CHAPTER - II

REVIEW OF LITERATURE

2.1. INTRODUCTION AND NEED OF REVIEW OF LITERATURE

Any worthwhile research study in any field of knowledge requires an adequate familiarity with the work which has already been done in the same area. A summary of writing of recognized authorities and of previous research provides evidence that the investigator is familiar with what is already known and what is still unknown and untested. Since effective research is based upon past knowledge, this step helps to eliminate the duplication of what has been done, and provides useful hypotheses and helpful suggestions for further investigation.

Citing studies that show substantial argument and those that seem to present conflict conclusion help to sharpen and define understanding of existing knowledge in the problem area provides a background for research project and makes the investigator aware of the status of the issue. The studies that are plain by relevant, competently executed and clearly reported included.
This chapter presents a comparative and comprehensive analysis of the review of studies related to the theme which the investigator has chosen for the study.

2.2. REVIEW RELATED TO TEACHER EDUCATION

Kakkad (1983) studied Secondary Teacher Education Curriculum for developing Teacher Education Programme and came out with the findings that the duration of the Secondary Teacher Education Programme (STEP) should be two academic sessions. It should include educational theory, practice teaching, community work, work experience, sectionals work and co-curricular activities. There should be content courses along with the school methodology paper. There should be two subjects for methodology of teaching and the number of lessons should be 15 for each subject. Internship in teaching should be introduced for a period of three month and there should be provision for urban and rural teaching in STEP.

Kadwadkar (1984) conducted had a critical enquiry into professional courses for college teachers in India and concluded that theoretical information, relating to “planning for teaching” ability and some components of teaching and testing abilities, was given in a global way and related practical work was either not prescribed or not given due weight age. No specific information relating to the ability, “dealing
with behavioral problems of students in the classroom” was given. Some theoretical information relating to “Action Research” ability was given but no related practical work was attempted. Very little scope was given to demonstrate professional should be modified so as make them performance-based; the micro-teaching approach should be used to upgrade the teaching competence of teacher candidates and more weight age should be given to practical work.

Mohanty (1984) studied Student Teaching Programmes in College of Education with special reference to Innovations in 19 Teachers Training Colleges in Orissa and found that training in technique of observation, maintenance of classroom discipline and organization of functions and festivals were found in all the colleges. The criticism lesson and methods of teaching were poor. The Practice - Teaching Programme stressed delivery of lessons and no other activities expected from a student teacher. Supervisors did not observe lessons completely. They rarely discussed their observation in lesson plan journals with trainees. The evaluation was of doubtful validity as no evaluation criteria were explicitly stated. School - College’s co-operation was found poor in almost all institutions under study. The colleges lacked qualified method masters. The lecture method of teaching was in vague. Micro- teaching and Team Supervision of Criticism Lessons were the only two innovations practiced in three colleges.
Natraj (1984) in a study on competency-based programmes in teacher education curriculum concluded that competency-based instruction proved suitable for teaching selected units in Instructional Planning and Administration. The seminar method seemed to be an effective method as it compared favorably with the competency-based approach. The lecture method was effective as a group method. Directed self-study did not compare well with other methods. There was a significant relation between self-esteem and acquisition of competencies. Attitude towards teaching methods had a favorable correlation with acquisition of competencies. The study proved that teacher education programmes could be made more effective through a competency-based approach.

Gupta et.al (1995) in the documentation of training practices in Western Region of India, under DPEP, reported some innovative practices. Under Shikshak Samakhya Pariyojna (Teachers Empowerment Project) in M.P. he found that every individual teacher was responsible for teaching/learning environment of his/her classroom. Teachers had the potential to make schools beautiful and learning interesting; they got highly motivated if they all involved in decision-making for their training and teaching. If they prepared and used their own teaching. If they prepared and used their own teaching learning material (TLM) they developed greater confidence in themselves, and gained recognition from their peers, their students and local community.
Peer support and awareness of new ideas are important for the profession. Practicing, successful and the enthusiastic teachers were the best people to train their fellow teachers. There was a culture of co-sharing, co-working and co-learning with better inter-departmental co-ordination. The methodology of training at DIET’s in M.P. were found lecture method, workshop method, demonstration method, lecture–cum-demonstration method, group discussion, excursion teaching method with emphasis on learner-centered approach, school readiness programme, play way method, activity based learning, practical work, development of low cost teaching aids, achieving M.L.L., competency based teaching and value education.

**Korthagen et. al (2001)** reviewed the literature of teacher education both domestically and internationally continues to lack references on the critical examination of teacher educators’ underlying beliefs and dispositions or to the professional development of teacher educators. they remind us of the need for teacher educators to examine critically their own learning and development if we are to achieve change in teacher education.

**Russell and Chapman (2001)** demonstrated how working on short-term contracts in an initial teacher education programme was shown to strengthen partnerships between 25 early childhood, primary, and secondary associate teachers and a college of education. Most
teachers felt that the time at college as teacher educators had allowed opportunities for reflection that were not possible in the normal day-to-day activities of a teacher. They reported that they had been able to reexamine their teaching and the relevance of theory in informing practice. The opportunity to visit classrooms and centers other than their own was seen to be professionally valuable and also focus on sound pedagogical practices, an increased awareness of equitable practices, and a willingness to experiment and be innovative. They now felt better able to support the professional learning of student teachers in their classrooms and centers, given that they had a better Understanding of college courses, programmes, and expectations.

Gordon and Maxey, (2002). documented the studies which have positive effects of mentoring on the mentors themselves. In the last five years international research has identified the significant impact of teachers on the learning of children and young people (Hattie, 2002) and as a consequence teacher education is gaining new attention (Goodlad, 1999). While it is reasonable to assume that the quality of initial teacher education has implications for the quality of teaching and learning in New Zealand, there is considerable debate internationally about the importance of initial teacher education. While some writers maintain that teacher education has limited impact on classroom practice (Kennedy, 1999) attribute an apparent lack of impact to aspects of
ineffective teacher education such as the type and design of pre-service programmes *Donaghy and McGee (2003)* conducted seven case studies of teacher educators’ experiences in an e-education version of their institution’s Bachelor of Teaching degree, showing that they found the e-learning environment had challenged them to rethink their conventional approaches to teaching. They found that the motivation of on-line students was high, which was reinforcing to them as teachers.

*Haigh and Ward (2004)* conceptualized the practicum as an opportunity for student teachers to develop creative and thoughtful approaches to teaching within a supportive and knowledgeable collaborative context. They rejected the view that the practicum is the site where student teachers “apply” the theoretical approaches to teaching that have been advocated in their coursework. Instead they claimed that student teachers should take a critical and reflective approach to their developing practice. Their research (reported later in this section), however, showed that student teachers seldom demonstrated such approaches during practicum

*Haigh and Ward (2004)* believed that initial teacher education is intended to foster the knowledge, dispositions, and skills required for student teachers to “look beyond the immediate, to search for meaning and to challenge the norm”. Since 1997 the authors have explored the nature of practicum relationships, and the degree of shared professional
understandings within these relationships. The studies have all been located within New Zealand secondary schools. They have found that despite good intentions within the practicum, their definition of the practicum has yet to be achieved in practice. It was evident from their studies that student teachers were not given the freedom to develop professional agency to any great extent, which limited their opportunities for creative approaches, innovation, and risk-taking. Student teachers did not demonstrate either the skills or the inclination to exercise such professional agency. The authors conclude that shared understandings of the roles of participants in the practicum need to be developed, so that the practicum can operate as a rich educative experience as opposed to a site for practicing teaching. They consider that the culture of the secondary practicum has proved resistant to change, suggesting that the currently the contribution of the practicum to the preparation of future teachers is limited.

Zeichner, (2006) view is reflected in the way the practicum is conceptualized in teacher education courses, planned, and managed. This review shares some thoughts about the conceptualization, planning, and management of practical experiences in pre-service teacher education. Using the specific situation in Ghana as a case, the paper takes the view that the curriculum for practical experiences in teacher education in Sub-Saharan African countries needs to be reformed if
pre-service teachers are to have positive gains and valuable experiences, thus maximizing the benefits of the practical aspect of their training. First, the major conceptual approaches to designing teaching practicum are described. Second, characteristics of practicum models in Sub-Saharan Africa and Western countries are compared. Third, challenges confronting the planning and management of the practicum are described. Finally, some recommendations for improving the practicum in pre-service teacher education in Sub-Saharan Africa are made.

2.3. REVIEW RELATED TO TEACHER EDUCATORS

Singh (1982) observed that the teacher educator and student teacher ratio at an average was 1:12. Regarding qualification of teacher educators, 6% had Ph.D., 78.4% M.A/M.Sc., 15.0% were B.Ed. Chanday (1976) and Srivastava (1980) observed the academic achievement and teaching efficiency had positive relationship. Firm determination, dutifulness, disciplinarism, interest in teaching-job and foresightedness were the five areas which determined the sense of responsibility. Teacher effectiveness and attitude towards teaching had been positively and significantly related with one another.

Bruce Meade (1995) reported that the student teachers, teacher educators, and teachers in schools and early childhood centers view the practicum as an essential component of learning to teach. It is not
surprising that the practicum has been the focus of considerable investigation. The review includes 27 studies on the practicum. Seventeen focused on the practicum in primary schools, and there were five studies on secondary and three on early childhood practical. Six of the studies focused on associate teachers; 12 there were ten studies on the views and experiences of student teachers; and nine studies involving combinations of participants. The studies investigated: perceptions of the purposes of practicum experience; perceived roles of participants; relationships between participants; practicum experiences usually from the perspectives of student teachers; and analysis of associate teachers’ mentoring practices. The majority of the research reported generally positive views and outcomes with regard to the practicum, although there were less positive outcomes reported for student teachers in secondary schools.

**Houston (1990) and Sikula (1996)** highlighted Teaching symbolizes ‘mature teaching’ where the teacher educator’s primary concern is the quality of learning and general welfare of students. Deep reflection may occur about the possible and legitimate outcomes personal relationships with students may consume much time and energy. This means of professionally trained teachers would be ones who are first and foremost able to inquire into teaching and think critically about their work.
Nancy L (1997) studied the relationship between teacher preparation programs and quality of teachers. The investigators identified the effectively demonstrated behavior that were observed by teacher educators during trainees preparation programs and that they transferred to their classes.

Behari (1998) conducted a study on the teacher education programmes provide a repertoire of skills with minimal consideration on alternatives in time or is it that as he puts it, now the very concept of teacher education, it aims and objectives are undergoing a process of evolution. According to this, teacher education programmes ought to enable the student teachers to tackle the problems that they face more effectively and begin their teaching from the mature phase.

Hipkins (1998) and Baker, 1995 explored the impact of teacher education courses on student teacher understandings of science. Like the studies in mathematics they acknowledge the need for student teachers to hold sufficiently coherent understandings of science to enable them to assist children to explore their ideas about science. Baker’s research indicated that while an optional final year course enabled the student teachers to adapt a more coherent and contemporary view of science they found it difficult to translate these ideas into their teaching.
Julian (1998) revealed that the five new providers of teacher education and their associated practicum schools highlighted the practical effort required for practicum placements to work for student teachers and the difficulties for schools that worked with a number of providers with different expectations. Good communication between staff in initial teacher education programmes and their colleagues in schools and centers and a collaborative approach to practicum outcomes and processes increase the likelihood that student teachers will learn from these experiences. The research reviewed suggests that there are practical and theoretical reasons why student learning during practice can be compromised.

Saraf (1998) observed that an important area of concern for teacher education is the place of increasing mechanization, urbanization and similar other practices which are being blindly adopted for achieving quick economic growth. As it had been observed that the erosion of human values could perhaps bring the catastrophe of total destruction much earlier that evens the global warfare, it would be appropriate for teacher education institution to think in terms of developing adequate programs of education in imparting teaching practice program.
Hawe (2001) found that teacher educators teaching Diploma of Teaching programme were reluctant to award failing grades for unsatisfactory work received well after due dates, and that pressure was put on teacher educators who attempted to follow policy. It was common for fail grades awarded by lecturers to be overturned by more senior programme staff. Reasons for this reluctance were the assignment of culpability to the lecturer rather than the student for the fail, the need to maintain student numbers, fear of litigation, and other negative consequences (such as additional work). Teacher educators also were influenced by factors such as their personal judgments of the students. It was proposed that this was the result of their previous experience as primary classroom teachers, which has the discourse of facilitating learning, promoting success, and building student self-esteem.

Lauvas et al., (2001) considered that in the inquiry-oriented or reflective model, teaching is viewed as a form of research and teachers as reflective practitioners. Teaching expertise is assumed to lie in the practices of teachers, and the process of understanding and improving one's teaching in reflection on one's own experience. Consequently, teacher educators focus on "helping student teachers develop a greater understanding of their own practical theories and tacit knowledge of teaching, and on learning how to develop new knowledge about teaching through their reflection in and on their teaching practice"
2.4. REVIEW RELATED TO TEACHER EDUCATION CURRICULUM

Shah (1986) conducted a survey of management of student teaching in India which included 46 Secondary Teacher Training Colleges of 13 States of the country. The study revealed that a majority of the institutions favored the objectives of development of competence in trainees to teach on the basis of accepted principles of learning and teaching. Demonstration lessons were used for orientation of trainees in the most of the cases. The overall picture was not impressive in regard to criticism lesson. Most of the institutions did not pay much attention to the content of the lessons. The lessons were evaluated through observation, value judgment and evaluation Performa. Unit planning and evaluation were used for preparation of lesson plans in most of the cases. In around 46 per cent of the institutions, model lesson plans were used for preparation of lesson plans. A large number of institutions favored block practice teaching. Most of them had suggested the use of both internal and external evaluation. There was no common pattern followed on weight age given to different aspects of practice teaching. Regarding the final evaluation, a team of supervisors evaluated the trainee’s performance in almost all institutions. Around one-third of them used the seminar method of teaching. Only 8 per cent provided training in the preparation of filmstrips. Rare use of CCTV and VCR was the common feature in teaching learning situations.
Turley and Nakai (2000), in their study of emergency permit teacher candidates and traditionally prepared student teachers in California, asked the following question: What are the perceptions that traditional student teachers and emergency permit teachers hold of their different ways of completing their professional preparation? The authors found that nearly all study respondents indicated that they were satisfied or very satisfied with their culminating field experience, and most said they would train as teachers in the same way again. Emergency permit teachers cited as advantages the financial rewards of having a teaching job, the opportunity to learn through experience, and the independence of being a teacher of record. Most reported confidence in their readiness for the classroom. But they also reported some disadvantages, including being thrown into a classroom with a heavy workload, a lack of close mentoring, lack of opportunities to observe other teachers, and the stress of full-time teaching.

2.5. REVIEW RELATED TO TEACHER EDUCATION PRACTICUM


Bhattacharjee (1981) observed the effect of integrating a few selected teaching skills upon the teaching competence of B.Ed. Trainees. The study revealed that training for the integration of the four selected skills (introducing a lesson, fluency in questioning, increasing pupil participation, and using the blackboard) under the summative model integration had contributed to the teaching competence of the experimental group significantly in comparison with the control group.

Shukla (1981) and Passi and Sharma (1982) identified the General teaching competency, competency of teachers concern for students, competency of using audio-visual aids, competency of professional perception, competency of giving assignments, competency of illustrating with examples, competency of pacing while introducing, logical exposition, classroom management, use of questions, initiating pupil participation, use of blackboard, recognizing attending behavior, competency of achieving closure were the desirable teaching competency of effective science teacher. The teaching competencies of language teachers as giving assignment, loud reading, asking questions,
introducing a lesson, managing a classroom, clarification, secondary loud reading, using the blackboard, using reinforcement, pacing, avoiding repetition, pupils’ behaviour, audibility, using secondary reinforcement, recognizing pupils’ attending behavior, presenting in verbal mode and shifting the secondary channel. Identified teaching skills which were involved in the teaching of mathematics at the secondary school levels as skill of developing a concept, skill of developing a principle, skill of applying the inductive approach and deductive approach, skill of figure drawing and skill of applying problem solving approach.

Bhagoliwal (1982) found that more effective teachers were characterized by a fairly higher level of differentiation and integration in their cognitive and perceptual functioning. They had a superior capacity for imaginative and original thinking. More effective teachers had a well-developed value system and ego organization. Intelligence, creativity and interests were characteristically interrelated in promotion of proficiency in teaching (Jain, 1977).

Gupta (1983) studied the correlation of teacher performance in Simulated Teaching at Secondary Level. The main findings were that training in simulation technique resulted in significant gain in taxonomical performance and classroom performance rating of secondary science and mathematics student teachers. When student teachers were exposed to simulated teaching, they gained Indirect Teacher Talk and lost in their Pupil-Initiative Ratio (PIR). Student
teacher with a high positive attitude towards teaching gave better performance through simulated teaching. Student teachers of high academic ability showed the desired effect on their teaching behavior or teaching performance through simulated teaching.

**Joshi and Kumar (1983)** studied the effect of the skill- based approach and decision - making ability on developing the teaching competence in teacher trainees. It was found that a gradual increase in the number of skills, time duration and pupil number resulted in higher teaching competence as compared to all the skills being taken together.

**Singh (1984)** observed that student teacher using teaching competency than those trained under the traditional training method. They acquired better teaching competencies who were trained for Micro- teaching in real classroom than those who were trained in simulated conditions, and Micro-teaching training developed in them positive attitude towards was better than that of private institutions.

**Sidhu (1983)** in a follow up study of different teacher training approaches found that Micro-teaching was superior to the conventional training approach in developing general teaching competency and professional teachers were found superior to novice teachers in GTC. There was no significant effect of training on the self-perception of the
teachers about their own teaching effectiveness, and on the perception if
the heads if schools with regards to their teaching effectiveness. It was
suggested that instructional materials for different skills in the form of
booklets should be prepared. Principals and teacher educators should be
oriented in the new techniques of classroom interaction analysis,
simulation, role playing and feedback.

**Bawa (1984)** studied the effect of Micro-Teaching with Planned
Integration Training and found that exposure to Micro-Teaching
resulted in improvement of teaching competence. Exposure to the
integration based programme after Micro-Teaching did not result in
wholesome and uniform improvement in teaching competence. Speed
and presentation, and maintenance of discipline were the two component
skills of general teaching competence which were not much affected by
participation in integration-based instruction.

**Chathley (1984)** conducted an experimental study of teaching
competency at Macro-level as a function of training in micro-skills
among the prospective secondary school teachers in relation to skills and
subject area. The finding indicated that there was significant
improvement in the general teaching competence of trainees as a result
of training in micro-skills and training in integrated skills. Among the
trainees in physical sciences, and tetra clustered and hex clustered
strategies more effective while among the trainees in languages the three strategies were equally effective in improving their general teaching competence. Among the social sciences trainees, the tetra clustered strategy was more effective than the bi clustered and hexa clustered strategies in improving general teaching competence. For skill of explaining, introducing a lesson, reinforcement and blackboard use, the trainees in physical sciences gained quantitatively more than the trainees in social sciences and languages. For skill of fluency in questioning and achieving closure, the overall quantitative performance of make trainees was significantly better than that of their female counterparts, while for skill of blackboard use, the quantitative gain was more for female trainees. As a whole the trainees in physical sciences gained significantly more than trainees in social sciences and languages.

Naik (1984) in a comparative study of the effect of Micro-teaching and conventional approaches on teaching competence observed that Micro-teaching Group scored significantly higher on pupils’ perception, pupils’ achievement and general teaching competence. It was difficult for a student teacher to isolate skills as other skills interfered while practicing of them hence, it was suggested that instead of single skill practice, clusters of skills should be practiced, and a unit to be taught during a 40 minute period should be given to a student teacher throughout Micro-teaching lessons. Teacher Training Institutions may use either peer feedback or/ and peer-cum-audio tape feedback during Micro-teaching treatment, and instructional materials on various teaching skills should be developed.
Swami (1984) worked on diagnosis and remediation of deficiencies in basic understanding of prospective teachers and suggested that there is an imperative need to provide adequate bridge courses or parallel or inbuilt remedial courses in content as part of methodology course in B.Ed. programme to remedy deficiencies in the content to ensure reasonable mastery of the basics; construction of diagnostic tests, preparation of detailed unit plans, self-instructional materials and to strengthen content,-cum-methodology courses.

Syag (1984) studied teaching competence of pre-service and in-service teachers trained through different treatments of Micro-teaching. He observed that the Micro-teaching approach should be made an integral part of the student teaching programme. At least two continuous periods should be allotted for practicing skills in a Micro-teaching setting.

On the role expectations and the role performance of college supervisors on student teaching, Teprongtong (1984) in his study found that the expectations of school principals, co-operating teaching and students-teachers did not differ on academic, skill development, guidance and overall supervisory role. Mean differences showed that student teachers expected a liberal rather than a critical evaluation that student teaching. The school principals and co-operating teachers were
more concerned with the practical aspect of student teaching than the academic one and their expectations on the role of college supervisors of evaluation, of teaching skills, guidance and skill development were significantly higher than the academic role. Student teachers were more concerned with developmental help than academic help and critical evaluation.

**Deo (1985)** studied the practical programme other than practice teaching in teacher education institutions and concluded that most of the student teachers felt that “lack of time” was a major factor in not being able to achieve the objectives of practical programmes though they felt that a large number of practical programmes be incorporated in the training programme. For work experience and SUPW sufficient time and guidance were not provided to students by the teachers and there was no provision for them in the time-table. The student teachers were not provided facilities for training in preparation of visual and audio aids. Physical education and participation in games and sports were taken casually by student teachers. Excursions for student teachers were not arranged by the institutions. Social work had not been an integral part of the teacher education programme. Co-curricular activities were not arranged according to their interests and needs of the students. Opportunities for talented students were not provided in the area of art, library, dramatic and other cultural areas. There was no provision for psychology practical’s which could give student teachers opportunity for application of theories of learning.
Mishra (1985) reported that training in the Flanders Verbal Interaction Category system contributed significantly to the attitude towards teaching, self-perception and classroom performance of secondary science and mathematics students-teachers. The teaching behaviour of teachers could be changed in a positive direction if they were appraised with the sum total of their teaching in the form of feedback information by way of self-rating and class- rating. The classroom behaviour of student-teachers in desirable directions could be modified through stimulated social-skill training.

Passi, Singh and Sansanwal (1985) developed a training strategy for training teacher educators in Model of Teaching. The training comprised orientation in the theory of the model, lesson plan guide, teaching analysis guide through lectures and discussion. This was followed by demonstration lessons and practice in quadroon. The training strategy was found to be effective in terms of theoretical understanding of the model and a favorable change in teacher educator’s reactions towards models of teaching. In this study, the Concept Attainment Model and Inquiry Training Models were taken up. This strategy was replicated on a different sample of teacher education in 1986. The models of teaching considered were the Advance Organizer Model and Jurisprudential Inquiry Model. A national project related to value clarification was completed in March, 1988. In this project, the
Value Discussion Model and Jurisprudential Inquiry Model were studied. This project was completed by the Department of Education, Devi Ahilya Vishwavidyalays, Indore, in collaboration with the Department of Teacher Education, Special Education and Extension services, NCERT. Again in 1988, a new batch of teacher educators were trained in the Value analysis Model for studying its impact on the value clarification ability of student teachers. New models of teaching are being investigated; new indigenous training approaches have been designed.

Dogra (1986) studied effect of training in concept development strategies upon classroom communication behavior patterns and found that student teachers trained in the use of content analysis system showed a significant increase in defining, concrete examples, negative examples, amplification and vivid categories. Simultaneously they showed a decrease in the use of background, naming, general examples, abstract examples, digression and miscellaneous categories. The student teachers trained in CAS presented the content by using different types of examples by enlarging the focus of attention, by relating or contrasting two or more things. As a result of training CAS student teachers showed an increase in the use of most of the relationship which were more emphasized during training. Teachers trained in the analysis of content communication could better engage themselves in self-evaluation.
Kalyanpurkar (1986) in a study on the effect of Micro-teaching in in-service teacher training programme found that Micro-teaching treatment had a positive significant effect on the development of skills viz. Probing Questions, Reinforcement, Explaining with Examples and Stimulus Variation. It has positive significant impact on pupil’s attainment as well as on pupils retention, pupils liking for their teachers, and on the general competence of teachers. The implications were the Micro-teaching should find a place in in-service teacher education programmes. General orientation in Micro-teaching techniques discussion of the skill to be practiced relevant materials, demonstration of skills in simulated condition, discussion and observation, practice of the skills in simulated condition followed by regular teaching and opportunity to utilize the acquired skills to classroom situations should be included in teacher training programmes.

Kudesia (1986) in his study of the teaching aspects as viewed by the Polytechnic Teachers of Induction Programme observed that the observers found their colleagues equally competent in two aspects of teaching viz. introduction of lessons and use of methods and media, and least competent in summarizing the lessons. No significant difference was observed in the self-perception of trainees and observation of observers with respect to the competence of trainees in different aspects of teaching, in the perception of teacher trainees belonging to different
disciplines. The main aspects considered to be effective ways of teaching were that the objectives of the lesson should be stated clearly, the introduction of the lesson should be effective and interesting, the planning of the lesson should be on proper lines, the organization and presentation of the subject-matter should be systemic and logical, examples and illustrations used during teaching should relevant to the content, the selected teaching method should be developed systematically and properly, the teachers’ expressions and gestures should be appealing, the teacher should motivate students, presentation of information should be satisfactory, summarization of the main points of the lesson should be given to students on the basis of individual differences.

Oak (1986) in a critical study of Micro-teaching techniques observed that while training the science student teachers, activities such as teacher talk, questioning and demonstration should be taken into account in preferential order. Mathematics teachers needed training, in order of priority, in activity such as explanation, questioning and blackboard work. In the case of teaching of mother tongue, the order of priority was teacher talk, reading, recitation and questioning.

Passi, Singh and Sansanwal (1986) in a study on training strategies concluded that a student teacher should reasonably distribute his practice teaching by judiciously selecting models of teaching from
the four families. The present emphasis on Herbartian model should soon be replaced by evenly distributed efforts over the selected models. This would require an improvement and wide distribution of lesson plan guides, lesson plan formats and worksheet, and other guide materials. Examiners of practice teaching should appreciate these new strategies of teaching. For the implementation of models of teaching the staffing pattern in teacher education should be changed significantly.

Sharma (1986) studied the effect of different Micro-teaching strategies on the development of probing questions skill and verbal classroom interaction. It was concluded that the use of the standard method of Micro-teaching teach period for developing probing question skill was preferred. Exercise with reinforcement of the probing question skill behaviour was conducive to the growth of a teaching skill. Praising, encouraging, accepting or using pupils’ ideas, questioning and learning were found to be significantly influence by Micro-teaching treatments. Incidence of lecturing, the only one among the three direct behaviours decreased in consequence of the application of Micro-teaching treatments. Pupils talk response was influenced positively by Micro-teaching treatment.

The Advance Organizer Model and Operant Conditioning Model were significantly superior to the traditional method in terms of achievement of B.Ed students in educational psychology (Buddisagar, 1987). The Concept Attainment Model and Biological Science Inquiry Model were found to be significantly superior to conventional teaching
in terms of class VIII pupils achievement (Sushma, 1987). The Concept Attainment Model and Inductive Thinking Model were found to be superior to the traditional method in terms of concept attainment and retention (Baveja, 1988).

Ekbote (1987) worked on development of a strategy for integration of skills in Teacher Training and found the integration strategy effective in student teacher’s performance in teaching. All the seven variables pertaining to the student teachers, viz., qualification, teaching experience, availability of study time, academic achievement, skill comprehension, attitude towards teaching and towards micro-teaching influenced the improvement in classroom teaching performance through the strategy. The experimental treatment included integration practice using instructional material, instructional techniques like discussion, lecture, simulated practice, classroom practice, and field work as its components. The content units of the strategy were use of questioning and explaining, use of blackboard, use of visual media, reinforcement personalization, inquiry approach, variables influencing classroom teaching, diagnostic and remedial practices and organization of co-curricular activities related to classroom teaching.

Sultana (1988) established the superiority of micro teaching in bringing about changes in behaviour of student teachers of science between the first and fifth teaching sessions. Singh (1987) arrived at the conclusion that remedial instructional micro teaching was effective in
improving the skill of probing questioning and demonstration of both more and less experienced primary school teachers.

Atrya (1989) concluded that teaching effectiveness was significantly correlated with in a study on the effect of training in teaching skills using micro-class, peers and real pupils on the general teaching competency.

Chaudhury (1989) investigated and found that the teaching skills and competence developed among student teachers through the use of Concept Attainment Model (CAM) are easily transferable in other teaching situations, besides the teaching of concepts; this study recommended the use of CAM instead of spending much time on the micro-teaching technique to develop teaching skills.

Feiman-Nemser (1990) investigated that to adding one year in the existing B.Ed training programme i.e., enhancing B.Ed course to two years will provide greater flexibility for the integration of theory and practice because the extended time allows greater opportunity for an in-depth supervised internship. Adding one year in teacher preparation programme and the credit hours in professional education will increase the amount of field-based experience
Goodlad (1990) reported that the prospective teachers in teacher-training colleges are required to carry out some of their field works also during Internship Programme. In addition in Four Year Integrated/Institutes of Education (NCERT) trainees should be provided additional practical experience by doing their practicum twice: firstly in the second or third year (for some weeks) and secondly in the fourth year (for some weeks). After the first practicum, the interns, co-operating teachers and supervisors from the Colleges of Education should discuss and endeavor to solve the problems that might arise during intern’s initial exposure to classroom teaching. Connections among subject matter content, educational theory and practical application are strengthened.

Gupta et.al (1992) studied the impact of teaching kit on the trainees and concluded that the teaching kids need to be given place of primary important in the block teaching practice programme in B. Ed training. The study revealed that it was possible to use the components of teaching kit at different stages of teaching for all trainees irrespective of their more additions to the contents of the kit (e.g. audio cassettes, slides etc.). It can be very useful device for developing the confidence and in building up the morale of teachers undergoing training besides providing them valuable help at different stages of the classroom teaching.
Mahajan (1992) found that during the peer group sessions as well as classroom teaching sessions, the group taught by CAM was found to be superior to the groups taught by AOM as well as the routine method as far as the teaching ability of student teachers was concerned.

Ernst (1997) in his comparative study of teaching effectiveness of student teachers and first year teachers defined teaching effectiveness by four criteria—the teaching process, curriculum, learner and the profession. Significant differences in the teaching effectiveness were found for three of the four criteria—the teaching process, curriculum and learners. No significant difference was found between student teachers and first year teachers satisfaction based on the student teaching and first year teaching practice.

Zeichner (1997) studied that the good induction programme should include a. additional release time for the beginning teachers; b. school-based support form a colleague acting as a mentor or professional tutor who also receives some additional release time plus initial and continuing training; c. planned and systematic school-based activities including classroom observation and support; d. planned and systematic externally based activities organized by education authorities and college personnel; and e. the explicit and active support of school principals and administrators.
Biddulph (1998) investigated assessment of student teachers is an area that has received little attention from researchers. This is somewhat surprising because student teachers’ own experiences of assessment are likely to be powerful influences on how they assess children’s work in their own classrooms. The use of summative self and peer assessment in a final year curriculum development course on science, mathematics, and technology education. Possibly because of the high stakes nature of summative assessment, and the desire for high marks, student teachers were more generous in assessing their own and peers’ work than were the lecturers.

Thomas (1998) described an approach to mathematics education that attempted to place student teachers in mathematics planning environments similar to those they would engage in as beginning teachers. Specialist input was provided by teacher education lecturers, school support staff, and classroom teachers. This experience was evaluated positively by the student teachers.

Timperley, Black, Rubie, Stavert, and Taylor-Patel (1999) gathered direct evidence of conversations between mentors and student teachers. Three of the mentors who had been trained to probe student thinking and decision making were described as performing their roles in an educative manner. They were better at eliciting student teacher
theories than they were at articulating theory-practice links. The fourth mentor and most of the associate teachers’ activities resembled a “teacher training” model in which practical teaching guidance predominated. The authors concluded that the skills necessary to promote reflective practice in student teachers are “a matter of training and reasonably attainable under certain conditions”.

**Darling-Hammond (2000)** reported that measures of teacher preparation and certification are by far the strongest correlates of students’ achievement in reading and mathematics. Teacher education provides the professional knowledge base to facilitate the development of an understanding of how students learn, and what and how they need to be taught (Berliner, 2001). There is further evidence that teachers who have a solid foundation both in pedagogy and subject matter are more effective teachers and have a positive influence on their students’ achievement (Rice, 2003).

**Hawe, (2000)** provided information about how student teachers experienced assessment in a Diploma of Teaching programme. The study was undertaken at a time when the documents of the college espoused a commitment to standards-based assessment. Student teachers were found to have expectations regarding the outcomes of assessment; they reacted emotionally to these outcomes, and attributed results
mainly to external factors. In their view, assessment practices were subjective, and they sought to maximize their grades using a variety of strategies. This was one of a small number of studies that takes a critical perspective on institutional practices, and highlighted the mismatch between policy and practice.

**Williams and Bowman (2000)** examined the impact of a clinical approach to mentoring on the professional development of a group of entry-year teachers and their school-based mentors. The authors draw a distinction between the relational and emotional supports and clinical support focused on curricular and instructional processes. Participants in the mentoring program gained deeper understandings and improved practice through mentoring with a clinical focus on professional growth in teaching and learning. The study results suggest that mentoring programs should provide strong relational support and that they should be grounded in a meaningful, reform minded vision of teaching and learning.

**Bloom and Davis (2001)** described what they view as key components of new teacher support systems. New teacher support systems must be designed around the actual experiences and needs of new teachers. The first year of teaching can be very rewarding and very stressful at the same time. Teaching assignments must be designed with
new teachers in mind; this practice contrasts with the common practice of assigning new teachers to the most challenging buildings and classrooms. Systematic orientation at the beginning of the school year is critical – new teachers need curriculum guidance so that they know what and how they are expected to teach. A good orientation program for new teachers focuses on school curricula, policies and procedures, and other relevant district information. A collegial school culture is an important support for new teachers, who typically work in isolation with few opportunities for professional dialogue or collaboration. To counteract this, new teachers must be quickly oriented to the school community, including other teaching staff and the site management team. Opportunities to observe other teachers, discuss professional practice, and to problem solve and plan together are important to the successful induction and growth of new teachers. Support for ongoing professional growth helps new teachers know which professional development opportunities to pursue for maximum benefit. Finally, new teachers benefit from having clear expectations in terms of classroom performance, participation in staff and extracurricular duties, and other aspects of their position. They also need to know what kinds of assistance and support are available to them.

Hodge et al., (2002) conducted study, during the practicum; pre-service teachers learn the lessons of experience, which prepare them for the full scope of teachers' role, for accomplishing the central purposes of
schooling with all students, and for developing the ability and disposition to keep on growing. Pre-service teachers' experiences in the schools also shape their conception about teaching, learning and school contexts, and their attitude to their work and to the children they teach.

Hope (2004) focused on the knowledge that student teachers bring to their ICT education programmes, showing that they do not reach the “confident user” level in any area, and that they lack the knowledge to use applications such as databases and spreadsheets in their classroom programmes. This research is suggestive of a need for greater investment in ICT knowledge if teachers are to be able to use ICT effectively to support student learning.

(ETC) (2005) Given the critical role that teaching practicum plays in effective teacher education, it is no surprise that among pre-service teachers, practicing teachers and teacher educators, the practicum is rated as the most valuable element of any teacher education program and the most effective means of developing practical teaching skills. Specifically, teaching practicum is regarded as the most effective means of preparing pre-service teachers to teach the curriculum that schools are accountable for; of preparing them for assessment, reporting and administrative responsibilities; and for the human relations dimensions required for developing relationships with students, colleagues and parents (Education and Training Committee)
Smith & Lev-Ari (2005) studied theoretically and teacher trainees are ushered into teaching by helping them to gradually put the knowledge and theories they have been exposed to in academic courses into practice in the classroom. Here, the source of teaching expertise is thought to lie outside of the practices of teachers. Rather, it is found "either in a thorough preparation in the academic and foundational disciplines, or in assimilating what is referred to as the knowledge base for teaching - research conducted by university academics on teaching and learning" Standards of excellence derived from the academic disciplines or from educational research on teaching and learning, are set and pre-service teachers are assessed according to how well they measure up to those standards. Thus from an applied-science perspective, the purpose of the practicum is for the pre-service teacher to develop the ability to act in ways consistent with the ideology of the courses. The practicum becomes essentially a time to demonstrate things learned previously, rather than a time for new learning.

Ovens (2007) identified several problems with practicum experienced by his group of student teachers: little purpose and direction of the practicum; poor supervision and feedback; little autonomy to make their own decisions; pressure to conform to the associate’s teaching style; working in poor quality programmes; increases in workload and time commitment; and the experience is too
short. Ovens concluded that practicum experiences provide a “unique and precise” opportunity for student teachers to learn about teaching, but that these experiences need to be appropriately structured. He stressed the need for associate teachers to have skills in facilitating student teacher learning by testing and challenging their beliefs and practices in a supportive, understanding, and collegial supervision environment.

Gibbs (2008) asked first year primary teacher education students to record their concerns after their second practicum, while Ovens focused on problems experienced by student teachers during their practicum placements for a secondary degree course in physical education teaching. Gibbs’s study found that the large majority of students found their associates and schools to be welcoming and supportive, but that they may have been expected to assume too much classroom responsibility too early, with the risk that they would emphasize classroom control rather than student learning.

Sanders, Dowson and Sinclair (2008) used case study methodology to observe interactions between four secondary level associate teachers and four student teachers. Seven roles emerged from the data, although two main roles predominated. Forty percent of all interactions were identified as “planning”, where associate teachers discussed their planning in practical “nuts and bolts” terms. They did not
provide rationales for their teaching decisions, and there was only one reference out of 144 interactions to New Zealand curriculum documents. The teachers later confirmed that they did not feel they had a strong understanding of these documents or a clear idea of what they should be focusing on in their work with student teachers. A quarter of interactions were classified as “teacher modeling”, and 14 percent as “evaluative”. The evaluative interaction tended to be short, on the run, and related to management and classroom organization rather than children’s learning. Only one percent of the interactions were focused on pedagogical talk. It was noted that associate teachers gathered minimal data on which to focus their discussions with student teachers. The authors identified three necessary conditions for more educative interaction: time; associate teacher knowledge of the content and approaches of programmes of teacher education; and “a significant degree of cognitive organization” on the part of the teacher. The research also identified the difficulties that associate teachers have in juggling their multiple roles and recommended the need for explicit opportunities for associate teachers to perform their roles more effectively.

Clough, Michael. P; Berg, Craig. A; Olson, Joanne. K. (2009) studied the Promoting Effective Science Teacher Education and Science Teaching: A Framework for Teacher Decision-Making. Learning and effective teaching are both complicated acts. However, many
administrators, teachers, parents, and policymakers appear not to recognize those complexities and their significance for practice. Fueling this perception, recommendations from "isolated" research findings often neglect the complexities in learning and teaching, and when implemented in classrooms often fall well short of the advertised effect. Consequently, education research is generally ignored, and the resulting research-practice gap raises concerns regarding the utility of university-based teacher education, and education research more generally. However, the strength of education research resides in the synergy resulting from its integration into a unifying system that guides, but does not determine, decision-making. Dewey (1929) argued for teacher decision-making guided by education research, but recently several writers have justly criticized education researchers for not providing comprehensible assistance to educators and policymakers (Good, 2007; Shymansky, 2006; Windschitl, 2005). This study proposes a decision-making framework for teaching to help beginning and experienced teachers make sense of education research, come to understand crucial teacher decisions, and how those decisions interact to affect student learning. The proposed decision-making framework for teaching has significant utility in the design of science methods courses, science teacher education programs, effective student teacher supervision experiences, and professional development workshops.
Goodwin, A. Lin (2009) conducted a study of Remaking Our Teacher Education History through Self-Study. In an exploratory study of 12 teacher education programs representing various geographic regions and institutional types according to the American Association of Colleges for Teacher Education, this author and a colleague (Goodwin & Oyler, 2008) learned from teacher educators across the country about the many constraints they work within, the lack of control (or support) they feel, and the multiple (oftentimes unrealistic and contradictory) expectations they face. Indeed, teacher educators find themselves in the unhappy position of needing to please numerous masters, all of whom exert some say over the design, delivery, and evaluation of teacher preparation. In the current climate in which teacher educators operate, the external is more demanding than ever. It is no surprise that teacher educators find "learning spaces" (Hostetler et al., 2007) to be elusive, and notions of self-study and thoughtful reflection take a backseat. Yet it is when the external is most demanding, when teacher educators are fielding harsher criticisms, tighter controls, proliferating mandates and regulations, and threats of punitive accountability, that reflection and self-study seem most necessary to help them make sense of the tensions, complexities, political arguments, and dilemmas inherent in contemporary teacher education work. Goodwin suggests that now is the time for what Yinger (1990) terms "the conversation of practice" so that [teacher] educators [can] make sense of the phenomena of experience
that puzzle or perplex them" (Grimmett et al., 1998, p. 20). Through self-study of their own practices, teacher educators can remake their own "unique history" and "retrieve aspiration perhaps forgotten or submerged in contemporary educational trends...to restore meaning as an aim that can guide educational practice."

**Khan. Nizha. (2009)** conducted a study on the Information and Communication Technology (ICT) in Teacher Education in the Central of Globalization. This study examined the ICT curriculum in the teacher education programmes of Kerala in the context of globalization. Globalization indicates interconnectivity of technologies (Kushner. 2008). The quality of education is a direct outcome of the quality of teacher education system. Due to globalization, the last five decades witnessed several attempts to change and modify the inherited system of teacher education. The technological advancement had affected these modifications. The ICT curriculum implementation is one such change. The study compares curriculum in India and other developed countries and it was found that the developed countries have a much more highly technological oriented curriculum than India. Personal interviews and discussions were conducted among the teacher educators who are handling ICT in the teacher education colleges. On the basis of interviews and discussions many problems in dealing with the ICT in teacher education programmes are found. It is found that there exists a
wide gap between the ICT curriculum and changing needs of the society when looking things in a global perspective. It also examined the reason behind the gap between the ICT curriculum and changing needs of the society. The teachers are not competent enough to handle ICT paper in teacher training colleges there was no specialist teacher to handle the ICT paper. It also found out lots more problems behind. Finally the paper looks into the challenges and issues faced by teacher educators in the fullest utilization of information and communication technology. Since globalization is creating fast paced, competitive environment through technology and communication which education must keep up with. The coming generation cannot be effective in tomorrow's world if they are trained in yesterday's skills.

**Rots, Isabel; Alterman, Antonia. (2009)** studied the Teacher Education Graduates' Entrance into the Teaching Profession: Development and Test of a Model. This study aimed to advance insight into the relationship between teacher education and graduates' intended and actual entrance into the teaching profession. Moreover, it indicates how this relationship varies between teacher training for primary education (i.e., programs for class teachers-to-be) and teacher training for secondary education (i.e., programs for subject teachers-to-be). A hypothetical model of graduates' entrance into the teaching profession comprising empirically grounded variables was developed. Besides
teacher education related variables, other factors (e.g., motivation and labor market) were included. Data for this study were collected based on a sample of 301 teacher education graduates. Logistic regression analysis shows that intention to enter teaching is a valid predictor of actual entrance. Path analysis was applied to test the hypothetical pattern of (inter) relationships between the variables. For graduates from teacher training for pre-school and primary education, the path model accounts for 33% of the variance in intention to enter teaching. For teacher training for secondary education they explained amount of variance is 44%. Results are largely consistent across the two types of teacher training showing a small, although statistically significant, contribution of teacher education above other antecedents of graduates' intention to enter teaching.

Wilkins, Elizabeth, A.; Shin, Euikyung; Ainsworth, Janet. (2009) studied the effects of peer Feedback Practices with Elementary Education Teacher Candidates. The report of the American Educational Research Association (AERA) Panel on Research and Teacher Education recommended that teacher educators need to systematically and empirically study their own practice. The premise of the report was that teacher educators need to carry out quality research in order to better inform those inside and outside the field of education. The report was timely, as many outside the field of education question the need for
teacher preparation programs as well as their effectiveness in preparing highly qualified teachers as defined by the "No Child Left Behind" legislation. In response, teacher preparation programs need to base their work on solid evidence that indicates whether or not teachers are well prepared by their programs and whether they have a positive impact on student achievement. Without question, university-based teacher preparation programs are under assault at a time when the need for good teacher preparation is more important than ever before. In response to the call for more rigorous self-study by the educational research community and the need for high quality teacher preparation programs, the authors empirically studied their own pedagogical practice, the peer feedback process, during two semesters of clinical experiences to examine how that practice affected teacher candidates' professional development. Peer feedback refers to reciprocal teaching in which paired teacher candidates provide assistance to one another as they incorporate new teaching skills, strategies, and approaches to their teaching, while in a P-12 school setting. The process emphasizes giving and receiving feedback in both written and verbal formats. The goal of reflective peer feedback is to promote self-assessment, collaboration, and professional learning. Although peer feedback practices have been studied in the past, the focus has been on the nature of peer feedback at one point in teacher education programs, rather than its impact over
time. Therefore, this study examines how the peer feedback practices teacher candidates gave and received affected their professional development during successive clinical experiences. Changes in, as well as the consistency of, teacher candidate comments and survey responses are the focus of this study.

Caceres, M.J.; Chamoso, J. (2010) analyzed of the Revisions that Pre-Service Teachers of Mathematics Make of Their Own Project Included in Their Learning Portfolio. Learning portfolios are increasingly being used in university teacher-education programs as assessment instrument. With formative assessment in mind, this study provides a method to assess the modifications made by each pre-service teacher in his/her project included in his/her learning portfolio. The project consisted of designing a lesson plan for teaching mathematical knowledge taking into account "Content", "Activities", "Methodology" and "Reflection". The outcomes showed significant differences in the revisions carried out in all categories except "Activities". Although the use of portfolio promoted the successful development of each pre-service teacher's initial ideas, the training received during the teacher-education program had limited influence.

Cheng, May, M.H; Cheng, Annie, Y.N. tang, Sylvia. Y.E. (2010 ) explored a study on Closing the Gap between the Theory and Practice of Teaching: Implications for Teacher Education Programmes in Hong Kong. The gap between the theory and practice of teaching is an
issue of concern in teacher education. Although researching this gap is not new, few studies have been conducted in Hong Kong. It is worth investigating the contemporary Asian models of teacher education that can provide reference to the international literature. This study examines the theory-practice gap by reporting a study that researched the inconsistencies between student teachers' best teaching strategies and their most commonly employed ones. They, we investigated: (1) the considerations that contribute to the inconsistencies in the student teachers' conceptions of teaching; and (2) the enhancing factors of the teacher education programme which help to close the gap between the theory and practice of teaching. Through examining the interview data, the findings revealed three main dimensions of consideration attributing to the inconsistencies in the conceptions of teaching: pre-training experience, teaching context and student needs. These considerations lead to expansive or constraining impacts on the student teachers' selections of teaching strategies. Influences from the teacher education programme that might close this gap are identified. Implications for improving teacher education programmes are also discussed.

Chubbuck, Sharon. M (2010) conducted a study on the individual and Structural Orientations in Socially Just Teaching: Conceptualization, Implementation, and Collaborative Effort. This essay, drawn from theory, research, and the author's practitioner research as a teacher educator, proposes a framework to inform teacher
educators' conceptualization and implementation of socially just teaching. The framework suggests that building on dispositions of fairness and the belief that all children can learn, a socially just teacher will engage in professional reflection and judgment using both an individual and a structural orientation to analyze the students' academic difficulties and determine the cause and the solution to those difficulties, realizing that both individual and structural realities affect students' learning. The essay then suggests how this individual and structural framework can inform the content and teaching strategies teacher educators use to instruct pre service teachers in socially just education. Finally, recommendations for research and dialogue in the teacher education community are suggested.

Hegender, Henrik, (2010) conducted a study on “The Assessment of Student Teachers' Academic and Professional Knowledge in School-Based Teacher Education” . The aim of this study was to scrutinize the assessment of teacher knowledge in a school-based course at one Swedish pre-service teacher education program. In a general education school-based course, teacher educators visited the student teachers at their school placements and met them and their school mentors in student-teaching conferences to assess their teacher knowledge. The findings primarily show that the assessment procedures are influenced by teacher educators' organization of the school visits and
conferences. Secondly, the organization of the school visits and conferences influences who the potential and actual assessors at the conferences can be and are. Thirdly, the assessed student teacher knowledge at the conferences is described as procedural knowledge in knowledge-"in"-practice perspective, almost exclusively in the area of relational, emotional, and caring learning objectives and aspects of teaching activities. Fourthly, the findings show that prepositional knowledge in knowledge-"for"-practice perspective is hardly mentioned or assessed.

**Levone, Thomas, H. (2010)** examined a tool for the Study and Design of Collaborative Teacher Learning: The Affordances of Different Conceptions of Teacher Community and Activity Theory. Teacher educators need tools to help them think about teacher learning, to design activities and programs that foster it, and to assess the results of their work with pre service and in-service teachers. In this study, in order to improve the conceptual tools available for the design and study of teacher education, the author teases apart distinctions among several popular notions of teacher community, clarifying how each can make a distinct contribution to the research and practice of teacher development. The author also suggests how activity theory in general, and writing about third spaces in specific, might compliment the contributions and limitations of various notions of teacher community.
Lockhorst, Ditte; Admiraal, Wilfried; Pilot, Albert. (2010) studied on CSCL in Teacher Training: What Learning Tasks Lead to Collaboration?” Professional teacher communities appear to be positively related to student learning, teacher learning, and teacher practice and school culture. Teacher collaboration is a significant element of these communities. In initial teacher training as well as in-service training and other initiatives for teacher learning, collaborative skills should be addressed in, for example, collaborative learning tasks, supported with technology. In this study, eight learning tasks of three initial teacher training programmes were investigated concerning the collaboration of 41 student teachers. Various task elements (structure, learning goal and content) affected the participation of student teachers in the tasks, their interaction, and the nature of their communication. The results indicate that reflection-oriented tasks stimulated participation, and in combination with task structure also interaction. Structured tasks which required critical reflection on personal experiences and perspectives triggered task-related communication and a deep level of information exchange.

Mercer, Sterett, H.; DeRosier. (2010) conducted a study on “A Prospective Investigation of Teacher Preference and Children's Perceptions of the Student-Teacher Relationship”. This study investigated teacher preference, the degree to which a teacher likes a specific student, as a predictor of students' perceptions of teacher
preference as well as conflict and support in the student-teacher relationship. Child and teacher reports of teacher preference and child reports of conflict and support were provided in the fall and spring of one academic year. Participants included 1,104 fourth-grade students in 10 schools. Results indicated that teacher preference predicted change in children's perceived teacher preference. In addition, lower levels of teacher preference directly predicted higher subsequent levels of conflict, but not support. Because teacher preference and children's perceptions of teacher preference were related, lower levels of teacher preference also indirectly predicted higher levels of conflict and lower levels of support. Discussion focuses on the implications of the findings from dyadic systems conceptualization of student-teacher relationships.

Mtika, Peter; Gates, Peter. (2010) examined the study on Developing Learner-Centred Education among Secondary Trainee Teachers in Malawi: The Dilemma of Appropriation and Application”. This study was mainly concerned with the capability of trainee teachers to implement learner-centered practice at one of the teacher education institutions in Malawi. The notion of learner-centered education has assumed a positive policy position for teaching and learning in both primary and secondary sectors not only in Malawi, but also in the wider world. However, there is no clear evidence on the extent to which
trainee teachers or indeed qualified teachers develop and utilize learner-centered education during their classroom pedagogical practices. The appropriation and application of a pedagogical theory involves adopting tools for thinking that are made available by various social agents, structures and systems within cultural learning settings. The findings in the study indicate that appropriation and application of learner-centered education is constrained by various factors. These findings resonate with findings from other countries and indicate that progressive pedagogical notions aligned with social constructivism promoted in teacher education institutions have not resulted in widespread change in classroom practice. Teacher educators and policy makers need to be aware of this and examine relevant ways and possibly adaptations that can be reasonably made to ensure that secondary teaching appropriately benefits from the strength of learner-centered pedagogy.

O’ Donovan, Eamonn. (2011) explored a study on the teacher quality is the most crucial component in promoting student learning. For all the controversy about No Child Left Behind, one underlying emphasis of the federal law that is irrefutable is the importance placed on teacher quality. Therefore, a school organization committed to excellence must recruit and select outstanding teachers. The Obama administration also recognizes the importance of teacher quality. Teacher excellence is a foundation of the Race to the Top funds,
competitive grants available to states as part of the American Recovery and Reinvestment Act of 2009 (ARRA). The Race to the Top program seeks to reward states that take innovative approaches to teacher quality and selection. However, too often the process of teacher selection is left to chance as districts fail to align their expectations for teaching excellence with the teacher selection process in a systematic way. Furthermore, many administrators have blind spots when it comes to hiring and may make repeated mistakes in selecting teachers that can have ongoing consequences. Teacher selection deserves rigorous examination to make sure that core school values, best practice in pedagogy, and student outcomes are aligned. This foundation is critical to implement a selection process that identifies the teachers with the best likelihood to improve student learning in the classroom.

Saltmarsh, Sue; Sutherland-Smith, Wendy. (2012) conducted study on “The Stimulating Learning: Pedagogy, Subjectivity and Teacher Education in Online Environments”. This study draws on an empirical study of teacher education faculties in five Australian universities, and analyses excerpts from interviews about learning and teaching with teacher educators, educational designers and faculty management. We argue that understanding how teacher educators constitute learner and teacher subjectivities through their beliefs about and approaches to pedagogy is crucial to the future of online tertiary
education. In particular, we consider how teacher educators’ attitudes toward and approaches to online learning and teaching are predicated on their perceived subject positions as either "stimulating" or "simulating" particular kinds of learning interaction.

2.6. CONCLUSION

This chapter highlighted the need for related literature and also presented few studies, which were taken up in topics related to the present study. The review of the studies presented here, facilitated the investigator to design and execute the present study. The next chapter will describe the methodology of the study in detail.