparts from the TCH group.

3) The two groups did not differ significantly in respect of lesson planning, lesson execution, and lesson closing and overall assessment of teaching.

4) The two groups did not differ significantly on the ratings made by headmasters on all the four aspects of teachers’ work in the school.

Thus the PUC (Edu.) model of teacher preparation appeared to be more effective in promoting student perception.

Objectives:

To examine the differential effects of types of training and teaching experience and their interaction on,

1) the general teaching competence of teachers,
2) their attitude towards teaching
3) their perception of their teaching effectiveness
4) Pupils' perception of the teaching effectiveness of their teachers.
5) the perception of peers about their teaching effectiveness, and
6) the perception of the heads of the institutions about their teaching effectiveness

Sample:

At the laboratory stage, the sample comprised 98 B.Ed. students-teachers.

At the follow-up stage 74 student teachers of the laboratory stage formed the sample.
Tools:

1) Cattell Culture Free Intelligence Test
2) the General Teaching Competence Scale by Passi and Lalitha,
3) the Ahluwalia Teacher Attitude Inventory
4) a Pupils Rating Scale for Teachers
5) a Self Rating Scale for teachers and peers
6) Heads Rating Scale for Teachers
4, 5, 6, developed by the investigator

Findings:

1) The micro teaching approach was found superior to the conventional training approach in terms of development of general teaching competence in the teachers.
2) The interaction between training and teaching experience did not influence significantly the development of general teaching competence in the teachers.
3) The teachers belonging to micro teaching group developed significantly more favourable attitude towards teaching in comparison with those belonging to the conventional training group.
4) There was no significant effect of training on the self-perception of the teachers about their own teaching effectiveness.

5) Teaching experience did not influence significantly the teaching effectiveness.

6) There was no significant effect of training on the perception of the heads of schools about the teaching effectiveness of their teachers.


The Effectiveness of the different model of graduate teacher training prevalent in India such as the four-year integrated B.Ed. and the traditional one-year B.Ed. course was sought to be compared in this investigation.

The Major findings of the study were:

1) While there was no difference in the attitudes of the groups under the two modes, there were differences in teaching competence and role performance the integrated group scoring higher than the traditional group.
2) In teaching competence, those with low experience, from urban areas trained in integrated mode had higher teaching competence.

3) In role performance, the integrated course teachers who were only graduates, with low experience, from urban areas, and young teachers as also married and female groups had higher scores.

4) From the study of inter correlations between scores on the three variables, it was concluded that the integrated method developed a positive relationship in attitude and role performance in the case of science teachers, and hence was suited more specially to science students than to art students.


Objectives:

1) to compare teacher effectiveness of male and female teachers of urban and rural areas,
2) to compare their intelligence, Socio-economic status, attitude towards teaching profession and adjustment,

3) to find out the relationship between teacher effectiveness and the selected correlates, Viz., intelligence, adjustment, attitude and SES, and

4) to determine the combined effect of the correlates on teacher effectiveness

**Sample**:  
330 Teachers of urban and rural areas from 22 intermediate colleges of Varanasi, Gorakhpur and Jyunjpur districts.

**Tools**:  

1) Teacher Attitude Inventory  
2) Teacher Adjustment Inventory  
3) SES Scale  
4) Samoohik Mansik Yogyata Pariksha (1/61)  
5) Teacher Effectiveness Rating Scale
Findings:

1) No significant difference in the mean scores of male and female teachers in their effectiveness was observed.

2) The difference in the mean intelligence scores of male and female teachers was not significant.

3) Rural female teachers had secured comparatively better scores than the rural male teachers in teacher effectiveness.

4) The difference in the mean scores of urban male and female teachers was found to be non-significant on the SES scale.

5) There was a non-significant difference in the mean scores of male and female teachers belonging to urban and rural areas in their attitude towards teaching.

6) There was non-significant difference in the mean scores of adjustment of male and female teachers.

7) The scores of rural male and female teachers in teaching effectiveness appeared to be correlated significantly with only two variables-intelligence and attitude towards the teaching profession.
8) A low relationship between intelligence and Socio-economic status was observed. It was, however, not significant.

9) The teacher-effectiveness scores of rural male and female teachers appeared to be significantly related with intelligence, Socio-economic status and adjustment.

10) Intelligence showed a moderate and significant relationship with Socio-economic status and adjustment of the urban teachers, irrespective of sex.


Objectives:

1) to study the actual position of resources, existing conditions and working of the teacher-education programme,

2) to study the quantitative and qualitative characteristics of the programme’s end-product,

3) to study the effect of the programme on teaching aptitude of student-teacher,
4) to study opinions regarding quality and sufficiency of existing conditions and working of the programme from the point of view organization of professional education of secondary teachers,

5) to study opinions regarding utility of the programme from the point of view of the teacher’s job, and

6) to ascertain the most desirable changes needed for making the programme effective

The study was normative survey.

Sample:

Ten college principals, 76 Teacher-educators, 929 student teachers, secondary teachers, 38 secondary school principals, 8 educational administrators.

Tools:

1) Two questionnaires, two interview schedules, four rating scales, prepared by the investigator.

2) Test of Teaching Aptitude by Dr. Jai Prakash and Dr. Srivastava,
3) Observation of institutions and content analysis of the university, college and government records.

**Findings**:

1) The ten colleges were unequal in size and facilities.

2) The teacher-educator-student-teacher ratio was 1:14, higher than prescribed by the government.

3) 60% of the departments did not have educators in all school subjects on their staff.

4) Facilities for non-teaching staff was inadequate.

5) Coordination between the department and secondary schools, other training schools, and the community was lacking.

6) Admission rules prescribed by the state government having many drawbacks were followed.

7) Programme comprised theory teaching practice teaching and sessional work. Average working days were only 118.

8) The future plans of the departments were opening M.Ed./M.A. (Edu.) classes.

9) Wastage of more than nine percent was observed.
10) A revealed by the examination results, teaching efficiency was found to be higher among trainees as compared to professional knowledge.

11) There was no significant contribution of the programme in developing teaching aptitude among trainees.

12) In the opinion of college principals and teacher-educators, and existing conditions and working of the programme were not good on all points.

13) Immediately desired changes in the programme were in its curriculum, organisation of practice teaching, admission and evaluation procedures, establishment of independent colleges of education, teacher-educators’ orientation and research facilities.

THAKUR, T., Who is a Good Teacher? (A Study Based on the Opinion of Senior Pupils), SIE Assam, 1976.

Objectives:

to analyse the characteristics of a good teacher as perceived by his pupils.
Sample:

400 senior students (201 boys; 199 girls) of seven different secondary schools of Jorhat town were selected.

Findings:

1) Most of the pupils were from economically deprived homes.

2) The outstanding positive traits of the teacher as viewed by the pupils were good teaching, kind and pleasing manners, good advice and guidance to pupils, regular and punctual attendance and equal treatment to all. The pupils were in favour of strict discipline and administration. The pupils loved to get regular assignments and wanted that the teachers correct assignments regularly. A teacher who did not let down pupils was loved by all. A teacher who could identify himself with his pupils found his class teaching very easy.

3) The negative traits were partiality, favouritism, wasting time, unmindful of duty, rude, lack of affection, ridiculing students, bad teaching, excessive talk unrelated to subject matter and conceit.

4) Some differences were noticed with regard to the responses received from boys and girls.

Objectives:

1) to study teacher personality Correlates and scholastic competence as related to effective teaching

Sample:

500 teachers drawn from higher secondary schools of Srinagar district and its outskirts (Jammu and Kashmir State), teaching science, mathematics and English to pre-university classes.

Tools:

1) Catell’s 16 PF Questionnaire (Adult, Form A) to assess personality.

2) Raven’s Advanced Progressive Matrices (APM – Set – II) to test scholastic competence.

3) Principal’s Comment Check List (PCCL) evolved by investigator.

4) Student’s Comment Check List (SCCL) by investigator.
Findings:

1) Personality, adjustment, democratic leadership, a high degree of intelligence, and emotional control were the main characteristics that went with teacher effectiveness.


Objectives:

1) to critically evaluate the trends and issues of secondary teacher education in the state of Haryana,

2) to compare the teacher education programmes as practised in colleges of education in Haryana with the programmes of Central Institute of Education, Delhi, and Regional College of Education, Ajmer, and

3) to make a case study of the five institutions, three from Haryana, one from Delhi (CIE) and one from Ajmer (RCE)

Sample:

23 teacher training institutes in the state of Haryana, the CIE, Delhi, and RCE Ajmer.

The study was normative survey.
Tools:

1) Questionnaire having different elements, based on the theoretical model of teacher education.

2) An interview schedule to confirm information collected through the questionnaire.

3) Ahluwalia Teacher Attitude Inventory to measure attitudes of pupil-teachers towards teaching.

Findings:

1) The growth of the colleges of education was not need-based in the state Haryana.

2) Though there was only one government college of education in Haryana, yet the government was encouraging other colleges of education by giving grants-in-aid to these institutions.

3) 60% of the colleges of education were functioning without fulfilling the conditions laid down by the universities.

4) Teachers were not conscious about the objectives of teacher education.

5) The enrolment at B.Ed level was very high.
6) The theory and practice teaching courses had been given 700 and 200 marks respectively. The content-enrichment of pupil-teachers had not been taken into account.

7) Demonstration schools were not helping the pupil-teachers in practice teaching.

8) Most of the colleges used the lecture method to impart instruction to pupil-teachers.

9) There was no encouragement for professional growth of teacher-educators.

10) The theory courses of all the colleges were similar.

11) There was no significant relationship between Socio-economic status and attitude towards teaching of pupil-teachers. The same were the findings in the case of pupil-teachers of the RCE Ajmer and the CIE Delhi.

12) There was no significant difference between the pupil-teachers of the Haryana colleges, CIE and RCE, as far as, their attitude towards teaching was concerned.

13) The difference between colleges of education in Haryana, the CIE and RCE was regarding the clientele which these...
institutions attracted, admitted and served. The CIE attracted national clientele, the RCE regional candidates and the colleges of Haryana only local applicants.

14) The CIE and RCE had better professional and academic courses in comparison with colleges of Haryana.

BABU D.S. ET. AL., Acceptance, Awareness and Impact of RCE (Mysore) Programmes, RCE, Mysore, 1986 ( NCERT Financed)

The study was concerned with examining the Regional College of Education (RCE), Mysore, programmes from viewpoint of,

1) awareness of the programmes in the southern region

2) the beneficiaries of such activities, and

3) the impact of these programmes as reflected in the adjustment and performance of ex-students who had undergone a course of instruction in the college.

Sample:

All students of the four-year integrated and one-year B.Ed. courses who had studied at the RCE, Mysore, during the period 1972-1982.
Tools:

1) A questionnaire to obtain data regarding awareness of the college programmes, an adapted version of the Student Evaluation of Education Quality (SEEQ) of Marsh, H.W.,

2) A job satisfaction scale designed by the investigators.

3) Observation of classroom lessons, using a Student Teaching Profile developed by the RCE.

Sample included 2010 students, of whom 685 were of the four-year course and 1325 were of the one-year B.Ed. course. For measuring acceptance, the SEEQ was mailed to all 2010 ex-students, of whom 430 responded. For measuring the impact, the job satisfaction scale was sent to all 2010 students, of whom 430 responded. Out of 430 forms, only 82 could be used. The lessons of 37 ex-students could be observed as the second course of data to measure impact.

Findings:

1) A majority of respondents reported that they had some idea of the courses offered by the RCE. They knew that these courses were different from those offered by conventional colleges of education. However, their reasons for holding this view were not clear.
2) Very few teachers had an opportunity of being exposed to teaching materials and aids prepared by the RCE.

3) The ex-students were generally satisfied with the courses offered by the RCE.

4) There was no difference between ex-four-year-course students and one-year-course students in their judgements of aspects like learning, enthusiasm of teachers, etc. except in the sphere of evaluation. In this sphere, a significant difference was identified between two groups.

5) The ex-students were generally satisfied with their jobs. The four-year students were more satisfied with their jobs than the one-year students.


Objectives:

1) to determine the reliability of the Process – Process Appraising Scale of Teacher Effectiveness (PASTE),

2) to determine criterion related to and the content validity of the PASTE,
3) to determine the relationship between various component scores of PASTE and total teacher effectiveness scores on PASTE

4) to study the effect of increase of decrease in number of components of PASTE on reliability of PASTE, and

5) to determine the relationship between presage variables and teacher effectiveness score of student-teachers

Sample:

10 science student teachers who offered the science method for the B.Ed. from SNDT College of Education, Pune were selected.

Findings:

1) The reliability of PASTE by four-way analysis of variance was 0.72. The reliability was quite satisfactory.

2) PASTE had satisfactory content and criterion-related validity.

3) All the components correlated positively with the total teacher effectiveness score. Some skills were significantly related to total teacher effectiveness.
4) Intelligence, attitude and degree marks were all positively related to teacher effectiveness, intelligence was significantly related to total teacher effectiveness.


Objectives:

1) to prepare a mathematics instructional competence scale
2) to diagnose the weak instructional skills of in-service mathematics teachers
3) to prepare remedial self-instructional micro-teaching course (RSIMC) materials to strengthen the weak skills
4) to provide in-service training to the teachers through RSIMC,
5) to evaluate the effectiveness of RSIMC in improving mathematics instructional competence, and
6) to study the reactions of participant teachers to the SIMC

Sample:

Fourteen teachers who were found to be weak in the skills of asking probing questions and concretizing abstract ideas with examples participated in the experiment.
**Design**: Single-group pre-test ad post-test design was used.

**Findings**:

1) The remedial SIMC was effective in improving mathematics general instructional competence of in-service teachers of secondary schools in terms of the six instructional sills taken together and each skill independently, excepting the skill of using black-board.

2) Participant teachers held a favourable attitude towards the SIMC.

3) In-service teachers sustained mathematics general instructional competence strengthened by RSIMC seen two months after training.

**BHATIA, RANJANA, Evaluation of New B.Ed curriculum in the College of Education Affiliated the University of Bombay, Ph.D. (Edu.), Bom. U., 1987.**

**Objectives**:

1) to identify the specific objectives of teacher education in the revised curriculum at B.Ed. level in the University of Bombay,
2) to study the relevance of the topics given in the revised B.Ed. curriculum in view of the objectives,
3) to study the relevance of the practice teaching programme in the new B.Ed. curriculum accordingly,
4) to study the effectiveness of the evaluation scheme in the new B.Ed. curriculum,
5) to find the difficulties faced by administrators in the implementation of the revised B.Ed. curriculum, and
6) to suggest improvements in the new B.Ed. curriculum

Sample: The method of purposive sampling was used.

It included 64 teacher educators, 600 teacher trainees, 20 past students and 9 principals from 13 colleges of education.

Tools:

A Questionnaire an interview schedule, a checklist, group discussion, observation, reports of seminars and workshops, documents on teacher education and comparative analysis of the content of revised and old B.Ed. curriculum.
Conclusions:

1) There were some important changes in the new B.Ed. syllabus on the one hand, while, on the other hand, quite a few topics were reported.

2) Implementation of the new curriculum was found to be difficult.

3) The revision of the curriculum had not brought about any serious changes to help produce a quality teacher.

4) Teacher educators unanimously agreed that the area of practice teaching was the most important part of the B.Ed. programme.

5) They felt micro-teaching should be taken more seriously.

6) Practical work was a useful part of the curriculum and should be organized more seriously.

7) Method-masters should observe practice lessons.

8) Schools attached to the training colleges should be used as experimental schools.

9) A large majority found the B.Ed. curriculum mechanical and book-oriented.
10) The study indicated that the theory load should be cut down and the ratio of the theory and practice teaching should be fifty-fifty.

BHATNAGAR, T.N.S., Studies and Literature on Student Teaching and Other Practical work in the B.Ed. programme in India: A Review, Department of Teacher Education Project, NCERT, 1980.

Objective:

to analyse the contents of studies and literature on student teaching and other practical work in the B.Ed. programme and to suggest the future perspective of studies in these areas

Sample:

It consisted analysis of 39 studies and worthwhile documents in the area of teacher education during 1952 to 1978.

Findings:

1) Most of the studies and Literature were available in the form of books, seminar documents, commission reports, and guidebooks. They covered different areas like evaluation of student teaching and supervision of student teaching with
special reference to secondary teacher education. The studies had not concentrated on the practical work of the B.Ed. programmes. There was not much work on elementary teacher education.

2) These studies emphasized the need for a comprehensive network of school activities to be included in student-teaching programmes.

3) They highlighted the negligence in organization of teacher-training institutions and rigid structures.

4) A few studies revealed that student-teaching was the weakest link in the teacher-education programme at primary as well as secondary level.

5) Microteaching, as a popular concept of teacher-training programmes, gained ground in the seventies. Most of the literature of this period spoke highly about this training approach. Research findings on this approach were highlighted in most of these studies.

6) The Department of Teacher Education, NCERT, produced workshops and seminar reports in the area of teacher education during late seventies.
7) A handful of studies were conducted on supervision of student-teaching programmes conducted by school principals and teacher educators. No significant differences were observed in the case of supervision done by educators.

8) Teacher Education Curriculum – A Framework, brought out by the NCTE (1978), gave a new look to student teaching and evaluation work in the area.

BHATT, M.M., Kapasan Scheme of Improvement in Teacher Training, SIERT, Rajasthan 1966.

The study was taken up on the assumption that qualitative improvement in education was possible by preparing better teachers in training schools.

The study revealed.

1) As a result of the training, there was improvement in lesson planning and standard of teaching.

2) On the basis of pre- and post-test trainees’ knowledge of the content was found to be much improved.

3) They were encouraged to teach in a planned manner.
BHATTACHARJEE, R., Effectiveness of Microteaching in Developing Teaching Competence, Extension Project Service Department, Post Graduate Training College, Shillong, 1981.

Objective:

to observe the effect of integrating a few selected teaching skills upon the teaching competence of B.Ed. trainees

Hypothesis:

The mean scores on the Indore Teaching Competence Scale (ITCS) and The General Teaching Competence Scale (GTCS) of the group trained for integration of skills through a ‘Summative Model’ and the control group would differ significantly.

The study revealed that training for the integration of the four selected skills under the ‘Summative Model’ and integration had contributed to the teaching competence of the experimental group significantly comparison with the control group.

Objectives:

1) to evaluate the impact of a training programme in the modification of self-concept of pupil-teachers at the end of their training,

2) to compare the self concept among pupil-teachers, teachers-untrained and trained – and also post graduate students at the commencement of the academic session,

3) to compare the change in self concept among all participants at the end of the academic session,

4) to assess the development in self – concept of the trained and untrained teachers in service and postgraduate students at the end of the academic session, and

5) to make suggestions for building of desirable self-concept in pupil-teachers through the training programme
Findings:

1) Comparisons among the participant groups did not show accountable changes in self-concept.

2) Intra-group comparisons showed that postgraduate students had the highest degree of development, followed by fresh pupil-teachers, trained teachers and experienced pupil-teachers, in that order.

3) Only untrained teachers had shown increase in variability of performance.

4) Change in self-concept due to training in education was inconsequential.

5) Training could bring modification in self concept but better results could be produced by modification in the training programme.


Objectives:

1) to study the existing positions of in-service educational programmes in secondary, teachers training colleges
classified by types, organization and factors affecting planning,

2) to study the usefulness of in-service educational programmes for teachers, and

3) to study in-service educational programmes according to the assessments of the participants, resource personnel and coordinators,

The technique of stratified incidental sampling was used to select the sample of teacher participants and lecturers who worked as resource personnel;

The tools used were questionnaires and interview schedule.

Findings:

1) During 1980-1985 only nine colleges conducted in-service college programmes.

2) On an average, a college conducted about 33 programmes. The maximum number of programmes were conducted in 1982-1983 and the minimum in 1984-1985.

3) A majority of the teachers were not covered under any in-service programme.
4) In one year, the average time spent by the secondary teachers training colleges for in-service educational programmes was 231.4 hours. Programme-wise, the time allotted was 6.9 hours per programme.

5) The main modes employed in the programmes were lectures, seminars and workshops. No audio-visual aids were employed.

6) These programmes concentrated mainly on school curriculum and not on areas like education technology, administration, management and modern trends in education.

7) The teachers were in favour of these programmes being organized on working days only.

8) The training colleges did not have adequate facilities for conducting the programmes.

9) Teacher participants considered an attendance certificate to be a proper incentive and for the resource persons a monetary allowance was the best incentive for participating in in-service programmes.

10) These programmes were not evaluated properly.

The main aim of the study was to find out the impact of teacher-training on educational wastage and stagnation in primary schools.

A field survey was conducted.

**Findings:**

1) The training of the teachers at the primary level had no significant contribution towards reduction of wastage and stagnation in schools with multiple class teaching.

2) In the case of multiple-teacher schools, when a majority of teachers were trained, the impact of training did contribute effectively towards checking wastage.

3) The rate of stagnation for the schools with one trained and one untrained teacher was the lowest among the three categories of two teacher schools.


**Objectives:**

1) to study the factors that motivated the authorities to setup private training colleges,
2) to study the factors that prompted the trainees to pursue the B.Ed. course,

3) to ascertain the sources of finance, private costs and unit cost of the B.Ed. programme, and

4) to determine the quality of the B.Ed. programme

The Sample respondents were 12 principals, 1200 trainees, 120 teacher educators and 20 governing body members of private colleges.

Tool used has questionnaire. Descriptive statistical techniques were used for data analysis.

**Findings:**

1) The private training colleges were established mostly with commercial motives and parochial feelings.

2) Inadequate physical facilities, inefficient teachers, poor quality of trainees, unsuitable practice teaching, and undue expansion of training colleges was reflected in the poor status of teacher-training programmes in the state.

3) Faulty admission procedures for trainees and their negative attitude towards the teaching profession were other indicators of poor performance of the training programme.
4) There was no uniformity in the B.Ed. curriculum of the three universities of the state.

5) The provision of in-service education of teachers was inadequate.

6) The lecture method dominated in teacher-training programmes.

7) The private training colleges were mainly financed by the contributions of the trainees.


Objectives:

1) to study the role of practical work (besides practice teaching) in a secondary teacher education programme,

2) to survey the nature and type of practical work, other than practice teaching

3) to study how these programmes of practical work were actually implemented
4) to survey the perception of student-teachers about the objectives of such practical work,
5) to find out how these objectives were achieved and the reasons for non-fulfillment to the desirable extent, and
6) to suggest an effective scheme of practical work

Sample:

It consisted of 350 student-teachers and 55 educators selected randomly from three teacher-education institutions from Delhi.

Tool: Locally prepared questionnaire.

Findings:

1) Lack of time' was a major factor in not being able to achieve the objectives of the practical programme.
2) The student-teachers were not provided with audio-visual aids.
3) Physical education and participation in games and sports were taken casually by student-teachers.
4) Excursions were not arranged by the institution.
5) Social work had not been an integral part of the teacher education programme.
6) Co-curricular activities were not organized according to the interests and needs of the students.

7) Opportunities for talented students were not provided in the areas of art, library, dramatic and other cultural areas.


Objectives:

1) to identify the selection procedures for teacher-trainees in colleges of education in Maharashtra

2) to study the organization of the teacher education programme in the colleges of education in Maharashtra

3) to study proformas used by colleges of education for administration in Maharashtra

4) to identify the problems of organization and administration in the colleges of education

5) to study the appointment procedure of teaching staff in colleges of education
Findings:

1) All colleges of education in Maharashtra followed similar rules for selection of members of the teaching staff, as laid down by the U.G.C.

2) Office organization and procedure were not satisfactory in the colleges of education.

3) Other administrative proformas were neither similar nor adequate in the colleges.

4) The selection procedure of student-teachers was similar in all the colleges of education.

5) Colleges of education were confronted with problems of lack of space, classrooms and laboratories which led to a poor standards of teacher education programme.

6) Co-curricular activities were not as well arranged in many colleges as expected for preparing effective teachers.

7) Most of the colleges of education did not use objective and standardized evaluation proforma to assess student-teachers in many practical activities and skills.
8) Government, university and private colleges did not show differences in the administrative problems which they had to face in executing the teacher education programme.


Objectives:

1) to conduct a survey of teacher education at secondary level and make a critical appraisal of the B.Ed. programme in Tamil Nadu, at its operational setup,

2) to report briefly on the historical background and the evolution of teacher education at the secondary level in India and especially in Tamil Nadu,

3) to report a comparative study of the contemporary teacher education programmes at the secondary level in advanced countries abroad, with reference to that in India and in Tamil Nadu, and

4) to locate the deficiencies in the system here, if any, and suggest remedies
Tools: a questionnaire, an interview schedule.

Sample: All colleges of education in Tamil Nadu.

Findings:

1) The state government controlled the recruitment of all the teacher-educators.

2) The comprehensive B.Ed. curriculum was not effectively implemented due to time shortage, semester internal assessment, etc.

3) The revised B.Ed. syllabus in force in Tamil Nadu was appropriate and fulfilled the requirements on the professional side, but lacked in content knowledge of the academic subjects.

4) To improve the quality of teacher education programme, the cooperating schools and colleges of education needed to work in harmony.

5) Teacher educators followed the latest methods in teacher education programmes.

6) Many colleges of education had hostels for the trainees and some had for staff also.
7) Work experience was provided to the trainees through NSS programmes.


Objectives:

1) to analyse existing B.Ed. curricula of various representative universities of four different regions of the nation
2) to study the common and uncommon aspects of secondary teacher education programmes analytically,
3) to know the changes that were expected in STEP, and
4) to develop a Secondary Teacher Education Programme (STEP)

Sample:

B.Ed. syllabi of 24 universities, the IATE, the NCERT and L.T. course of U.P.

Tools: Interview schedule and comprehensive questionnaire.

Findings:

1) The duration of the STEP should be two academic sessions.
2) The aspects of STEP should be

a) Educational Theory        b) Practice Teaching,

c) Community Work,           d) Work Experience,

e) Sessional Work,           f) Co-curricular Activities

3) There should be content courses alongwith the school subject methodology paper.

4) There should be two subjects for methodology of teaching and the number of lessons should be 15 for each subject.

5) Internship in teaching should be introduced for a period of three months.

6) There should be provision of urban and rural teaching in the STEP.

7) There should be provision for theory and practical action research or classroom research in STEP.

8) There should be occasionally be exchange of teachers between colleges of education and secondary schools.

9) There should be examination in theory and practicals.

Objectives:

1) to study the effect of micro-teaching (MT) on the development of selected skills, viz., probing questions (PQ), reinforcement (RE), explaining with examples (EX), and stimulus variation (SV), in in-service teacher,

2) to study the effect of MT training on the development of general teaching competence (GTC) of in-service teachers,

3) to study the effect of MT treatment on pupils' attainment and pupils' retention (testwise and educational subjectiwise), and

4) to study the effect of MT treatment on pupils' liking (SL) for their teachers

Sample: included 36 teachers and 220 pupils from 17 schools.

Design:

Pre-test and Post-test control experimental group design was employed in this study.
Findings:

1) M.T. treatment had a positive significant effect on the development of the skills, viz., PQ, RE, EX, and SV,

2) MT treatment had a positive significant effect on the development of GTC.

3) MT treatment had positive significant impact on pupils’ attainment tests and on pupils’ retention.

4) MT treatment had positive significant impact on pupils’ liking for their teachers.


Objectives:

1) to study the provisions of student teaching programmes in colleges of education in respect of objectives, pre-practice teaching preparation, practice teaching, supervision evaluation, school/college cooperation, resources and innovation, and

2) to make case studies of innovations in student teaching programmes.
Sample:

The study was conducted on the population of all 19 teacher-training colleges of Orissa State. 100% principals and 75% lecturers, the numbers 118, were the respondents.

Tools:

Two Questionnaires—one for principals and the other for lecturers.

Findings:

1) Training in techniques of observation, maintenance of classroom discipline and organization of functions and festivals were found in all colleges.

2) The manner in which criticism lessons were held was not proper.

3) Various methods of teaching were not used in teaching lessons.

4) The practice-teaching programme stressed delivery of lessons and not other activities expected from a student teacher.

5) Supervisors did not observe lessons completely. They rarely discussed their observations in lesson-plan journals with the trainees.
6) The evaluation was of doubtful validity as no evaluation criteria were explicitly stated.

7) School-college cooperation was found poor.

8) The college lacked qualified method masters.

9) The lecture-method of teaching was in vogue.

10) The functioning of Govt. colleges was better than that of private institutions.


Objectives:

1) to study the relative efficacy of competency-based teacher education in the pre-service education programme of secondary school teachers,

2) to identify factors influencing competency achievement such as social status, economic status and level of education, and

3) to find out the relationship between an individuals self-esteem and competency achievement,

Sample:

All the students from two government colleges of education, numbering 200 were involved.
Findings:

1) Competency based instruction proved suitable for teaching selected units in Institutional Planning and Administration.

2) The seminar method seemed to be an effective method as it compared favourably with the competency-based approach.

3) The lecture method was effective as a group with other methods.

4) Directed self-study did not compare with other methods.

5) There was a significant relation between self-esteem and acquisition of competencies.

6) Attitude towards teaching methods had a favourable correlation with acquisition of competencies.

7) The study proved that teacher education programmes could be made more effective through a competency-based approach.

PRABHUNE, P.P., MARATHE, A.H., and SOHANI, An Experimental Study to Measure the Effect of Micro-teaching Skills and Different Strategies of Feedback on the Student-Teachers' Performance with respect to Teaching, SIE, Maharashtra, 1984.

Objectives:

1) to study the effect of practice of certain micro-teaching skills on the student-teachers' performance with respect to teaching,
2) to study the efficacy of the three different strategies of feedback on the student-teachers’ performance with respect to teaching, and

3) to offer suggestions to improve the existing microteaching programme

Sample:

24 student-teachers were selected randomly out of 130 student-teachers of the SNDT college of education.

Findings:

1) The practice of micro-teaching skills was effective in the improvement of the student-teacher’s performance with respect to teaching.

2) All the three strategies of providing feedback were equally effective.

3) The routine strategy of giving feedback by college supervisor could be continued in the training through microteaching.

The purpose of the study was to provide an adequate description of the present status of student teaching programmes in teacher training colleges in the northern region of India.

Sample:

A representative sample of 80 out of 186 secondary teacher education institutions of the northern region of India was taken for the study.

Findings:

1) The nature of the organization and administration of student teaching programmes showed considerable diversity in terms of practices.

2) The recommendations of several expert committees, seminars, conferences, study groups and commissions regarding the qualitative improvement of student teaching programmes had not been implemented in the teacher training institutions so far.
3) In general, pre-student teaching experiences provided to students by the teacher-training institutions were not sufficient in terms of skills and techniques of teaching required in the classroom situation.

4) Many institutions had audio-visual materials and equipment available with them but were not utilizing them properly.


The ‘Institutional’ status in terms of physical facilities, admission procedures and finance, ‘individual’ status of teacher educators in terms of personal, social, economic and professional status were investigated.

The study consisted 17 colleges and 158 teacher educators.

Findings:

1) The criteria adopted by institutions for admission of candidates were varied.
2) Most of the institutions were run in their own buildings and had adequate facilities of demonstration-cum-practice teaching schools attached to them or cooperating schools nearby.

3) Library facilities were better in aided institutions as compared to those in unaided institutions.

4) The output of students from aided institutions was better than that of unaided institutions. There was wastage and substandard output in unaided institutions.

5) The workload for staff was greater in unaided institutions.

6) Most of the staff were postgraduate degree holders in education and belonged to forward castes.

7) The salary status of teachers in aided institutions was better than those in unaided institutions.

8) Facilities available for teachers in aided institutions were better.

9) Only few staff members attended seminars/conferences at state level.
YOGENDRA KUMAR and RATTAN LAL, Use of Microteaching in improving General Teaching Competence of Inservice Teachers, SCERT, Haryana, 1980.

Objectives :

1) to study the effectiveness of microteaching in the improvement of GTC of inservice teachers
2) to study the effectiveness of microteaching in developing the skills of questioning, reinforcement, stimulus variation, illustrating with examples, illustrating with aids and increasing pupils' participation in in-service teachers, and
3) to find out effectiveness of microteaching in the self-assessment of in-service teachers as perceived by their pupils

Sample :

Comprised twenty in-service teachers of science in secondary schools of Gurgaon sub-division.

Tools :

1) The Teaching Assessment Battery (TAB) comprising two scales.
2) Inventory to get pupils perception of teaches.
Findings:

1) There was improvement in GTC and in various teaching skills, after undergoing training through microteaching.

2) Microteaching helped the teacher in self-assessment.

3) Young teachers with less experience benefited more from microteaching than those with longer experience.

4) It was found that microteaching could go a long way in improving the GTC of in-service teachers undertaken on a large scale.

The study of the research work done in the area reveals that:

1) One study of this type has been done by Singh N. entitled, “A Comparative Study of teachers trained through integrated and traditional methods in terms of attitudes towards teaching competence and role performance”. This study was carried out regarding the courses run by the regional colleges of education.

2) No research work was carried out regarding the traditional model of one-year and the four-year integrated model of secondary teacher education run in the colleges affiliated to Shivaji University, Kolhapur.

So it was decided by the investigator to undertake the present study.
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