REVIEW OF RELATED LITERATURE
CHAPTER - II
REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

Review of related literature is one of the pre requisites of the investigator to identify his research problem in more reliable and more purposeful, more than that in systematic way. For any worth while study, the researcher needs an adequate familiarity with the library and its many resources.

According to Best (1977) "A brief summary of the previous research and the writings of recognized experts provides known and with what still unknown and untested. Since effective research must be based upon past knowledge, this step helps to eliminate the duplication of what has been done and provides useful hypothesis and helpful for significant investigation", The literature in any field forms the foundation upon which all future work will be built.

Curriculum is not automatically available to teachers and educators; it is to be deliberately planned considering the philosophy of education, culture, stages of development and resources and need of nations. As the education commission observes, there is need today to transform education so as to relate it to the life, needs and aspiration of the people to make it an instrument of social change. For this purpose the curriculum should be related to national integration, social justice, productivity, modernization of society and cultivation
of moral and spiritual values. Tolerance, friendship, cooperation and peace between nations are possible only through a proper appreciation of the world. National integration can be achieved only through understanding and appreciating the different sub-cultures of India. There should not be any discrimination based on caste, colour, religion, language or sex.

Curriculum is a broad based term used in general to denote the overall content of education or instruction. It envelops all the activities, formal and informal, which take place during the interaction of students and their teachers in education instruction. "Curriculum is totality of experience for which the school accepts responsibility".

Curriculum changes according to the situation and circumstances of the country. The school curriculum of the country, like its constitution, reflects the unity of the country. It reflects the aims and values in its structure, content, methodology and entire design of it.

2.1 STUDIES IN TEACHER EDUCATION

M.B.Buch, M.S.Yadav, Lunna and Singh reviewed twenty seven doctoral studies and reports of nineteen research projects completed in India. The studies have been classified by them as 1. Selection Criteria, abilities and qualities of teachers 2. Pre-service and in-service training of teachers 3. Workload job expectation and difficulties experienced by teachers 4. Procedures and policies of teacher education in India and 5. Personality variables of teachers. It is felt from the review of the studies that the themes have often been repeated by some investigators on different samples and in
different geographical areas. Most of the studies are descriptive in approach using historical development. Surveys were done through questionnaires and interview techniques. There is no study which covers the whole country in any single aspect of teacher education. The potential of carry over of theoretical learning to the class room, situation in terms of students teachers’ behaviour, and of extension services, need for in-service education and evaluation of practice teaching has not been assessed. From the report, it is clear that several areas remain unexplored by research workers in the field.

Pradhananga (1986) examined the syllabi of elementary teacher education institution of Nepal with respect to instructional programme and coordination between different components of theory and practice teaching. He elicited the views of administrators, experts, Headmasters, teachers and student - teachers. Most studies did not find the curriculum suited to the needs of the school's teaching programmes. They found great gap between theory and practice in teaching. Almost all studies in curriculum context, suggested changes in the curriculum in general, and theory courses in particular.

2.2 CURRICULUM CONTENT

The curriculum, in specific, is a medium that translates socio-educational philosophies into teaching procedures and teaching outcomes. So also, these studies provide an insight into the kind of curriculum that is needed for having a teaching education programme that will cater to the needs of teachers in particular and education of children in general. There are 38 studies that
have evaluated fundamental courses at different levels. Out of these, 23 have limited themselves to occur at the B.Ed. level. The courses have been mostly evaluated by seeking the opinion of teachers, teacher-educators, heads of schools and other persons connected with teacher-education programmes. Other researchers have developed their own curricula and tried them in their teacher education institutions in order to test these for expected outcomes.

Dave (1962) expressed the need for comparative studies of curriculum to revitalize primary teacher education.

Kohli’s (1974) investigation regarding the B.Ed., course in Punjab revealed that

1. Sessional work was useful but it had to be organized in a more serious manner.
2. Theory should be reduced to fifty percent and practical work should be increased accordingly.
3. Considering restructuring, some of the optional papers, like school organization could be included in the paper on principles of education.
4. Block practice teaching could better be replaced by practice of internship under the charge of practicing school.
   - Need was felt to extend the duration of training to two years instead of the existing one year system.
   - Organisation of specified co curricular activities was felt needed.
Need was also felt in respect of annual review of the curriculum by a committee of teacher educators, experienced heads of the Schools, commendations of Education Commission (1946-66) curricular objectives should be formulated under (a) knowledge and understanding, and (b) skills and abilities.

Raj (1984) used a representative sample of 80 out of 186 secondary teacher education institutions of the northern region of India for the study. The findings of the study were:

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 qualitative improvement of student teaching programmes had not been implemented in the teaching 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.

5. In a majority of institutions the title of the person looking after the students teaching programme was 'In charge of Student Teaching'. These persons devoted about 20 percent of their time for the student teaching programme. Consequently, they could not attend to many important duties related to the organization and administration of the
student teaching programme required of the 'In charge of Student teaching'.

6. In general, the 'In charge of Student Teaching,' the college supervisor, and the co-operating teachers held adequate academic and professional qualifications.

7. The majority of institutions assigned 20 student-teachers to each college supervisor.

Arora (1986) evaluated the B.Ed. teacher-education curriculum of the Universities of Punjab, Haryana and Chandigarh, keeping in view the needs of Science teachers in school.

Some studies done in the sixties and seventies did not find theory related to practical teaching at all. Almost all studies in curriculum context suggested changes in the curriculum in general and theory courses in particular. Some researchers went a step further and developed their own curricula for student teacher and tried the same in teacher-education institutions.

Singh (1998) suggested that the researchers need to explore such vital issues of curriculum relating to theory and practice and that also at different levels such as primary, secondary and higher. Further, researches are needed to develop new curriculum programmes after removing current draw backs and try the same in the institutions to find out their effectiveness. The effectiveness of a curriculum has not only to be seen from the point of view of
others but rather from the angle of desired behavioral changes that it can bring about in the student-teachers.

Bhatia Ranjana (1987) conducted a study. The object of this scheme was to initiate a programme of training of primary teachers, especially in view of the enlarged role they would have to play and the new responsibilities they have to assume when elementary education became universal for children in the age group 6-14. The project ultimately focused on,

1. Preparation of literature for primary school teachers which could be useful in their in-service training as also in their self-training.
2. Orientation of primary school teachers, teacher educators and extension officers with the help of literature prepared in the project, and
3. Creation of social awareness among primary school teachers for the education of economically and socially backward children.

Gulati (1996) attempted a critical analysis of educational psychology curriculum of elementary teacher education to identify gaps and the present inadequacies, the strength and merits of the curriculum.

Various surveys and studies in the area of teacher education point out the overall inadequacy of the procedures in designing the curriculum, absence of a system of periodic revision and necessity for curriculum to be developed on the basis of valid research evidences.

Rangarajan (1999) reported that the primary school teachers and primary school Head Masters of Pudukottai District, Tamil Nadu, had favourable attitude towards competency based lesson plan and competency
based teaching. He used scale covering eleven items based on nine elements advocated by Dr. C. Palanivelu, Director, DTERT Chennai


The scale is of Likert type with eleven items of which five are favourable statements and six are unfavourable.

2.3 STUDIES RELATED TO PRIMARY TEACHER EDUCATION CURRICULUM

Yadav (1986) took up UNICEF financed evaluative study regarding CAPE Project in India and reported that,

1. The revision of the TTI Curriculum was taken up in most of the states, which exceeded the stipulated time.

2. Though the functionaries were provided training, a large number of untrained personnel were working and they expressed the need for training.

3. The teacher trainees faced several problems in the preparation of learning episode.

4. The literacy in numeracy of material was mostly developed by the teacher educators in the workshops, where they were screened and processed.

5. The material prepared was found to be relevant to the local needs of the learners.
Radhamani (1999) undertook an investigation regarding implementation of Minimum Levels of Learning Programme as viewed by Primary School teachers.

1. She reported that the opinion of primary school teachers towards minimum levels of learning programme was independent of their sex, age, academic qualification, years of experience and locality but dependent on their age.

2. Primary school teachers had difficulty in implementing MLL programme in various classes.

Manimekalai (1999) conducted a critical analysis Botany curriculum of 6 to 12 Standards. She collected opinions from school teachers, B.Ed trainees and pupils.

The B.T teachers expressed difficulty in teaching the concepts and terminology and conducting practical, while the P.G. Teachers had difficulty in teaching the terminology, and in conducting practical.

APEID (1990) reported about the following innovations in Asian and Pacific Region:

1. Raising teacher training to institute level. 2. School experience (observation in school). 3. CCTV being used in micro teaching programmes. 4. Teaching aids, workshop being included in training courses. 5. ‘Teaching outposts’ to train students in school-based practices. 6. Establishment of graduate schools of teacher education to elevate the quality of primary and secondary school teachers through the exploration of practical sciences in

2.4 INNOVATIONS IN PRE-SERVICE TEACHER EDUCATION IN INDIA

Abu Baker (1967) referred to internship as an innovation in student teaching. Khosioa (1973) compiled innovative practices on teacher education in training colleges of India, during the year 1970-1972. 47 institutions responded. The innovative practices found in the field of student teaching were as follows:

1. Organization of skill in teaching competencies among student-teachers of nine colleges at one place.
2. Relating theory to practice by re-teaching of a lesson in another section of a class. 3. Guidance and remedial teaching to improve student teaching. 4. Full period supervision through method masters or school teachers. 5. Microteaching. 6. Preparation in additional teaching subjects.

Real school experience: a) internship for 1 week to 1 month, b) block teaching, c) teaching in vacant period of campus schools throughout the year, d) preparation of an outline lesson in an improvised teacher's diary within 20 minutes time during block teaching etc.

UNESCO (1979) mentioned various innovative practices used in preparation of educational personnel in 19 institutions of India which were as follows:

(A) Preparation for Teaching
1. Micro teaching
2. Macro teaching
3. Model reading practices
4. Model Writing practices
5. Programmed learning
6. Use of audio-visual materials
7. Preparation for improvised aids
8. Improvisation of Chemistry Kids for rural high schools
9. Making film strips
10. Unit plan
11. Programme for low achieving student teachers
12. Pre-teaching demonstration lesson
13. Mid-term demonstration lesson

(B) Pre-teaching demonstration lesson
(a) Mid-term demonstration lesson
(b) Practice Teaching
   1. Block teaching practice
   2. Internship

(C) Supervision, Guidance and Feedback
   1. Discussion on student teaching

(D) Evaluation
   1. Use of 10 Point criteria for evaluation
   2. Assessment of total personality

(E) Models of Delivery
   1. Tutorials
   2. Seminars
   3. Debates
   4. Symposia
   5. Searching interviews

(F) Co-curricular activities
   1. Adoption of village for development
   2. Manual work for rural development
   3. Functional literacy
   4. Remedial teaching
   5. Community work
1. School adoption and Physical Resources. 2. History room.

Buch (1975), Buch (1976), Buch, Yadav, Joshi and Mukhopadhyaya (1976), Buch (1977 a&b), Buch and Sarma (1977) wrote about innovations in India, which were published in various Reports of the UNESCO Regional Office for Asia and Oceania at Bangkok.

Zero lecture Programme was initiated at the Department of Education, Devi Ahilya University, Indore under the leadership on B.K.Passi. The programme was later introduced as an innovation for a few students of the District Institute of Education and Training, Daryagani, Delhi. The programmes aims at developing teaching skills through self study, self designed plans and programmes etc. It provides certain amount of freedom with respect to field of study and modes of learning.

UNICEF has been undertaking in service programmes for primary school teachers to make primary school joyful. The activities included action songs. Physical exercises, games, preparation of charts, cards, other improvised aids, demonstration of use of improvised aids, analysis of school curriculum, minimum levels of learning programme and analysis of text books written for the purpose, exhibition of aids prepared in the camp, procession in the village for mobilization for UPE etc.

There are nearly 400 DIETs in the country functioning under the centrally sponsored scheme for improving the quality of teachers.

Mian (1983) developed a programme of curriculum content and methodology in the areas of science and agriculture for teacher training
colleges of Bangladesh. A close look at the studies done in the field of curriculum, reveals that almost all of them have concluded that at present curricula of teacher education at different level do not meet the felt needs.

2.5 RESEARCH IN TEACHER EDUCATION CURRICULUM

Das and Jangira (1986) in the trend report on teacher education expressed their concern; "It is surprising to find that curriculum which is the core component of teacher education programme has not received the attention of the research workers, it deserved. The curriculum is revised on an adhoc basis in the absence of research. It is desirable to undertake research on curriculum development and its transaction to provide research base".

Kapuo (1995) observed that free discussions and debates about curricula, which should be the hall mark of every healthy educational system, are almost completely absent resulting in alienation of both students and teachers from the system, of which they are the most important parts.

At school level, curriculum development groups, in every school subject should be established to experiment in innovative ideas to get feedback from students and to develop text books and teaching aids. Such groups should work throughout the year and we can have school and college teachers on deputation in these groups, so that fresh ideas continue to flow in these groups. Syllabi making bodies should make use of experiences of these groups.
We should have an efficient mechanism to exchange information on curriculum development among various States and Universities and this information should be available to all curriculum designers.

The realization that curriculum development has to be a continuous affair, has still to dawn on our educational authorities. The sooner they realize the importance of real serious curriculum development, the better it will be for our education system.

There is no doubt that the implementation of the curriculum impinges directly on the teacher motivation, the training competence, experience orientation, the conditions of work and other factors. However, to some extent, it also depends on how it has been interpreted by the teacher, which in turn, depends on the adequacy of guidelines and direction given for transaction of the curriculum. Many teachers never trouble themselves at all with decisions about how the material, they are teaching, should be presented to their students.

The need to assess transaction, elementary teacher education curriculum has often been expressed (NCERT 1986; Mehra 1970; Jasira 1994) but no empirical study has been carried out to assess the perception of teachers teaching educational psychology courses.

SIERT Rajasthan (1966) conducted survey on teacher education at primary level.

The main objective of the survey was to have global picture of the Primary teacher training institutions in the state.
The study revealed that,

1. The average intake was about 130. The qualification prescribed for admission to the STC course was the High/Higher Secondary Examination.

2. About two-third of the trainees belonged to rural area.

3. The minimum age prescribed for freshers was 18 years whereas the ages of the trainees ranged from 18 to 45 years.

4. On the teaching staff, there were headmasters, subject teachers, and craft, agriculture, physical education and drawing instructors.

5. The syllabus was prescribed by the Department of Primary and Secondary Education of the state government and was followed in all the institutions.

6. Some of the institutions felt that the syllabus was too ambitious. The syllabus for crafts was heavy, its teaching required a lot of fund, and the teaching staff had inadequate training.

7. Many difficulties in making arrangements for practice teaching were faced because they did not have demonstration schools.

8. Out of 50 training institutions, 37 had their own buildings. Eleven were housed in rented buildings. Out of the remaining, one was functioning in a donated dharmashala and the other one was located in a high school building.

9. The expenses of government training institutions were met by the government. Aided institutions got grants-in-aid from the government. Stipends to pupil-teachers were paid by the state
government. The State Institute of Education provided guidance to training schools.

Upasani (1966) conducted an evaluation on the existing teacher training programme for primary teachers in the state of Maharashtra with special reference to rural areas. The author recommended the following:

1. It is very necessary that the minimum qualifications prescribed for recruitment as primary teachers for admission to training institutions be immediately raised to the completion of a secondary school course.

2. The present position of the professional training of primary teachers is far from satisfactory especially if it is elevated in the light of the new challenges in elementary education.

3. A very serious defect in the practical training is the tendency to confine the practical training to the giving of prescribed number of practice lessons; what is actually needed is a wider conception of teacher education and opportunities to student teachers to acquire various skills. The Indian child needs down to earth grassroots knowledge of the country. So the teacher has to be well informed, well grounded, effectively participating citizen and has to bring into action special resources of scholarship and practical competence.

4. There should be a special agency for the supervision of training colleges (other than education officers who are otherwise busy) with a special officer at the directorate level.
5. The duration of the primary teacher training should be extended to two years.

SIE Gujarat (1966) conducted a case study of primary teacher training institutions of Gujarat, Ahemedabad.

The study revealed that,

1. More physical facilities were needed for the trainees, as these institutions were residential units;
2. All the institutions had adequate number of Basic trained staff members;
3. No institution had a science laboratory;
4. There was no reading facility in these institutions;
5. There was a great need for adequate reading room for students and staff members;
6. Fifty percent of the staff members needed refresher courses; and
7. There was no proper planning done in these institutions.

Banerjee (1967) conducted a study on training of primary teachers in India.

The following observations were made on the basis of interview data:

1. There were weaknesses and shortcomings in the professional education of primary teachers and vigorous attempts were needed to put the programme on the right track.
2. Basic education attached great value to the child and real development would take place only under conditions of freedom.
3. In the new age, the school, the teacher, the training institutions had to play a great role in changing the old patterns of education.

4. The number of student teachers, explosion of knowledge, and democratic living – all these placed upon the training institutions a responsibility of unprecedented magnitude.

5. A training college had to address itself to the task with a spirit of high adventure and faith.

Gupta (1971) conducted a study on Admission procedures in Elementary and secondary Teacher Training Institutions

For the admission to an elementary teacher training institution:

1. The minimum qualification is matriculation or S.S.L.C.
2. Age limit is fifteen to thirty years for fresher, and up to forty five years for untrained teachers and
3. The admissions are given on the basis of credits gained on written tests, Interview, and academic record and teaching experience.

For the admission to the secondary teacher training institutions:

1. The minimum qualification is B.A. with forty to forty five percent marks;
2. Age limit is eighteen to thirty years and
3. Over and above the consideration of credits on written tests, interview, academic record and teaching experience, some institutions like to administer intelligence tests for admission.
Chilana (1973) conducted a Comparative Study of the programmes of In-service Education of Elementary School Teachers in India and the Philippines.

The major findings were as follows:

- In-service education of teachers in India was given its significant place right from the ancient period; even in the modern period, important references were made in the educational reports at the end of the nineteenth century. In the Philippines similar realization emerged in the 20th century.

- The Extension Services Centers in India and regional In-service education centers in the Philippines were the major institutions for providing noncredit courses to elementary teachers. The Extension services centers in India were placed in the training colleges, except one centre in each of the fifteen state institutes of education, while the responsibilities of the Regional in service education centers in the Philippines remained mainly with supervisory staff.

- The organization of in service education programme was more centralized in the Philippines than in India. The objectives of the course, content and procedures were fixed and controlled by the central agency in the Philippines. In India, the centers had a suggestive role only and more freedom was given to the Institutions in their programmes.

Choksi (1976) conducted Comparative Study of the programmes of In-service Education of Elementary School Teachers in India and the

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Philippines. The study discovered that a richer cultural background, liberal social fabric, highlighted political consciousness and developed economy as well as educational and traditional practices left by the previous colonial powers left a strong impression on the educational system. It was found that the Philippines elementary teacher Programme was better in

- College plant
- Staffing the teacher's college
- Duration of training
- Methods of teaching
- Method of evaluation and grading
- On-campus and off-campus student teaching
- Leadership behavior of heads of teachers' colleges
- Staff morale
- Research output of the teacher educators and
- In-service teacher education.

The Gujarat programme of teacher training excelled in

1. Formulation of teacher training objectives,
3. Class size and enrolment
4. Staff-student closer contact
5. Personality development, character building and
6. Preparing the trainees for a rural community development worker and social change agent.
Kakkad (1983) conducted analytical study on secondary teacher education curriculum and developing teacher education programme. Following were the main findings of the study:

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 along with 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 a provision for 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 occasionally be exchange of teachers between colleges of education and secondary schools.
9. There should be examination in theory and practical.
10. Separate results in theory and practical should be declared.

   Assessment of theory papers should be in marks. Evaluation of practical, sessional work and other aspects may be in grades.

Natrajan (1984) conducted a study on a competency based programmes in teacher education curriculum.
The major findings of the study were:

1. The competency based instructions proved suitable for teaching Selected units on institution planning and administration.

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

3. The lecture method was effective as a group method.

4. Directed self – study did not compare well with other methods.

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

6. The study proved that teacher education programmes could be made more effective, through competency based approach.

Leelavathy (1984) conducted a comparative study of the teacher education programmes in selected developed and developing countries.

1. In the developed countries the trend was towards organizing concurrent programmes of the teacher education as opposed to the consecutive pattern still in vogue in India.

2. In the developed countries the trends were subjected to constant change in the light of result of experimentation in pedagogy, education technology, Philosophy of the Nation etc.

3. In developing countries the trend was less dynamic.

4. Developing countries to break the isolation between the training programmes of all levels to make in-service training obligatory.

5. Both to link the Teacher Training Programmes with the society.
6. In India there was least provision for diversification of the courses of study for teacher training. Linking advanced theory in education with practical aspects was very limited in India. Professional training followed by probation under senior teacher is not found in India. Administration is more centralized in developing countries.

Pradhananga (1986) conducted an Evaluative Study of Elementary Teacher Education Curriculum of Nepal and reported that,

- On the list of expectations from the elementary school curriculum highest importance was assigned to practical life situations followed by moral and academic aspects of the curriculum.

- As the indicator of quality of elementary school education, the 'availability of teachers' followed by teachers' conduct, proportion of trained teachers in the teaching staff and the physical facilities at school were highly preferred.

- For making elementary – teacher education more effective, the first three preferences were given to
  a. The field – needed orientation,
  b. Teaching of professional courses in relation to actual class room situations in schools and
  c. Linking theory course with actual practice in pedagogy.

- The elementary - teacher education curriculum consisted 14 papers in the area of social studies, out of the 76 sub- units of social studies in elementary school education. Only 47 were covered fully and three
partially by the elementary teacher education curriculum in social studies.

- It was suggested that the objectives of the courses in elementary – teacher education needed to be changed.

- Regarding the objectives of the course, 'Elementary Educational Psychology', it was rated low on the criteria of 'desirability', 'correspondence with content' and 'realization through instruction'.

- The majority of Campus teachers felt that the present weightage of professional education was inadequate, course – content was heavy and was not defining itself properly and specifically.

- It was opined that specialization courses offered separately in different areas did not guarantee mastery in the subject matter required to teach the subject.

- The trained elementary – school teachers did not find the proficiency certificate in education contributing to their professional growth.

- Experience of extra-curricular activities did not help trained teachers to organize similar activities in school.

- The practice teaching experience was reported to be useful for teaching – skill development.

- The student – teachers found course of study in curriculum to be interesting but were dissatisfied with working conditions on the campus.
The student-teachers considered practice teaching as an important component of the curriculum and took it as a bridge between training and the teaching job.

The level of job satisfaction was found to be independent of the teacher's status in relation to training.

The trained group was found superior to the untrained group in relation to classroom teaching competence.

The training contributed positively towards teaching skills like questioning pattern, pupil participation, class management and pupil responding and initiation.

Physical facilities were found severely lacking although the schools had their own buildings.

None of the schools maintained any tradition of parents teachers meetings and that of forwarding students' progress reports to parents.

Educational planning at campus level was observed in all the campuses but it was done for final evaluation at the end of the course.

Students' organizations were functioning and were active in group politics rather than collective and cooperative educational activities.

Educational administration did not seem democratic and regular staff meetings were not encouraged.

1. There was low and significant correlation between the selection point and the teacher attitude source of the student teacher in the beginning of the session.

2. There was a positive trend of inter correlation between attitude adjustment and values.

3. The correlation between teacher attitude and adjustment and training adjustment and training values was very low and not significant.

4. The teacher education programme did not contribute towards the teacher attitude of the student teacher.

5. The overall trend of teacher values was positive but not significant.

6. There was significant gain in the case of aesthetic values, there was significant reduction in theoretical and social values.

Mishra (1989) undertook a study of the teacher education programme at the primary level.

The major findings of Mishra were as follows:

1. The professional training of the teacher in Orissa started in 1864 with the opening of the cultural normal plan. In 1869 the first normal school was opened at Uttranchal which was later converted to a first grade school. By 1882 Orissa had six teachers training institute. The number of state schools was 2 in 1951, 7 in 1961, 23 in 1966 and 70 in 1983 out of which 16 was only for women. There were 3 elementary training school in 1989. B.T. school was opened at Baris in 1939 and at Anjul in 1947. Gradually B.T. schools were
opened in many places but such schools were converted to secondary training schools in 1969.

2. The aims and objectives of the Teacher Education programmes have not been specified in the curriculum on the other hand the objectives of different content areas have been specified. The curriculum did not suggest learning experience for the realization of the proposed objective.

3. There were 70 Secondary Training Schools and 3 Elementary Training Schools in Orissa. The Secondary Training Schools admitted Higher Secondary pass candidate and the Elementary Training Schools admitted Middle School passed candidate.

4. The majority of the Secondary Training Schools reported that syllabus was heavy. Heavy work load, lack of experience, inadequacy of equipment, non-availability of adequate number of books and paucity of funds were some of the problems faced by the Secondary Training Schools in implementing the syllabus adequately.

5. All the secondary training schools preferred more in-service training in all the areas of syllabus and suggested the inclusion of preschool education elementary and nonformal education in the syllabus. Further many Secondary Training Schools reported that due to the non-availability of required number of practicing school and lack of co-operation by schools for practicals, organization of practice teaching were not effective.
6. UNICEF project were implemented with secondary training schools as field level implementing agencies. Many secondary training schools lacked necessary resources to implement these projects.

Das (1991) Conducted a comparative study of the evaluation procedures of the Secondary Teacher Training Institutions in Gujarat State were

The Major Findings were;

1) Diversity exists in the evaluation process in teacher training colleges.
2) The majority of institutions follow a mixture of internal and external evaluation procedures.
3) An external cum internal marking system with continuous evaluation and the semester system should be adopted in all teacher training colleges.

Reddy Chandra Prakash (1991) conducted a study on quality improvement pre service training education of primary school teachers in Andhra Pradesh.

The Major Findings were;

1. The sex ratio of the teacher educators who responded was 4 : 1 ( men and women respectively )
2. Four out of five teacher educators were young below 39 years of age.
3. Many of the training institute (DIETs) did not have the required facilities. However all these TTIs having been upgraded as DIETs were getting facilities funded by the Govt. of India.

4. The present staff pattern was considered in adequate to maintain quality in the preservice training education.

5. The study suggested that the 1 + 5 staff pattern should be changed to 1 + 9. Further the study revealed the following which should be borne in mind while appointing teacher educators, qualified post graduates in the concerned subject with relevant methodology in B. Ed and M.Ed with proper aptitude and having a minimum 3 years of teaching experience should be treated as eligible candidate.

6. Teacher educators were strongly recommended to follow and implement the activity method and stress equally on all the four components viz knowledge understanding application and skills to bring quality into teacher education.

Roy Sinha (1991) studied the impact of the elementary teacher education programme on the attitudinal change of the elementary teacher trainees of Orissa towards community involvement. He reported the following findings:

1. The elementary teacher education programmes with the element of community involvement both in theory and practice positively affected the change in attitude of the student teacher towards community involvement.
2. Both the categories of student teachers were almost equally prone to change in the attitude towards community involvement.

3. Previous teaching experience had no role in play in the change in attitude of student teachers towards community involvement.

4. The degree of inherent talent in teaching was responsible for accelerating the development of attitude towards community involvement.

Bhosale, Vatsala (1992) undertook a critical study of the new curriculum of teacher education developed in all the universities in the State of Maharashtra and its implementation.

The Major Findings were reported to be

1. The researchers' findings were the majority of the topics were common to the training education curriculum of all the universities in the state of Maharashtra. There was a variation in topics with respect to some of the papers.

2. The number of lessons taught by the student teachers was not the same in all the universities.

3. Some of the optional papers and the nature of practical work were also different with respect to the curriculum according to student teachers and teacher educators.

4. All the optional papers taught were quite essential to the teaching profession.
5. The majority of Principals, Teacher Educators, student teachers were of the opinion that the new curriculum was suitable for developing teaching competence among the student teachers.


The Methodology of Teaching paper is more helpful than foundation papers taken together in developing abilities specially skills but practice teaching or practical skills in teaching are found to be more helpful than the rest of the teacher education programme in developing abilities, especially skills.

Pragmatics as the activity and discussion as a mode of transaction of programme are found to be more helpful.

History of Education and Health Education are less helpful in developing abilities among students teacher.

Even though Principles of Education are found to be very helpful in developing abilities required for teaching, it was observed that a theory practice link was missing in teacher education programme and therefore the student teachers are not able to link what they have learned.

Mehrotra (2006) has pointed out (VI Volume of Educational Research) although it may appear that the 98 studies covered all aspects - context, presage, process, product of teacher education - very vital areas have not been touched, and also he pointed out that not much research has been done in designing appropriate selection procedure.
Most of the researchers find it convenient to study several psychosocial, social, educational and other characteristics. Pre-service teacher educators, effectiveness of the teacher education programme needs to be deeply analysed. The outcome of the programme has been studied on the basis of only perception which is generally not seriously responded to rigorous systematic studies about the curriculum of the courses, the practices, the work culture in the institution should be the concerns of the research.


Jasper (1999) collected views of Primary School teachers and teacher educators regarding Pre-service elementary teacher education curriculum 1998 suggested by NCTE.

Grewal (2000) identified the knowledge base for learning to teach and quality of primary education.

2.6 PRIMARY TEACHER TRAINING IN ANDAMAN NICOBAR ISLANDS

Nirubama Ruth (2000) gave a detailed account of Government Teachers' Training Institute, the full time pre-service training institution which provides Junior Basic Training (JBT). It is recognized by NCTE, Bhubaneswar.

Admission Procedure

A candidate is eligible for the admission to the JBT Course provided he/she has passed higher secondary (+2) examination from a recognized Board or University. Admission is made strictly on the basis of merit. Seat
allotment is according to the norms fixed by the Andaman Nicobar administration. Admission on the basis of the following categories as mentioned below.

**TABLE – 7**

PERCENTAGE OF SEATS ALLOTTED FOR ADMISSION

<table>
<thead>
<tr>
<th>Categories</th>
<th>Percentage of seats</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tribals</td>
<td>20%</td>
</tr>
<tr>
<td>10 years continuous study in these islands</td>
<td>20%</td>
</tr>
<tr>
<td>Locals</td>
<td></td>
</tr>
<tr>
<td>a) Pre – 42 (settled before 1942)</td>
<td>50%</td>
</tr>
<tr>
<td>b) Settlers (Settled after the panel settlement)</td>
<td></td>
</tr>
<tr>
<td>Central Government employees / Deputationist / Defence persons etc.</td>
<td>10%</td>
</tr>
</tbody>
</table>
Courses and scheme of Evaluation

The courses for each year along with evaluation scheme are as follows:

First year:

**TABLE – 7 (A)**
**FIRST YEAR T.T.I COURSE STRUCTURE – ANDAMAN NICOBAR ISLANDS**

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Subject</th>
<th>Internal</th>
<th>External</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teaching of English</td>
<td>40</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>2.</td>
<td>Teaching of Hindi</td>
<td>40</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>3.</td>
<td>Teaching of General Science (EVS-I)</td>
<td>40</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>4.</td>
<td>Teaching of Social Studies</td>
<td>40</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>5.</td>
<td>Teaching of Mathematics</td>
<td>40</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

B) General Professional Courses:

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Subject</th>
<th>Internal</th>
<th>External</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Education in Emerging India</td>
<td>40</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>2.</td>
<td>Educational Psychology</td>
<td>40</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher Function at Elementary Stage</td>
<td>40</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>4.</td>
<td>Educational Technology or Tribal Education</td>
<td>40</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

**Total** 900

C) Practical Subjects:

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Subject</th>
<th>Half Yearly</th>
<th>Annual</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Health and Physical Education</td>
<td>40</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>2.</td>
<td>Work Experience</td>
<td>40</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>3.</td>
<td>Art Education</td>
<td>40</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>4.</td>
<td>Scouting/Guiding</td>
<td>40</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>5.</td>
<td>Music</td>
<td>40</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

**Total** 500

**Grand Total** 1400
Second Year:

### TABLE - 8

**SECOND YEAR T.T.I COURSE STRUCTURE — ANDAMAN NICOBAR ISLANDS**

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Subject</th>
<th>Internal</th>
<th>External</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teaching of English</td>
<td>40</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>2.</td>
<td>Teaching of Hindi</td>
<td>40</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>3.</td>
<td>Teaching of General Science (EVS-I)</td>
<td>40</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>4.</td>
<td>Teaching of Social Studies</td>
<td>40</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>5.</td>
<td>Teaching of Mathematics</td>
<td>40</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

**B) General Professional Courses:**

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Subject</th>
<th>Internal</th>
<th>External</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Education in Emerging India</td>
<td>40</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>2.</td>
<td>Educational Psychology</td>
<td>40</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>3.</td>
<td>Teacher Function at Elementary Stage</td>
<td>40</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>4.</td>
<td>Pre-school Education or Non-formal Education</td>
<td>40</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

**Total** | 900

**C) Practical Subjects:**

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Subject</th>
<th>Half Yearly</th>
<th>Annual</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Health and Physical Education</td>
<td>40</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>2.</td>
<td>Work Experience</td>
<td>40</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>3.</td>
<td>Art Education</td>
<td>40</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>4.</td>
<td>Scouting/Guiding</td>
<td>40</td>
<td>60</td>
<td>100</td>
</tr>
<tr>
<td>5.</td>
<td>Music</td>
<td>40</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>

**Total** | 500

**D) Students Field Experience**

<table>
<thead>
<tr>
<th>Sl.No</th>
<th>Subject</th>
<th>Half Yearly</th>
<th>Annual</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teaching Practice (Each Subject)</td>
<td>50</td>
<td>50</td>
<td>100</td>
</tr>
</tbody>
</table>

**Total 5 x 100** | 500

**Grand Total** | 1900
2.7 PRIMARY SCHOOL TEACHER TRAINING IN ANDHRA PRADESH

Subba Rao (1996) reported that DIETs established in 1989 to improve the quality of primary school education. Admissions are given to persons having passed XII stage and having qualified in the state wide common entrance test. 30% of seats are reserved for girls in each category. Candidates belonging to SC, ST and PHC category have upper age limit 28 yrs and have to secure 40% marks at XII std. Candidates belonging to OC and BC category have the age limit as 25 yrs and minimum marks 45% at XII std. Media of instruction are Telugu and Urdu.

The duration of the training course is 9 months (220 working days). The course is non-stipendiary and non-residential. The student - teachers in the DIETs are supposed to teach all the subjects from std I to VII in schools. They shall have to get 40% of marks in Internal Assessment made by the Teacher Educators.

Paper I  Philosophical and Sociological foundation of education
          Modern trends of Education & Educational Administration.

Paper II  Psychological foundation education.

Paper III Methods of Teaching language (English/ Telugu/ Urdu)

Paper IV  Methods of Teaching Non - Language (Mathematics,
          Physical Science, Biological Science, Social Studies)

Each Theory paper carries 100 marks and the duration is of 3 Hrs.
Teacher Education Programme at elementary level was analysed by Sarma (1995) in Assam. Entire school education is of twelve years duration, like all other stages. But unlike many other states, the lower primary extends from Class I to Class IV. Next stage is from class V to Class VII, which is called middle level or upper primary stage. In terms of administrative set up, the primary and the middle levels together constitute the elementary education system. The teacher training for lower primary teachers and upper primary teachers are organized separately. The lower primary teachers' training course known as basic training (Buniadi Prashikhan) and upper primary teachers training is known as Normal Training. The Elementary teacher training programme (Basic training and normal) is controlled by SCERT. SCERT deals with all aspects of elementary teacher education from curriculum preparation to conduct of examination. The title of the examinations of B.T.C. and normal schools are Final Basic Training Examination and All Assam Normal School Final Examination respectively.

Training of Lower Primary Teachers

The one year Basic Training for lower primary teachers is undertaken by (i) Basic Training Centers and (ii) District Institute of Education and Training.
Basic Training Centers

As there is no provision for pre-service teacher training of primary teachers, teachers are sent for undergoing training after they join service. This generally, takes place after many years of service. Now emphasis is given to train the stipendiary teachers (Teachers who where appointed on adhoc basis), who have mostly been appointed during last 4-5 years.

Curriculum

Curriculum for basic training course was revised in the year 1986 by SCERT. It is being reviewed in the light of POA-1992. The outline of the present curriculum is given below:
<table>
<thead>
<tr>
<th>S.No</th>
<th>Papers</th>
<th>Distribution of Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>External</td>
</tr>
<tr>
<td>1.</td>
<td>Education and changing society</td>
<td>75</td>
</tr>
<tr>
<td>2.</td>
<td>Principles of Education and Educational Psychology</td>
<td>75</td>
</tr>
<tr>
<td>3.</td>
<td>Educational and School Management</td>
<td>50</td>
</tr>
<tr>
<td>4.</td>
<td>MIL (Assamese, Bengali, BODO, etc)</td>
<td>85</td>
</tr>
<tr>
<td>5.</td>
<td>General Mathematics</td>
<td>85</td>
</tr>
<tr>
<td>6.</td>
<td>General Science</td>
<td>70</td>
</tr>
<tr>
<td>7.</td>
<td>Social Studies</td>
<td>85</td>
</tr>
<tr>
<td>8.</td>
<td>Art Education</td>
<td>40</td>
</tr>
<tr>
<td>9.</td>
<td>Physical Education</td>
<td>30</td>
</tr>
<tr>
<td>10.</td>
<td>Creative Activities &amp; Low cost teaching Aid Preparation</td>
<td>30</td>
</tr>
<tr>
<td>11.</td>
<td>Community Work</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Safai/ Prayer/ Socio Service (Internal)</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td>Practice Teaching (Internal)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lesson plans on</td>
<td></td>
</tr>
<tr>
<td></td>
<td>i) Mathematics and General Science</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ii) Art Education etc.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>iii) Physical Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td>iv) Micro Lesson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Practical Teaching (External)</td>
<td></td>
</tr>
</tbody>
</table>
Teaching Practice

In the teaching practical part of the revised basic training course, emphasis is given on acquisition of teaching skills by micro teaching techniques. Total of 9 (nine) skills are included in the course. These are

1. Writing instructional objectives in behavioural terms
2. Increase in pupils participation
3. Illustrating with examples
4. Using teaching aids
5. Narration
6. Recitation
7. Dramatisation
8. Class room management
9. Evaluating pupils program

3 weeks are devoted for micro teaching. After practicing individual skills, integration of skills is undertaken in simulated mini classrooms. At least one micro lesson plan on each skill (except no.8) is submitted. 34 lesson plans including 8 micro lesson plans are to be submitted in a bound register.

The trainees deliver 20 lessons. Due to shortage of staff in B.T.C.s compared to the number of trainees, (trainees more than 100, instructor 7/8), the supervision is not adequate. Therefore, evaluations is mainly done on the basis of observation for a few minutes. On the basis of practice lessons, micro-lesson, Lesson Plan note book, etc., trainees are evaluated internally. There are 100 marks for internal evaluation and another 100 marks for external evaluation.
2.9 PRIMARY TEACHER EDUCATION PROGRAMME IN BIHAR

Khagendra Kumar and Sanjeev Kumar (2006) reported of primary teacher education programme in Bihar. Between 1994 and 1999 around 30,000 primary teachers were recruited. Most of them were untrained teachers. The responsibility of their training was given to various DIETs for which one year compact training package was developed by the SCERT. The curriculum consisted of four theory papers and five practical papers. Theory papers included papers on Education in Emerging Indian Society, Educational Psychology, Educational Problems and School Management in the context of Bihar and Content and methodologies. The practical papers included papers on Practice teaching, SUPW, Fine arts and Music, Health and Physical Education and Community life. The marks for theory was 600 and for practical 400. There was provision for 25 per cent weightage for internal evaluation in theory and 50 percent in practical. This curriculum is still followed by some private training colleges for two years programme of primary teacher training. But the state government and the examination body have raised questions on the validity of the compact curriculum development for one year in-service training to be used for two years programme. Hence future of the training programme is undecided. Now the Bihar government has reached an understanding with IGNOU for providing in-service teacher training to untrained primary teachers through open mode. There were 86 Government Primary Teacher Training Colleges in Bihar but they all are closed. Recently the government has revived 36 of them as Primary Teacher Education Colleges (PTECs) and converted 24 of them as District Institutes of
Education. The government is planning to start two year full fledged primary teacher training in all PTECs. There is every possibility to follow the earlier developed curriculum for two years training programmes by SCERT or with some modifications. The earlier developed curriculum consisted of seven theory papers namely - Theory of Education and History, Educational Psychology, School Management and Community life, Adapted curriculum (Class I to VI), Hindi (Pragat Hindi for Hindi speaking students and Rashtra Bhasha for non Hindi speaking students) and study of a Regional language. The curriculum contained five practical papers namely Crafts, Practice Teaching, Community Life and Extension Services, Physical Training and Arts and Music. The marks for theory and practical components were equal i.e. 700 for each theoretical and practical component.

2.10 PRIMARY TEACHER EDUCATION IN CHHATTISGARH BASIC TRAINING INSTITUTES (B.T.I.)

Sisirkana Bhattacharya studied primary teacher education in Chhattisgarh reported that the Basic Training Institutes have had the responsibility of training untrained teachers in the department of Education since 1950. However, after the launching of DIETS, the districts generally have an opportunity of sharing this responsibility and allowing direct candidates for teacher – training experiences to be eligible for recruitments. Primary school teachers and Montessori teachers are therefore invariably a part of complete teacher training programmes. The State of Chhattisgarh now has the following DIETs and BTIs:
BTIs are located at Bilaspur, Janjgir, Nagri, Mahasamund, Dongargaon, Jashpur and Patthalgaon and DIETs are located at Pendra, Raipur, Dharamjaigarh, Khairagarh, Bemetara, Ambikapur and Bastar. The admission to BTIs is now totally open for direct candidates with the DIETs undertaking the responsibility of in-service courses to assist teachers in different faculties from time to time under various prospects like "Sikhna – Sikhana", the DPEP, and Shikshak-Samakhya and the CAPE & PIED projects that have done their worth in the last two decades.

The direct admission to BTIs and DIETs are advertised in the month of June with the following eligibility criterion:

- The applicant should have passed the +2 level or equivalent exams with a second class.
- He/She should not be more than 25 years of age on July 1st of that year. The maximum age limit for candidates of SC/ST/OBC is 30 years.
- The applicant should be a domicile of Chhattisgarh.

The applicants are advised to send their applications written/typed in the prescribed format to the Principals of DIETs / BTIs of their concerned districts. The candidates are considered for their admission on the basis of their marks in the Theory Papers only in case of science faculty.

50 seats are available for direct admissions in each DIET / BTI of these 25 seats are reserved for the science faculty and the other 25 seats for the Arts faculty, which also includes Commerce, Agriculture, Home-science and other groups.
Since it is a two-year training programme, similar kind of distribution is retained for the second year also. The selection list is made on merit basis following reservation norms according to the government. 30% seats are reserved for the female candidates. Candidates from SC/ST/OBC admitted to the course are eligible for the post-matric scholarship offered by the Tribal Welfare Department as per norms.

**Theory:** Each paper is valued for 100 marks, which includes 75 marks for theory external and 25 marks as internal assessment.

**Part I**

The Role of Teacher and Education in the Developing Indian Society, Child Psychology, School Management & Administration, The Teaching of Hindi as a language and The Teaching of Mathematics.

**Part II**


**TABLE – 10**

**PRACTICAL SCHEDULE CHHATTISGARH PART - I**

<table>
<thead>
<tr>
<th>Practical schedule</th>
<th>External</th>
<th>Internal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teaching of first school subject</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>2. Teaching of second school subject</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>3. Work Experience</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>4. Community Work / Cultural / Sports</td>
<td>50</td>
<td>-</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>200</strong></td>
<td><strong>150</strong></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td></td>
<td><strong>350</strong></td>
</tr>
</tbody>
</table>
TABLE – 10 A

PRACTICAL SCHEDULE CHHATTISGARH PART - II

<table>
<thead>
<tr>
<th>Practical schedule</th>
<th>External</th>
<th>Internal</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Teaching of first school subject</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>2. Teaching of second school subject</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>3. Work Experience</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>4. Community Work / Cultural / Sports</td>
<td>50</td>
<td>-</td>
</tr>
<tr>
<td>5. Science Practical</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>250</strong></td>
<td><strong>200</strong></td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td><strong>450</strong></td>
<td></td>
</tr>
</tbody>
</table>

2.11 PRIMARY TEACHER EDUCATION IN DELHI

Mani Bhasin (1998) has reported that the Elementary Teacher Education (ETE) programmes are offered by seven DIETs in Delhi. The course is of two years duration after class XII.

The minimum academic qualification for admission is higher secondary (XII) with 50% in the aggregate including one language. The age requirement entry into this course is 17 years up to 30 years of age as on the last day of September of that particular year. Age relaxation however is allowed for reserved categories viz. S.C., S.T., and physically handicapped.

The two year course is divided into four semesters. The papers taught are as follows:
SEMESTER I

Philosophical Perspectives of Education, Child Development, Teaching of Hindi, Teaching of Mathematics, Teaching of Environmental Studies (Social Studies), Teaching of Environmental Studies (Science), Practice of Teaching.

SEMESTER II


SEMESTER III

Teaching of Hindi, Teaching of Maths, Teaching of EVS (Science), Performing Arts, Health and Physical Education, Practice of Teaching.

SEMESTER IV


Diploma in Basic Training

The Diploma in Basic Training is offered by IASE, Jamia Millia Islamia.

It is a two years full time course meant to prepare teachers for elementary schools.
The applicants must have passed the Senior School Certificate Examination except Vocational course of JMI or an equivalent examination of a recognized university with at least 50% marks or must have secured at least 45% marks in the Bachelors degree examination excluding B.A/B.sc. vocational studies of JMI or any other recognized university. The candidate must also not be more than 30 years of age as on the first day of the October of that year. The admission procedure includes a written test plus an interview.

2.12 PRIMARY SCHOOL TEACHER TRAINING IN ORISSA

Mohanty (1995) made a review that primary school teacher training is provided through DIETs and Secondary Training Schools. The examination is conducted by the Board of Secondary Education, Orissa. The examination is known as Secondary Teachers' Training Certificate Examination.

The minimum qualification for admission to DIET during 1994-95 session was pass in Higher Secondary Examination, Whereas, minimum qualification for admission to S.T. Schools was pass in High School Certificate Examination.

2.13 ELEMENTARY TEACHER EDUCATION IN PUNJAB

According to Rajinder Pal Kaur Sidhu (1998) there are 12 DIETs in Punjab. This program is sponsored and financed by the Union Government. Following are the functions of a DIET:

1. Training and orientation of following target groups
- Elementary School Teachers (both pre-service and In-service)
- Headmasters, Heads of school complexes and officers of Educational Department upto block level.
- Instructors and supervisors of non-formal and adult education.
- Members of the District Board of Education and Village Educational Committees, Community leaders, Youth and others volunteers who wish to work as educational activist.
- Resources Persons who conduct suitable programmes for the target groups

2. Academic and resource support to the elementary and adult education systems in the district.

3. Action Research and Experimentation to deal with specific problems in the district in achieving the objectives in the areas of elementary and adult education.

For proper functioning of DIET programme, the establishment of the following seven branches have been suggested.

1. Pre-service Teacher Education (PSTE)
2. Work Experience (WE)
3. District Resource Unit (DRU)
4. In service programmes, Field interaction and innovation coordination (IFIC)
5. Curriculum Material Development and Evaluation (CMDE)
6. Educational Technology (ET)
7. Planning and Management (P&M)
2.14 PRIMARY TEACHER EDUCATION IN SIKKIM

Bhattacharjee (1998) in his review, described that Elementary Teacher Training is organized under the direct control of the Directorate of Education, Government of Sikkim. The target group is primary school teachers. There is provision for both pre-service and in-service training. The entry qualification is 10 + 2 pass. Duration of the course is One year. Medium of instruction is English.

Course Structure: Following table shows the course structure in TTI.

**TABLE - 11**

**TTI COURSE STRUCTURE – SIKKIM**

<table>
<thead>
<tr>
<th>Semester Area</th>
<th>Paper</th>
<th>Class Hours</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>A</td>
<td>I</td>
<td>Teacher Education in the Emerging Indian Society.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>II</td>
<td>Child Psychology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>III</td>
<td>Educational Evaluation and Curriculum</td>
</tr>
<tr>
<td></td>
<td></td>
<td>IV</td>
<td>Development and Problems of Primary Education in Sikkim and School Organization.</td>
</tr>
<tr>
<td></td>
<td>B</td>
<td>I</td>
<td>Working with community</td>
</tr>
<tr>
<td>II</td>
<td>Development of Decentralized Curriculum</td>
<td></td>
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<tr>
<td>III</td>
<td>SUPW</td>
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<tr>
<td>C I</td>
<td>Core Training Programme 80 100</td>
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<tr>
<td></td>
<td>Package (CTPP)</td>
<td></td>
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<tr>
<td>II</td>
<td>Special Training Programme</td>
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<tr>
<td></td>
<td>package(STPP)</td>
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<td></td>
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<tr>
<td>III</td>
<td>English 100 100</td>
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<tr>
<td>IV</td>
<td>Mathematics 80 75</td>
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<td></td>
</tr>
<tr>
<td>II</td>
<td>Working With Community 80 250</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>SUPW</td>
<td></td>
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</tr>
<tr>
<td>III</td>
<td>Development of decentralized curriculum and writing and learning episodes</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>STPP</td>
<td></td>
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</tr>
<tr>
<td>C I</td>
<td>English 60 50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>II</td>
<td>Mathematics 60 50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>Hindi 60 75</td>
<td></td>
<td></td>
</tr>
<tr>
<td>IV</td>
<td>Mother Tongue 60 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>V</td>
<td>Environmental Studies I 120 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VI</td>
<td>Environmental Studies II 130 100</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VII</td>
<td>Health and Physical Education 30 50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VIII</td>
<td>Internship in Teaching 200</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Evaluation

Evaluation is done at the end of each semester except Area (B) which is evaluated after completing both the semesters.

2.15 PRIMARY TEACHER EDUCATION IN TRIPURA

Pratyush Ranjan Deb and Mallika Das (1998) have described the functioning of Primary Teacher Education in Tripura. There are two Basic Training Colleges in Tripura for imparting in-service training to the teachers of primary and basic schools. These two basic training colleges are functioning under the Management of Department of Education, Government of Tripura. The Primary Teacher Training programme of these two colleges is controlled by the State Council of Educational Research and Training (SCERT).

As there is no provision for pre-service Teacher Training at the elementary level, primary school teachers are sent for undergoing training after they join service. This generally takes place after many years of service.

There are two types of Basic Training Programmes for primary school teachers. The basic training programme for the general primary school teachers is called Under Graduate Basic Training Course (UGBTC). The basic training programme for the KOKBORAK (State tribal language) based primary school teachers is called Madhyamik Plucked Kokborak Basic Training Course (MPKBTC).

Course Outline of UGBTC

The outline of the present course for Basic Training Course is as follows:
TABLE – 12
TTI COURSE OUTLINE - TRIPURA

<table>
<thead>
<tr>
<th>I. Theoretical Papers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Principles of Education and Educational Psychology</td>
<td>100 marks</td>
</tr>
<tr>
<td>b. General Method and School Organization</td>
<td>100 marks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>II Content – cum – Method papers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Bengali</td>
<td>100 Marks</td>
</tr>
<tr>
<td>b. English</td>
<td>100 Marks</td>
</tr>
<tr>
<td>c. Arithmetic</td>
<td>100 Marks</td>
</tr>
<tr>
<td>d. Natural Science</td>
<td>100 Marks</td>
</tr>
<tr>
<td>e. Social Science</td>
<td>100 Marks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III Practical Work</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Teaching Practice</td>
<td>100 Marks</td>
</tr>
<tr>
<td>b. Art and Crafts</td>
<td>100 Marks</td>
</tr>
<tr>
<td>(Any one of the following)</td>
<td></td>
</tr>
<tr>
<td>1. Agriculture and Kitchen gardening</td>
<td></td>
</tr>
<tr>
<td>2. Spinning and weaving</td>
<td></td>
</tr>
<tr>
<td>3. Music</td>
<td></td>
</tr>
<tr>
<td>4. Cane and Bamboo works</td>
<td></td>
</tr>
<tr>
<td>5. Wood work</td>
<td></td>
</tr>
<tr>
<td>6. Art</td>
<td></td>
</tr>
<tr>
<td>c. Physical Education</td>
<td>50 Marks</td>
</tr>
<tr>
<td>d. Cumulative Assessment</td>
<td>50 Marks</td>
</tr>
</tbody>
</table>
The examination is conducted by the Department of Education, Government of Tripura. The title of the examination of Basic Training Course is 'Final Basic Training Examination'. There are provisions for both internal and external assessment for evaluation of each paper.

2.16 ELEMENTARY TEACHER EDUCATION IN UTTAR PRADESH

Sarala Paul and Sashi Sukhia (1998) reported the following:

Training for Elementary School Teaching is solely the responsibility of SCERT. There are provisions for normal schools which are atleast one in each District of U.P. State. The training provided is known as B.T.C. The duration of the training course is two years. The broad elements of theory papers are:

a. Pedagogical Theory

b. Working with Community

c. Content- cum-Methodology and Practice Teaching

including Related Practical Work.
2.17 TEACHER EDUCATION CURRICULUM STUDIES CONDUCTED ABROAD

In other Countries studies by Government and Non - Government agencies and Universities, consider primary and secondary Teacher Education curriculum, at Pre-service or In-service levels. Consortium of Policy Research in Education (CPRE) carried out a comparative study of Teacher preparation and Qualifications in six Nations.

Research Questions

1. What are the preparation requirements and standards to become a teacher?

2. What are the levels of qualification of the current teaching force?

3. What proportions of teachers are not qualified in the subjects they teach?

Objective of the study was to compare each educational system using these three sets of data indicators to understand each system's standards for teacher preparation and how well each system is succeeding in achieving a qualified teaching force and in ensuring all students are taught by qualified teacher.

Mizuno .C conducted “A comparative study of Teacher Education with reference to English Language of In - Service Teachers in Japan, Korea and Australia “

In the comparative study of Teacher Education in Japan and China at the Secondary level (Lower and Upper), Pre-Service Teacher Training in Japan takes the form of many different type of classes. For secondary (Lower and Upper) the Pre - Service curriculum is composed of three categories:
1. The Pedagogy subject including such courses as Purpose of Education, Sociology of Education, Curriculum and Teaching, Moral Education and Pedagogy.

2. The Psychology subjects have been composed of courses in Development Psychology and Guidance and Counseling.

3. The Practicum and related subject requirements such as Physical Education and Japanese Constitution (Wik. Education, 2007).

Mirza. S. Munawar (1995) analyzed the content regarding Directions in Education for Sustainable development and teacher education curricula in Pakistan and identified curricular content area in core and elective papers of Certificate of Teaching.

Education Commission of the States (the U.S) published its report with title “Eight Questions on Teacher Preparation, what does the research say”; by Michel Allen, 2003, (ECS programme director).

**SUMMARY OF THE FINDING PUBLISHED BY THE ECS**

The report based on the review of 92 studies that were selected using a rigorous criteria from a total of more than 500.

Q. Number 1:

To what extent the subject knowledge contributes to the effectiveness of a teacher?

There is limited support for conclusion that in addition to a strong grasp of the subject itself, knowledge of how to teach a particular subject is important.

Q. Number 2:

To what extent does Pedagogical coursework contribute to a teacher's effectiveness?
Research provides limited support for the conclusion that preparation in Pedagogy can contribute significantly to effective teaching, particularly subject-specific courses (focused for E.g. How to teach Maths or Science) and those designed to develop core skill such as classroom management, student assessment, curriculum development.

Less clear is how such knowledge and skills are best acquired — through course work, field experience or classes in child development or training theory.

Q. Number 3:

To what extent the high-quality field experience prior to certification contribute to a teacher's effectiveness?

Among the most common characteristics identified are:

- Strong supervision by well-trained teachers and University faculty
- Prospective teachers' solid grasp of subject matter and basic understanding of Pedagogy prior to student teaching.

Q Number 4:

Are there 'alternative route' programmes that help graduate high percentage of effective new teachers with average or higher than average rates of teacher retention?

Research is inconclusive as to whether these characteristics of teaching are found among alternate route graduates.

- Strong partnership between preparation program and school districts.
- Good participant screening and selection process
- Strong supervision and monitoring for participants during their teaching.
- Solid curriculum that includes course work in classroom basics and teaching methods.
As much training and course work as possible prior to the assignment of participants in full time teaching.

Q Number 5:
Are there any teacher preparation strategies that are likely to increase the effectiveness of new teacher in hard-to-staff and low-performing schools?

Very few studies provide limited support for the conclusion that deliberate efforts to prepare teachers to teach in urban, low performing schools can be beneficial. Field placement in an urban school is the most commonly mentioned. There is no research that addresses the needs of teachers in rural schools.

Q. Number 6:
Is setting more stringent teacher preparation program entrance requirements or conducting more selective screening of programme candidates, likely to ensure that prospective teachers will be more effective?

There was no research examined that addressed the impact of more selective screening of candidates for teacher preparation programmes.

Q. Number 7:
Does the accreditation of teacher preparation programmes contribute significantly to the likelihood their graduates will be effective and will remain in the classroom?

There is no research evidence available on which to base a comparison of the impact of NCATE accreditation and the impact of accreditation by the Teacher Education Accreditation Council or other state-developed accreditation processes.
Q. Number 8:

Do institutional warranties for new teachers contribute to the likelihood that recent graduates of those institutions will be effective?

It is difficult to ascertain

a) Whether such warranties have an impact on program quality and increase the likelihood that newly graduated teachers will be effective, or

b) Whether teachers given remediation under such warranties improve their performance.

Clearly the issue of teacher preparation calls for more and better research. Out of a number of recommendations the most important are the following:

- Make education research more responsive to the needs of policy makers and practitioners and more accessible to all stakeholders
- Strengthen research capacity by increasing overall investment and defining a strategic and coordinated research agenda.
- Ensure the research on teacher preparation defines more precisely the questions that need to be addressed and the data that need to be gathered
- Make the connections to student achievement as explicit as possible.
- Create a culture in which all education stakeholders use solid research and use it fairly in making policy decisions.

Education researchers, policy makers, practitioners and funders all can play an important role in making the research on teacher preparation and education research, in general, more robust and significant. The goal should be
nothing less than to make research as indispensable a feature of the decision making process in Education as it is in Medicine and all other evidence based fields.

Nancy file and Dominic. F.Gullo drew the similarities and differences between Early Childhood and Elementary Education regarding pre service teacher beliefs about primary classroom practice.

Beliefs of 119 pre service teachers were analysed either at the beginning or end of the teacher preparation in early childhood education (ECED) or Elementary education (ELED) who completed a survey that question their belief about curriculum content, teaching strategies, guidance/ discipline, classroom activities and assessment. ELED students did not favour classroom practices that were more consistent with the National Associations for the education of young children guidelines for practice. ELED students at the end of the programme favoured more behavioral classroom management strategies and less frequent use of child directed activities than did beginning students.

CONCLUSION OF THE REVIEW CONDUCTED

Comparative Educational research can provide a useful function by placing educational systems in context. Study suggests that at least three possible sources of the Problem of Under qualified teachers.

1. Pre employment requirements and Standards themselves.
2. Failure of the teaching force to meet existing requirements and standards.
3. Practice of misassignment.
2.18 SUMMARY

From the review of documents, project reports and individual research studies it can be seen that studies in Elementary Teacher Education Curriculum are very few. Analysis of curriculum and views of practicing Teacher Trainees, Teacher Educators and Educational Authorities are fewer. It highlights the necessity to take up a comparative study of Elementary Teacher Education Curriculum of Tamil Nadu and Kerala.

In the next chapter, the details of research adopted for the present investigation are given.