CHAPTER – II

REVIEW OF RELATED LITERATURE

2.1 Introduction:

Related literature means the similar or related studies made by previous research worker in the same field. Practically all human knowledge can be found in book and libraries. Like animal, man does not start afresh with each generation but builds upon the accumulated and recorded knowledge of the past.

Sometimes the researcher is ignorant about the research works which have been made before hand and duplicates the wastage of time and does not give any new knowledge to the society. But the research which is not duplicative of exactly existing literature but new is certainly a new opportunity to our knowledge. So each researcher must know the past adequately so that he /she can design further research to study about is not known.

Review of the related literature, besides, to allow the researcher to acquaint himself/herself with current knowledge in the field or area in which he/she is going to conduct his/her research, serves the following specific purpose:

i) The review of the related literature enables the researcher to define the limits of this field. It helps the researcher to delimit and define his problem. The knowledge of related literature brings the researcher up-
to-date data on the work which others have done and thus to state the objectives clearly and concisely.

ii) By reviewing the related literature the researcher can avoid unfruitful and useless problem areas. He/she can select those areas in which positive findings are very likely to result and his/her endeavors would be likely to add to the knowledge in a meaningful way.

iii) Through the review of related literature, the researcher can avoid unintentional duplication of well established findings. It is no use to replicate a study when the stability and validity of its results have been clearly established.

iv) The review of related literature gives the researcher an understanding of the research methodology which refers to the way the study is to be conducted. It helps the researcher to know about the tools and instruments which proved to be useful and promising in the previous studies. The advantage of the related literature is also to provide insight into statistical methods through which validity of results is to be established.

v) The final and important specific reason for reviewing the related literature is to know about the recommendations of previous researches for further research which they have listed in their studies.

The research worker needs to acquire up-to-date information about what has been done in the particular area from which she has taken up a problem for research. The related literature works as a guide post not only regard to the quantum of work done in the field but also scores a pointer
to the gap and lacuna in the concerned field of research impressing on
the need of related literature.

**Good, Barr and Scates** say, “The competent physician must keep
constantly abreast to the latest discoveries in the field of medicine. The
successful lawyer must be able readily to locate the information pertinent
to the case in hand; obviously, the careful student and investigator should
become familiar with the location and use of sources of educational
information”.

Having realized the important of related studies the investigator
tries her best to study the related literature which is described here in brief
as to what was the drawback or limitation on the study in order bring out
the importance of the present study as a new venture. Thus, it provides
the investigator necessary knowledge and insight in where to start, what
to start and how to start. In the present study through it was not possible
on the part of the investigation to get access to the entire published and
unpublished researches in the field, yet an attempt has been made to
embrace a few studies related to problems in hand.

### 2.2 Related studies:

Some investigators and researchers have made efforts to study the
teacher-education in India. It seems worthwhile to describe and discuss
some of these research studies.

**Mallaiya (1968)** studied the modern trends in teacher training
programmes, the problems of teacher training and the ways and means to
make them effective. She found that the preprimary teacher training
facilities were insufficient, the Montessori training was very costly, and both of them needed reorganization. She observed that there was no proper dissemination of research findings and in general, teacher training was in bad shape.

Buch (1978) conducted the third All India Education Survey, Teachers. The study was a census type survey of all school teachers in the country. The main objective of the survey was to collect comprehensive information about primary, middle and secondary school teachers focusing on five points, namely, qualifications and experience, professional training, participation in professional growth activities, tenure of appointment in professional and mobility of teachers from the teaching profession. The study was carried out as a part of the Third All India Educational Survey. Relevant data were collected through two schedules, viz. school information blank and teacher information blank. Wherever found appropriate, data were analyzed with respect to rural-urban categories and also in terms of management as government, local bodies and private. According to his study, there were 26,38,777 teachers working in all stages of school in the country. Of those 47.38 % teachers taught at the primary stage, 26.02 % at the middle stage, 14.4 % at the secondary stage and 12.2 % at the higher secondary stage. Out of the total number of teachers in the country, female teachers constituted only 25.24 %. The proportion was still lower when teachers working only in rural areas were considered. There were 1,86,996 teachers belonging to the Scheduled Castes, their percentage being 7.23. The numbers of
teachers belonging to the Scheduled Tribes were slightly higher (9.48% and 4.44% respectively) for the primary stage. They were as low as 1.85 % and 0.74 % respectively at the higher secondary stage. Management-wise analysis revealed that 74.94 % teachers were employed in schools managed by management and the local bodies and 25.05 % in school managed by private agencies. Of the total teacher teaching force, part-time teachers constituted 0.94 percent and teachers having permanent tenure constituted 71.83 %. Of the total number of teachers at primary, middle and secondary stages about 85 % were trained. However, at the higher secondary stage this figure was only 76.33 %. The percentage of the teacher who had participated in in-service education programmes during the previous two years was 13,68,20, 18,28,76 and 37.09 respectively for primary middle, secondary and higher secondary stages.

GCPI (1979) carried out a work with the objectives of the investigation were to study the effectiveness of supervision, feed-back and peer feed-back in microteaching on general teaching competence of pre-service secondary school teachers; to study the effectiveness of two procedures of feed-back on the retention of general teaching competence of pre-service secondary school stage; to study effectiveness of supervisory feed-back and peer feedback on attitudes towards the teaching profession of pre-service secondary school teachers; and to study various academic and administrative problems related to the implementation of microteaching in departments of education.
GCPI (1981) also investigate a research work with the main objective of the study was to find out the relationship between academic achievement and attitude towards teaching among the teacher-trainees enrolled in the L.T. Course. All the ninety teachers-trainees enrolled in the L.T. course (general) of the Government Central Pedagogical Institute, Allhabad during the 1980-81 sessions, constituted the sample. The Ahluwalia Teacher Attitude Inventory was employed for finding the attitude of the teacher-trainees towards teaching and their academic achievement was taken from their entrance records in the L.T. courses. Product moment correlation was computed between the academic achievement score was and the score for the attitude towards teaching. The findings of the study showed no relationship between academic achievement and attitude towards teaching among the teacher-trainees.

Marker (1975) conducted a survey of teacher education in the state of Maharashtra. The aim of the study was to survey teacher education in the six universities of Maharashtra and traces the development of teacher education in ancient India, in the communist countries and in the USA, the U.K. and Thailand. The study was limited to the field of teacher education at the secondary level only during the period 1947 to 1973. The survey method was employed and tools of inquiry used were an opinionative, a questionnaire, records, reports and documents, visits to colleges, and interviews with experts, officials and principals of colleges.
Singh (1982) conducted third national survey of secondary teacher education in India. Realizing the utility of collecting periodically the basic date in teacher education, the department of teacher education, NCERT, conducted the third national survey of teacher education institutions at the secondary level in 1971. The major objective of the survey was to know the status of secondary teacher education institutions with regard to their theoretical and practical instructional programmes, student population, staff, finances, physical facilities.

A comprehensive questionnaire was prepared to collect the required information for the three consecutive academic sessions 1968-69, 1969-70 and 1970-74 from 381 institutions that existed in April 1971. However, only 68 % institutions supplied the survey data on which the final report was prepared.

The main findings of survey were i) During 1963 and 1971, 42.5% additional teachers’ education institutions (TEIs) come into existence. On April 1971, the total number of TEIs was 381. ii) In 1971, 77% TEIs were functioning as independent institutions and 22.4% as sections of postgraduate colleges or university departments. 83 % TEIs were co-educational and 63 % were privately managed (aided or unaided). iii) As many as 58 Universities exercised academic control over 93.82% TEIs in 1971 while three state Deptt. Of Education controlled 6.17 % TEIs. iv) As such, 64.09 % institutions offered only B.Ed/B.T/L.T. whereas 15.44 % ran both B.Ed and M.Ed. 20.46 % offered other courses other like Diploma in Education, M.Phil, Ph.D and D.Lit. and 10.81 % TEIs
offered courses for elementary teachers in addition to B.Ed/B.T. Also 35.90 % institutions had their own department of extension service. v) The average enrolment of B.Ed students per institution increased from 128.8 in 1968-69 to 137.1 in 1970-71. On an average 45 % students admitted to B.Ed were fresher. The drop out rate was approximately 6 % per year. Pass percentage remained steady, around 90 %. vi) The students both with graduate and post-graduate qualifications were admitted to B.Ed in 1970-71. They had better divisions than those admitted in previous two sessions. Average age of B.Ed students also showed an upward trend over the three sessions. vii) English as medium of instructions was used in 56.8 % TEIs while as medium of examination in 71.8 % institutions. Hindi and some regional languages were also used as instructional and examination medium by some of the TEIs. viii) Large variation was noticed regarding the number of theory paper offered by various TEIs. Principles of education and educational psychology were offered by all the responding institutions as compulsory papers. Orientation programme was organized by most of the institutions for general orientation of student teachers. Among the methods of teaching followed in TEIs, the lecture method of the most popular one. In addition, assignment, tutorials, seminars, etc. were also practiced as teaching methods. The majority of the institutions offered two teaching subjects for the practice teaching programme. The total number of lesson ranged from 40 to 60; block teaching practice was the most popular pattern. The majority of the institutions organized practice teaching on full day while the remaining
had it one half days. Most of the institutions had one or two attached demonstration schools. The lesson plan prepared by student-teachers were checked and approved by method masters in 19.9 % TEIs supervision of full teaching period was done in 58.7 % institutions. ix) Maximum marks allotted to theory, practice teaching and practical works ranged from 400 to 750, 100 to 400, and 50 to 450 respectively in most of the institutions. Assessment of these three aspects of the curriculum was in variable both internal and external. Internal assessment was based on periodical tests and /or assignments. x) Government grants, managements’ contribution and fees from students were the main source of income for the majority of the TEIs. Salaries of the teaching and non-teaching staff was the main item of budget expenditure, 39 % TEIs provided financial help to students-teachers in the form of scholarships, stipends and free ships. xi) The teachers-educator and student-teacher ratio, on an average was 1:2. xii) Regarding academic qualifications of teacher-educators, 6 % had Ph.D, 78.4 % MA/M.Sc, 15.6 % BA/B.Sc. Regarding their professional qualification, 60 % possessed M.Ed and 37.9 % B.Ed.

**J.C. Goyal (1985)** conducted a study on secondary teacher educators. The study aimed at achieving the following objectives:

(a) Measurement of attitude, job satisfaction, adjustment and professional interests of teacher educators of different categories based on sex, age, qualifications and experience.
(b) Finding out difference in attitude, job satisfaction, adjustment and professional interest among group of teacher educators of different categories based on sex, age, qualifications and experience.

(c) Finding out the relationship among attitude, job satisfaction, adjustment and professional interests of teacher educators of different categories.

(d) Prediction of job satisfaction of teacher educators by treating attitude, adjustments and professional interests as independent variables.

The major findings regarding attitude to teacher educators are (i) 84.3% teacher’s educators have a favourable attitude towards teaching in a teacher education institution. (ii) Only 4.4% of them have an unfavourable attitude towards the object and 11.3% a neutral attitude. (iii) No significant difference is found in the attitude of men and women teacher educators. (iv) There is no signification difference in the mean scores of different age groups of teacher educators. (v) The groups of teacher educators based on qualifications college teaching experience and school teaching experience do not differ significantly in their attitude.

The major findings regarding job satisfaction of teacher educators are (i) The majority of teacher educators are satisfied with their job. (ii) There is no significant difference in the job satisfaction of men and women teacher educators. (iii) The teacher educators in the age group IV of 50 years and above differ in their job satisfaction significantly from the
age groups of II and III. The other groups do not differ significantly from each other. (iv) Job satisfaction of different groups of teachers educators based on their qualifications does differ significantly from one another. (v) There is no significant difference in job satisfaction of different groups of teacher educators based on their college and school teaching experience.

The major findings regarding social adjustment of Teacher Educators are (i) A large majority of teacher educators have a tendency to be socially aggressive and a small portion of them tend to be retiring and submissive. (ii) Men and women teacher educators differ significantly in their social adjustment, men teacher educators being more aggressive socially than the women. (iii) The teacher educators divided into different groups on the basis of age and teaching experience in a college and a school and a school do not differ significantly in their social adjustment. (iv) Group I and II based on qualification differ significantly in their social adjustment, Group I with Ph.D or M. Phil qualification is socially more aggressive than group II comprising of those with M.Ed degree. Other groups do not differ significantly.

The major findings regarding emotional adjustment of Teacher Educators are (i) A majority of teacher educators are found to be emotionally stable. (ii) Men and women teacher educators do not differ significantly in their emotional adjustment. (iii) The groups of teacher educators based on age differ significantly from one another. A trend is noticed that the motional stability increases with the increase in age and vice-versa. (iv) There is no significant difference in the emotional
adjustment of groups based on qualifications. (v) The group of teacher educators constituted on the basis of college teaching experience differs significantly from one another. The emotional stability getting increased with the college teaching experience. (vi) The school teaching experience groups do not differ significantly in their emotion adjustment.

The major findings regarding occupational adjustment of teacher educators are (i) A majority of teacher educators tend to be pleased with their job. (ii) There is no significant difference in the occupational adjustment of men and women teacher educators. (iii) The groups based on age of age of teacher educators differ significantly from one another in their adjustment in the occupation, the group of 50 years of age and above being the best adjusted in their job. (iv) The teacher educators grouped on the basis of their qualifications, college and school teaching experience do not differ significantly in their occupational adjustment.

The major findings regarding professional interest of teacher educators are (i) A large number of teacher educators have a low level of professional interests as defined. (ii) The men and women teacher educators differ significantly in their professional interests, the men showing greater interests than the women. (iii) It is found that the groups of teacher educators based on age, qualifications, college teaching experiences and school teaching experience differ significantly in their professional interests. (iv) The professional interests increase as the age of teacher educators increases. (v) The highest qualified group I Ph.D or M.Phil degree has the best professional interests and group II and III do
not differ significantly. (vi) It is found that professional interests increase with increase in college teaching experiences. (vii) The professional interests increase with the increase in school teaching experience, the group without school experience having the lowest professional interests.

Saikia (1971) studied the problems of teacher education (at the secondary level), identified the causes of the ineffectiveness of teacher training programme, and recommended some remedial measures. He found that none of the trained teachers prepared lesson plan for their day-to-day teaching and observed that the training courses itself and the conditions under which a trained teacher had to work in a school are more responsible for this discrepancy.

Ahluwalia (1974) developed a Teacher Attitude Inventory (TAI) and measured the change in the professional attitudes of student-teachers as a result of the teacher education course of one academic year duration. The mean attitude scores, as a general rule, were found to decrease in place of improving at the end of the training programme. The mean attitude scores changed either in positive or in negative as a consequence of the nature of training programme provided by the different institutions. The sex-wise and institutions-wise mean attitude score differences were found to be non-significant. The sex was not found to be either a determinant or a differential of change in professional attitude of student teachers as a consequence of teacher preparation programme.
**Bhatnagar (1979)** attempted to evaluate the organizational climates of various types of teacher training institutions. He found that the organizational climate of teacher-training institutions was characterized by high level of hindrance, authoritarianism, and high academic emphasis. In large institutions, the climate was dominated by high authoritarianism, high trust, high academic emphasis and higher degree of discipline and control as compared to small institutions.

**Bhagia (1975)** assessed the nature of innovations made in school and training colleges, and found out whether the problem of diffusion and implementation was associated with the institutional variables. He observed that the teachers were not having a clear picture of their role performance and the objectives of the various innovations. Teachers needed help from different persons in acquiring the techniques and behavioral skills required to confirm to the expected specifications.

**Pathak V.B. (1979)** made a survey of teacher education in Utter Pradesh and his major findings were (i) Physical facilities and equipments were, by and large, quite inadequate in most institutions. (ii) There was a rapid increase in the number of teacher education institution. (iii) 80% teacher educators were male. (iv) Analysis of curricula revealed that the course of study and co-curricular activities were traditional and superficial, innovations were by and large, unknown and unpracticed.

**Aggarwal (1980)** attempted to identify the motivational factors in B.Ed trainees’ choice of teaching as a profession. He found that factors such as desire to continue education, possibility of doing good to the
country, interest in teaching, security of job and fulfillment of parent’s wish important in choice of teaching as a profession.

**Mann (1980)** tried to find out the concept of success in the teaching of different groups and compared the personality traits of successful teachers with those of unsuccessful teachers. He found that the personality of successful and unsuccessful teachers differed with respect to some selected factors. The successful teachers were significantly more expressive, ready to cooperate, attentive to pupils, generous in personal relations, bright and alert, fast in learning, efficient in abstract thinking, emotional in nature, realistic about life, effective in adjustment, dependable and conscientious than unsuccessful teachers.

**Mohan (1980)** studies the effectiveness of the teacher training programmes in some selected colleges of education. He found that the teacher training departments neither had adequate buildings nor had equipment and the hostel facilities for girls and boys. Quite a few teacher-educators were not adequately qualified to supervise teaching practice in the subjects in which they were supervising the lessons.

**Mutha (1980)** attempted to identify the factors- attitudinal, motivational and personality- which differentiated effective teachers from ineffective ones. He found that sex, professional training, nature of schooling and income levels were significantly associated with the teachers’ effectiveness. The set of personality variable- ascendance-submission, anxiety, marital adjustment, extroversion, neuroticism, job-
satisfaction and teaching attitude significantly predicted the teachers’ effectiveness.

**Gupta (1982)** studied the effectiveness of the innovative methods in better learning and higher achievement in the colleges of education. He concluded that the methods of discussion, symposium and supervised study were effective than the lecture method. The workshop method proved to be definitely superior in the case of the general group as well as the higher intelligence group. He inferred that all innovative methods, except the lecture-cum-discussion method, had comparative merit against the lecture method. In recent years, there is a spurt in research activity.

Beside the national council of educational research and training (NCERT), New Delhi, a good many institutions at the state level such as state institute of education (SIE) state council of educational research and training (SCERT), university department of education (UDE), and some of the post-graduate level teacher colleges (ETC) now take up research projects association with the various facts of teacher education in view of the new demands and challenges in the field of education in general and as a consequence of the exhortation and implementation of the provision of the National Policy on Education, 1986.

The expansion of pre-service teacher education to meet the needs of unprecedented expansion of education in the post-independence period and the increased focus on in-service education of teachers on a continuous basis brought in its wake concomitant problems relating to the quality of teacher education in the country. Different Education
Commission (Ministry of Education, 1953; Ministry of Education, 1966), various committees (Ministry of Education, 1963; NCERT, 1966) and the National Council of Teacher Education (NCERT, 1978) have voiced this growing concern. The quality concerns led to research, investigation and experimentation for improving the effectiveness of pre-service and in-service teacher education. The spurt in this activity, in recent years, in this vital area of educational research becomes conspicuous from the fact that the First Survey of Research in Education identified 45 students during the first three decades and a half of education research in the country (Buch, 1974). The Second Survey of Research in Education, covering the period 1973-78, identified 63 studies, while the Third Survey, covering the period 1978-83, has recorded 116 studies. The studies conducted in the area of teaching and teacher behavior having direct relevance to teacher education can further swell the quantum of research in this area.

**Bhatnagar, T.N.S. (1980)** attempted to analyses the contents of studies and literature on student teaching and other practical work in the B.Ed programme and to suggest the future perspective of studies in these areas.

They covered different areas like evaluation of student teaching and supervision of student teaching with special reference to secondary teacher education. The studies had not concentrated on the practical work of the B.Ed programmes. These studies emphasized the need for a comprehensive network of school activities to be included in student teaching programmes. They highlighted the negligence in organization of
teacher training institutions and their rigid structure. A few studies revealed that student-teaching was the weakest link in the teacher education programme at primary as well as secondary level. Micro teaching as a popular concept of teacher training programmes, gained ground in the seventies. Most of the literature of this period spoke highly about this training approach. Research findings of this approach were highlighted in most of these studies. The Department of teacher Education, NCERT, produced workshop and seminar reports in the area of teacher education during late seventies. No significant differences were observed in the case of supervision done by the principals and supervision carried out by teacher educators. Teacher Education curriculum - A Frame work, brought out by the NCTE (1978), gave a new look to student teaching and evolution work in the area.

**Bhatt M.M. (1966)** made a study on the assumption that, qualitative improvement in education was possible by preparing better teachers in training schools. As a result of the training, he found that there was improvement in lesson planning and standard of teaching, knowledge of the content was found to be much improved and teacher trainees were encouraged to teach in a planned manner.


The main objectives of the survey was to study the factors that motivated the authorities to set-up private training colleges and prompted
the trainees to pursue the B.Ed course, to ascertain the source of finance, private costs and unit cost of B.Ed programme and to determine the quality of the B.Ed programme.

Data was collected from 12 principals, 1200 trainees, and 120 teacher educators and 20 governing body members of private colleges by using questionnaire method.

The main findings of survey were (i) The private training colleges were established mostly with commercial motives and parochial feelings. (ii) Inadequate physical facilities, inefficient teachers, poor quality of trainees, unsuitable practice teaching and undue expansion of training colleges were reflected in the poor status of teacher training programmes in the state. (iii) Faculty admission producers for trainees and their negative attitude towards the teaching profession were other indicators of poor performance of the training programme. (iv) The ratio of graduate trainees to post graduate trainees was 19:1 in private training colleges. (v) There was no uniformity in the B.Ed curriculum of the 3 Universities in the state. (vi) The provision of in-service education of teachers was inadequate. (vii) The lecture method dominated in teacher training programmes. (viii) The pupil-teacher ratio in Govt. colleges was 9:1 and in private colleges was 23:1. (ix) On the whole, 16% of the trainees of Govt. colleges and 0.9% of the trainees of private colleges got financial help from the Govt. (x) The unit private cost in private colleges was much higher than that in Govt colleges. (xi) The private training colleges were mainly financed by the contributions of the trainees.
Deo, D.S. (1985) conducted a study on the practical programme other than practice teaching in Teacher Education Institutions.

The main objectives were (i) to study the role of practical work in a secondary teacher education programme. (ii) to survey the nature and type of practical work, other than practice teaching, that was being given to student-teachers in secondary teacher education institutions in Delhi. (iii) to study how these programmes of practical work were actually implemented. (iv) to survey the perception of student-teachers about the objectives of such practical work, (v) to find out how these objectives were achieved and the reasons for non-fulfillment to the desirable extent, and (vi) to suggest an effective scheme of practical work.

A questionnaire having questions about different types of practical work, their objectives, working in the college system etc. is distributed to 350 student-teachers and 55 educators selected randomly from 3 teacher education institutions of Delhi.

From this survey it was found that, (i) ‘Lack of time’ was a major factor in not being able to achieve the objectives of the practical programme. (ii) In case of teacher educators lack of sufficient opportunities was the causes for non-fulfillment of the objectives of practical programme. (iii) Instead of the presence of a large number of practical programme student teachers were not able to achieve the objectives due to lack of time, lack of proper guidance, lack of sufficient opportunities and lack of feedback from the teachers. (iv) For work experience and socially useful productive work, sufficient time and
guidance were not provided to students by the teacher and also there was no provision for them in the time-table. (v) The student-teachers were not provided facilities for training in preparation of some visual and audio aids. (vi) Physical education and participation in games and sports were taken equally by student teachers. (vii) Excursions for students-teachers were not arranged by the institutions. (viii) Social work had not been an integral part of the teacher education programme. (ix) Co-curricular activities were not organized according to the interests and needs of the students. (x) Opportunities for talented students were not provided in the areas of art, library, dramatic and other culture areas. (xi) There was no provision for psychology practical which would give student teachers opportunities for application of theories of learning.

Gupta, P.N. (1985) conducted a research work about ‘A study of Administrative produces and problem of secondary teachers Training colleges in Maharashtra state’.

The objectives of the study were to identify the selection procedures for teacher trainees, to study the organization of the teacher education programme, to study the performs used by colleges of education for administration, to identify the problems of organization and administration and to study the appointment procedure of teaching staff.

The data were collected through a questionnaire which depends on various aspects of administration of colleges of education, an interview schedule for their principals, discussion with staff members and non-
teaching staff in order to get the information about building, library, equipment, classes and playground.

It revealed that, all colleges of education followed rules for selection of teachers as laid down by the UGC. Office organization and produced were not satisfactory. Other administrative proformas were neither similar nor adequate, which indicated poor administrative procedures and practices in the organization of the teacher education programme. The selection procedure of student teachers was more or less similar in all the colleges of education. Colleges of education were confronted with problem of lack of space, classrooms and laboratories which led to poor standards. Co-curricular activities were not as well arranged in many colleges expected for preparing effective teachers. Most of the colleges of education did not use objective and standardized evaluation proformas to assess student teachers in many practical activities and skills. In most of the colleges relations between the principal and staff members were cordial. Govt. University and private colleges did not show differences in the administrative problems which they had to face in executing the teacher education programme.


The main objectives were, to conduct a survey of teacher education, to report briefly on the historical background and the evaluation of teacher education, to report a comparative study of the contemporary
teacher education programme, to locate the deficiencies in the system here, if any, and suggest remedies.

The data was collected through a comprehensive questionnaire method and also an interview schedule was used. The opinions of teacher educators on various aspects and their suggestions for improvement and remedies for the defects are the shortcomings in this programme.

The main findings were (i) The state Govt controlled the recruitment of the entire teacher educator with their service guarantee. (ii) The comprehensive B.Ed curriculum was not effectively implemented due to time shortage, semester, internal assessment etc. (iii) The revised B.Ed syllabus in force was appropriate and fulfilled the requirements on the professional side but lacked in content knowledge of the academic subjects (iv) In some of the colleges of education there was no selection committee, nor were the staffs were involved in it. (v) To improve the quality of teacher education programme, the co-operating schools and colleges of education needed to work in harmony. (vi) Teacher educators followed the latest method in teacher education programmes due to proper facilities prevalent in their colleges of education. (vii) Many colleges of education had hostels for the trainees and some had hostels for staff too and some had compulsory residential programmes. (viii) The financial resources of the colleges of education included tuition fees and special fees, remitted to them by the trainees. (ix) Work experience was provided to the trainees through NSS programmes.
**Kakkad, G.M. (1983)** carried out a research on ‘secondary teacher education curricula - an analytical study and developing teacher – education programme’.

The objectives of the study were to analyze existing B.Ed curricula of various representative universities of 4 different regions of the nations, to study the common and uncommon aspects of secondary teacher education programmes analytically, to know the changes that were expected in STEP and to develop a secondary teacher education programme (STEP)

The researcher studied B.Ed syllabuses of 24 universities, the IATE, NCERT, LT course of U.P.

The main implications of the study are (i) The duration of the STEP should be 2 academic sessions (ii) The aspects of STEP should be educational theory, practice teaching, community work, work experience, sessional work and co-curricular activities. (iii) There should be content courses along with the school subject methodology paper. (iv) There should be two subjects for methodology of teaching and the number of lessons should be 15 for each subject. (v) Internship in teaching should for a period of 3 month. (vi) There should be a provision for urban and rural teaching in the step. (vii) There should be provision for theory and practical action research in step. (viii) There should occasionally be exchange teachers between colleges of education and secondary schools. (ix) There should be examination in theory and practical. (x) Separate results in theory and practical should be declared.
Natarajan, S. (1984) conducted a study on ‘a competency based programme in teacher education curriculum’. It was an experimental study based on a competencies approach.

The major findings were (i) Competency-based instruction proved suitable for teaching selected units in institutional planning and administration. (ii) The seminar method seemed to be an effective method as it compared favourable with the competency based approach. (iii) The lecture method was effective as a group method. (iv) Directed self-study did not compare will with other methods. (v) There was a significant relation between self esteem and acquisition of competencies. (vi) Attitude towards. Teaching methods had a favourable co-relation with acquisition of competencies. (vii) The study proved that teacher education programme could be made more effective through a competency based approach.

Seetharamu, A.S and Manvikar, Sharada (1986) conducted a research work on ‘secondary teacher education –a status survey’.

The investigation made on institutional and individual status. Institutional status means physical facilities, admission procedures and finance. Individual status means personal, social, economic and professional attitude of teacher educators.

According to Mishra, U.S. (1989), the characteristics of students in terms of needs and concepts constituted the basis for working out a strategy for developing a teacher education programme.
Bhatnagar, T.N.S. (1988) evolved scales for assessment of lesson planning, supervision, evaluation and co-curriculum activities.


Reddy, B.N. (1991), conducted a study on teaching aptitude and attitude towards teaching with reference to sex, age, faculty and category of teachers.

Bhonsle, V. (1992) evaluated the new curriculum of teacher education and concluded that majority of principals, teacher educators; student-teachers and teachers were of the view that the new curriculum was suitable for developing teaching competence among the student-teachers.

Walia, K. (1992) suggested improvements for the B.Ed courses on the grounds that the course was theoretical in nature, no internship was provided for and that one year duration was inadequate.

Sohani C.R. (1992), attempted to develop a training programme for the student-teachers with a view to developing their problem solving skills for effective transfer of such skills to their students.

Yadav, M.S. et al (1988) evolved an innovative practice to enhance the efficiency of instructional work in B.Ed for teaching and compulsory courses. In an experimental setting, the experimental group with the help of programmed learning material, discussions, library and practical work, showed better result than the control group.
Kaur, A. (1988) found that in-service education and training of teachers had significantly contributed to the development of professional competency in Punjab and the process and structure variables had a positive bearing on the product variables. Teaching competency has a positive co-relation both with the process and structure variables. In service education was useful in improving the skills of teachers and had a positive effect on their attitude towards teaching.

Misra, S. (1992) on the basis of his study concluded that in-service training has a positive impact on teachers’ behavior and pupils’ active participation in the class.

Kahlon, S.P. and Saini, S.K. (1989) found that there was a perceptible aptitude of Punjab Agriculture University teachers.

Devi. L. (1988) found the teacher education programme did non-contributory to the teaching attitude of student-teachers but did account for influencing their aesthetic values positively as also social adjustment and health adjustment.

Srivastava, M.B, (1989) in her evaluation of the impact of training found that it did improve teaching efficiency, which, in turn, influenced the attitude and aptitude of student-teachers.

Yadav, G.L. (1992) studied the impact of teacher training on self-concept, social maturity and attitude towards teaching.

Bawa, M.S. (1989) conducted a research work on ‘Interaction analysis and its implications for teacher education’.
Behera, A. (1989) worked on ‘An evaluation study of the problems of teacher education programme at the college level undertaken by the private agencies in Orissa.


Bhosale, Vatsala (1992) explored on ‘A critical study of the new curriculum of teacher education and implementation of it, developed by all the Universities from the state of Maharashtra.

Devi, Laxmi (1988) carried out a research work on ‘Evaluation of the teacher education programme of Agra University.

Mani, R.S. (1988a) studied on ‘Evolving a programme of teacher education at +2 stages.


Srivastave, Madhu Bala. (1989) conducted a research work about ‘the impact of the teacher education programme of Lucknow University on pupil-teacher’s attitude and teaching efficiency’.


Kumar (1996) compared the curricula of teacher education programmes at secondary level in South Indian states with that in Regional Colleges of Education and found them inadequate and unrevised for a long time.

Srivastava and Aggarwal (1999) studied the existing pattern of secondary pre-service teacher education in the country, analyzed its various components, developed an improved model and prepared guidelines to restructure the internship programme.

Mani (1993) evolved a programme of teacher education at +2 stages, on the basis of responses to questionnaires on different aspects from teacher educators.


Agarwal (1998) developed an outline curriculum about population problems for higher secondary school (B.Ed) teacher trainees on the basis of an assessment of awareness among Hindu, Muslim, Sikh and
Christian communities about over-population in India and their attitude toward population education.


2.3 Context surveys:

Surveys of teacher education conducted from time to time by institutions as well as individuals provide information relating to several context variables like the size of the institutions and facilities in terms of staff, equipment and materials obtaining in the teacher training institutions. The surveys also provide information about the problems of teacher education and teachers in the case of in-service teacher education besides providing information regarding the different context variables. The surveys provide useful data for planning teacher education, both pre-service and in-service. Sharma (1982), surveying the progress and problems of teacher education in India out-lining the inadequacies of pre-service teacher education, builds a case for a continuous in-service teacher education programme. Gupta (1980) surveys in-service education of teacher educators in colleges of education. These national surveys are accompanied by the surveys of teacher education at the state level also. All these surveys have painted a dismal picture of teacher education so far as its qualitative aspects are concerned. Dearth of adequately trained staff and absence of adequate facilities are the predominant findings. The reasons can be traced in Goyal’s (1981) study
which surveyed reasons for non-enforcement of conditions of affiliation laid down by different Universities, which is responsible for two standards in teacher education. In 1982, Goyal attempted to develop a model for forecasting teacher manpower requirements through a study of the components causing teacher demand. The model is useful for planning teacher education facilities.

Another set of survey refer to in-service teachers-their characteristics and problem, which provide context for organizing in-service education of teachers. Buch (1978) surveyed the status of teachers based on the Third all India Educational Survey. The survey revealed that only 13.68 % of the primary school teachers, 20.18 % of the middle schools teachers, 28.76 % of the secondary school teachers had participated in some kind of in-service education programme during the two years preceding the survey. It reveals the magnitude of the task to be accomplished in terms of an in-service education programme in the country. Sharma (1982), tracing the growth and development of in-service education for the secondary school teachers in the state of Bihar, discovered a declining trend in the in-service education programme for the secondary teachers after the transfer of Extension Services Centres to the states. Lakdawala (1977) revealed that the women teachers working in the secondary schools of Greater Bombay did not avail themselves of the facilities due to lack of time or incentives. Gupta (1978) surveyed the status of secondary school teachers of Utter Pradesh, Deasai (1981) and Muddu (1978) surveyed the problems of teachers teaching the Marathi
language and biological sciences, respectively. In both the cases lacks of facilities have emerged as disincentives in teaching. Thakur (1978) surveyed the working conditions of married women teachers in Assam while Mathur (1981) surveyed the mobility pattern of women teachers working in the higher secondary schools of Delhi in relation to their professional commitments. The study reveals a positive relationship between mobility and professional commitments.

Many of the surveys referred to above have mentioned the sample but do not provide the number of institutions approached for collecting information and the number of institutions which actually supplied information. This does not allow the consumer the benefit of the information likely to influence the inferences made in the studies. Qualitative surveys of teacher education have yet to emerge. Moreover, comprehensive surveys at national and regional levels should be supplemented by micro surveys both in terms of geographical area as well as specific aspects of teacher education.

2.4 Research Gaps and Future Orientation:

Research in teacher education does not have a long past. It is only for about last three decades that research in this area began to be undertaken. Although the quantum of research in teacher education is increasing progressively, it leaves much to be desires in term of the range of teacher education variables and quality. By analyzing the researches conducted so far it is found that the gaps become quite conspicuous. This
purports of this section to highlight some of these gaps and charter future orientation.

There is no single study available on the evaluation of alternative models of teacher education as a whole in terms of their effectiveness reflected in teacher effectiveness in the institutions where they secure teaching positions after the completion of their training. Without this, an organic model of teacher education has to remain a dream reality. Also, the approach to the transaction of the teacher education curriculum needs to be researched. This whole area has remained by the researchers in teacher education. Probably, the uniformity of the training patterns and the rigidity of the system for evolving and implementing teacher education curriculum, lack of facilities for trying out alternative programmes and the absence of organisational support are responsible for this situation. With autonomous colleges of education coming up, this type of research should be encouraged in the years to come for evolving teacher education for the future.

Studies have been made in the institutional context but no studies are available in variables related to the community context as well as the classroom context in teacher education. A number of studies are available where the classroom climate has been studied, but in case of teacher education institutions this area has not received adequate attention. Immediate studies are needed not only in teacher educator’s class room behaviour for covering theory courses but their supervisory behaviour during practice teaching as well.
There is very little research available in the area of curriculum development and transaction in teacher education. The curriculum is revised mostly on an ad hoc basis in the absence of research. Curriculum areas are deleted and added. All this happens without any research evidence about the desirability or otherwise of the curriculum change. It is desirable to undertake research on curriculum development in teacher education, its transaction and evaluation to provide a research base. Similarly, more research on the application of educational technology to the transaction of teacher education is called for.

There is also a gap in process-product research in teacher education. The product variables cover student-teacher’s immediate outcomes like achievement in theory, attitude and skills. There is no study regarding the secondary teacher education curriculum in West Bengal and Assam is carried out.

The curriculum framework has been designed to root teacher education in Indian reality, culture and psyche with due emphasis on emerging educational technology, trends of globalization and ever-shrinking world. It emphasises the need for generating commitment in teachers towards the learners, the society, the teaching profession, quality and values in education and also the need for a context based interaction and activity-oriented approach to teacher education. Attempt has been made to propose multiple models and modular approach with emphasis having stage-specific programmes for teacher educators.
The curriculum framework would enable teachers and teacher educators to experiment with new ideas and alternative practices for effecting improvements both in the programmes of school education and teacher education. Essential pre-requisites to experimentation are academic freedom and institutional autonomy. Its outcome would be characterized by quality with greater professional responsiveness and intrinsic sense of accountability.

The programmes suggested are not classroom based alone but also expect to receive greater inputs from outside the institutions in close tandem with social, cultural and economic imperatives that are directly linked to the education system. Further, it would greatly reduce isolation of the teacher education system from the education system on the one hand and the society on the other. It would essentially liberate the teacher and the teacher educator from the prescribed traditional pedagogy, transactional practices and evaluation procedures. It would lead to greater innovativeness, self-assurance and self-confidence in them. The curriculum framework when analysed, understood and internationalized would provide necessary insights to reflective, reverberate and contemplative practitioners in and outside the classroom. This would in turn, lead to the development of dynamic and futuristic pedagogy and acquisition of competencies needed for effective performance with inbuilt commitment to realize the objectives of education and teacher education.

Researches relating to the modalities and practices in teacher education are also very limited in their range. Studies are available in the
use of interaction analysis and micro-teaching as means of modifying teacher behaviour. Simulation training exercises and teaching model based approaches are still awaiting applied researches in secondary teacher education curriculum in the country. Similarly, in the case of in-service teacher education little research is available regarding the use of distance learning techniques apart from evaluation studies conducted in the NCERT for the SITE, INSAT and Radio Utilization Project. As these modalities are being increasingly used researches will be fruitful for providing an empirical base for their effective utilization.

The trend towards quantitative and qualitative growth of research in secondary teacher education curriculum over the last decade is a healthy augury as its shows interest of the research workers in this area of educational research. Studies have appeared in context variables relating to institution, teacher educator, evaluation procedure, infrastructure, curriculum etc. But there are areas like curriculum development, practicing schools, cue resources of the student teachers, their mediating responses, etc. which still need to be researched. Also, educational technology as a means of improving effectiveness of teacher education is an area which requires immediate research. Continuous research following up the training gains to study transfer of training and its sustenance will provide useful research-based guidelines for designing secondary teacher education curriculum. Programmatic research within a viable conceptual frame accompanied by functional design and analysis
of research will go a long way in improving research on teacher education in the times to come, (Buch, 1987).

The curriculum, in specific, is a medium that translates socio-educational philosophies into teaching procedures and teaching outcomes. So, also these studies provide on insight into the kind of curriculum that is needed for having a teacher education programme that will cater to the needs of teachers in particular and education of children in general. 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 schools. Pradhananga (1986) examined the syllabi of elementary teacher education institutions of Nepal with respect to instructional programme and co-ordination between different components of theory and practice teaching. He elicited the views of administrators, experts, head masters, teachers and student-teachers. Most studies of this kind, following a similar procedure, did not find the curriculum suited to the needs of the school teaching programmes. They found a great gap between theory and practice teaching. Almost all studies in curriculum context suggested changes in the curriculum in general and theory courses in particular. Mian (1983) developed a programme of curriculum content and methodology in the areas of science and agriculture for teacher-training colleges of Bangladesh. He studied its workability on the basis of the opinions of teachers, instructors and college alumni. Rarely have studies gone in for evaluation of curriculum for the consumers’ point of view, that is teacher-effectiveness,
student-teachers’ interest, solving school problems, workability in existing school conditions etc. The researchers need to explore such vital issues of curriculum relating to theory and practice and also at different levels. Further, researches are needed to develop new curriculum programmes after removing current drawbacks 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 behavioural changes that it can bring about in the student-teachers. To carry out such experiments, one obvious handicap with the researchers seems to be the rigid process of functioning of the Universities. But those colleges and University departments that have autonomy in the construction and adoption of curricular courses need to go in for such research studies.

So, it is essential to study on the curriculum framework with special reference to a study on the secondary teacher education curriculum in West Bengal and Assam. Because, there was no study has been carried out with regard to the above area. To carry out the present research work in a scientific and valid manner the researcher has adopted some of the methods and approaches of the previous researchers. Thus the study reviewed in this chapter has helped the present researcher to find out the gap as well as to identify the methods and techniques for the present work.