CHAPTER – II

CONCEPTUAL FRAMEWORK AND REVIEW OF EMPIRICAL STUDIES

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2. INTRODUCTION:

The study of related literature in research is immense importance because it stimulates and encourages the investigators to go deep into various aspects of the problem-in-hand with the ideas and thoughts of eminent researchers and scholars in mind. It also provides for the comparative data in the form of figures, facts, research questions, hypotheses, methodology, results, educational implications and suggestions for further research on the basis of which one can build and design one's own study and can also interpret the significance of one's findings. Thus, it is obvious that review of previous studies, literature, reports of relevant researches, study of published articles, studies of pertinent pages out of comprehensive books on the subject and going through manuscripts related to the problem under investigation is of great help which provides us with a rationale for the conduct of a new research study. Thus review of literature help the investigator to locate, read & evaluate the related work previously done, to gain accurate knowledge of the completed aspects of the problem, to get benefit from the data collected, and the suggestions for the betterment. By studying literature the researcher has come to know the amount & nature of the work that has been done on the problem so far.

To study the trends and patterns in growth and development and quality aspects of teacher education at the national level as well as at the International level, the investigator has reviewed and analysed different literature sources such as the books, journals, dissertation abstracts, reference books, surveys of educational research, research studies of different researchers and institutions, newspapers, magazines, publications of National Council of Teacher Education, MHRD, Govt. of India and related websites etc.
In the present chapter an attempt was made to take cognizance of the studies and other literature which show some relevance to the present problem. Researcher has arranged and categorized the process of reviewing the related literature into four parts as under

**2.1 QUALITY ASPECTS OF TEACHER EDUCATION**

2.1.1 Recommendations of Commissions and Policies regard Quality Aspect of Teacher Education.

2.1.2 National Council for Teacher Education (NCTE).

2.1.3 Empirical studies conducted in the field.

**2.2 FACTOR ANALYSIS**

2.2.1 Conceptual framework.

2.2.2 Empirical studies conducted in the field.

**2.3 SWOT ANALYSIS**

2.3.1 Conceptual framework.

2.3.2 Empirical studies conducted in the field.

**2.4 CONCLUSION**

In the present chapter, first part consisted with Reports of Educational Commissions and policies for teacher education in post independence India and gave brief descriptions of Apex body (NCTE) for teacher education in India. The empirical studies related growth and quality aspect of teacher education also discussed in this part and second part consisted with process to perform factor analysis(conceptual framework) with empirical studies related to factor analysis and next part consisted with process to
perform SWOT analysis (conceptual framework) with empirical studies related to SWOT analysis. Finally, researcher has deducted and justified the review of literature with broad storming approach and provided the significant conclusion (fourth part) in the last of the chapter.

2.1 QUALITY ASPECT OF TEACHER EDUCATION

2.1.1 RECOMMENDATIONS OF COMMISSIONS AND POLICIES REGARD QUALITY ASPECT OF TEACHER EDUCATION:

After independence the emerging socioeconomic and political situations influenced the national scenario of teacher education. “The government of India set-up different commissions for addressing to the specific issues of teacher education in particular. A large number of teachers were found untrained and attempt was made to clear the backlog. The main concerns of teacher education were pertaining to both quality and quantity. In 1948 the central institute of education was established in Delhi and the government training college at Allahabad was developed into the central pedagogical institute”(source-www.mu.ac.in).

UNIVERSITY EDUCATION COMMISSION (1948-49)

“Just after Independence, the university Education commission was formed an appointed under the chairmanship of Dr. S. Radhakrishna. The Commission submitted its report in 1949. The commission observed that obviously there was no difference in the theory papers offered in the various teacher-training colleges. But there was much difference in practice followed by them. The number of supervised lessons varied from ten to sixty and the type of practice teaching and student teaching varies from one to another. The Commission observed-that the training colleges had no basic orientation in the essentials. For improvement of teacher training, it suggested that the teacher
educators must look at the whole course from a different angle, the theory and practice should support each other; that the intelligent following of rule of thumb methods should be made; trainees be recruited from people having a first hand experience of school teaching; that courses in the theory of must be flexible and adaptable to local circumstances; that original work be professors and lecturers in education should not suffer from isolation and lack of inter-university planning.”(source-University Education Commission report from www.mu.ac.in)

THE SECONDARY EDUCATION COMMISSION (1952-53)

“One of the important events of the plan decade was the report of the secondary education commission. It analyzed the problems of teachers and the training programme in great depth. It emphasized that the most important factor in educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place he occupies in the school as well as in the community. So the commission made recommendations on all these aspects and found three types of teacher training institutions viz., (a) primary basic teacher training, (b) secondary teacher training institution and training colleges”.( source-www.mu.ac.in).

KOTHARI COMMISSION (1964-66)

“In 1964 an education commission was set-up by the government of India under the chairmanship of Dr, D.S. Kothari to advice on the educational sit-up. The commission observed that a sound programme of professional education for teachers was essential for the qualitative improvement of education. The commission pointed out the weakness of the existing system and suggested ways to improve it. It recommended that isolation of teachers colleges with the universities, school and the teachers’ themselves should be removed. It spelt out the ways and means to do so. For qualitative improvement, it recommended subject orientation and introduction of integrated
courses of general and professional education. It suggested ways to improve the quality of teacher educators. It advised the state governments to prepare a plan for the expansion of training facilities. The commission very correctly diagnosed the ills in teacher education and suggested practical remedies. As a result of the suggestions of the education commission, 1964-66, some changes were introduced in teacher education. An M.A degree in education was introduced in some universities, such as Aligarh, Kurukshetra, Kanpur and some others. Some universities introduced summer schools and correspondence courses to meet the backlog of untrained teachers and some stated set-up state boards of teacher education”(source-www.mu.ac.in). These modifications were incorporated in the field of teacher education and were expected to obtain the target and the needs in this field.

**NATIONAL POLICY OF EDUCATION (NPE), 1986:**

In August 1985 the government of India brought out a document “The challenge of education: A policy perspective”. “This envisaged an educational system which would prepare the youth for the 21st century. The document acknowledged teacher performance as the most crucial input in the field of education, but lamented that much of teacher education was irrelevant, that selection procedures and recruitment systems were inappropriate and the teaching was still the last choice in the job market. It laid emphasis on aptitude for teaching in the entrants on reorganization of the teacher education programme. The document was debated and discussed widely in the country and the recommendations of the educationists, thinkers and workers were submitted to the government of India for inclusion in education policy, 1986. According to national policy on education (NPE) 1986, stress was given to the teacher education programme, training schools were upgraded to district instituted of education and training (DIETs) and training colleges were upgraded into colleges of teacher education (IASEs). There were
provisions for research and innovation in IASEs. The revised national policy on education, 1992 also emphasized the functioning of teacher education institutions. There has been development in terms of both infrastructure and curriculum transaction as per the NPE and POA, 1986 and 1992. A lot of money is being spent on infrastructural improvement and organization of various in service programmes. By the year 1998-99 there were 45 DIETs, 76 CTE, and 34 IASE, but the impact of all these on teacher education for quality improvement is found very marginal”(source-www.mu.ac.in). The NCTE was also pointed out and tried to impose the norms and conditions for recognition of training institutions.

2.1.2 NATIONAL COUNCIL FOR TEACHER EDUCATION (NCTE):

The report of Kothari commission Report (1964-66) criticized the exiting Teacher Education Programme, it was conventional, rigid and away from reality. “Therefore it recommaned the need of establishing National council of Teacher Education in order to improve the standard of Teacher Education. In September 1972, Central Advisory Board in Education accepted the said proposal which was supported by fifth National plan. Thereafter by law, Indian Education Ministry established NCTE on 21st May 1973. NCTE has got independent constitutional status since 1993. Main objectives behind the formation of NCTE were to work especially towards planned and coordinated development of teacher-education and to improve the standard and functioning of teacher-educators”(source-www.mu.ac.in).

2.1.3 EMPIRICAL STUDIES CONDUCTED IN THE FIELD:

Goel and Goel (2012) conducted a study on enhancing teacher education quality in India by focusing on the emerging issues & related concerns. In this study various issues and challenges in teacher education have been pointed out namely, institutional
Ahmed & Hussain (2012) conducted a study on improve the professional performance of teachers by measuring the factors affecting the performance of teachers at higher level. “The study was descriptive in nature. All the principals, teachers and studious of degree and postgraduate colleges of Khyber constituted the population of study. Fifty selected colleges constituted the sample. One principal, two teachers and five students were included in the sample from each college. Thus the sample was 400 individuals i.e. 50 principals, 100 teachers and 250 students. Three questionnaires were prepared separately for principals, teachers and students. The data obtained was tabulated, analyzed and interpreted by using statistical techniques as mean, standard deviation average rating and analysis of variance (ANOVA). The factor of subject mastery was perceived by the principals, teachers themselves and students to be at the highest level among the four factors of teachers' professional performance. The factor of attitude toward students was viewed to be at the lowest level. Among the four factors of teachers' professional performance teaching methodology and teachers' personal characteristics were factors considered to be present in teachers' performance at intermediary levels. Though, the factor of subject mastery of teachers' professional performance was found on the highest level in the present study”(source-eprints.hec.gov.pk). yet teachers should be focused on improve their command on the content knowledge through self study and in service refresher courses.
Khan and Hussain (2010) conducted a study on evaluating the Quality of B.Ed Programme: Students' Views of Their College Experiences. “This paper addresses the quality of B.Ed programme of the University of Education (UE) Lahore. The main purpose of the study was to evaluate the quality of B.Ed programme with regard to the internal efficiency of Government Colleges for Elementary Teachers (GCETs), the affiliated institutions of UE. The study was conducted on a random sample of 600 B.Ed students drawn from 11 GCETs in Punjab province”. “The findings revealed that B.Ed programme was effective in terms of updating student teachers' knowledge and skills. Student teachers favoured the quality of B.Ed curriculum, lesson planning and presentation by themselves and their teacher educators, and had some reservations about the proper use of audio-visual aids for effective classroom teaching learning processes. Female gender showed more satisfaction with the quality of B.Ed curriculum and teaching than their male counterparts”.

Harrison et al (2010) conclude in this article “perception of beginning teacher educators of their development in Research and Scholarship: identifying the turning Point experiences. This article highlights the blurring of boundaries as beginning teacher educators cope with the varying demands of teaching and research activities in higher education institutions in England. It suggests that the different forms of research and scholarly activities be made more transparent in order to support early professional learning in this area. Three cases of newcomers to higher education and working in different higher education institutions are examined over a two-year period. All the newcomers saw research as a route to developing themselves personally. Over time there was a shift for some toward establishing oneself in the field, with an indication of the institutional and national pull towards fulfilling academic requirements”(source-Journal of Education for Teaching).
Pantic et al (2010) conducted a study on “teacher competencies as a basis for teacher education--views of Serbian teachers and teacher educators”. He pointed out that “Around the world reforms in teacher education have been oriented towards making the preparation of teachers more functional for development of competencies they need in practice. At the same time, much criticism has been voiced about such reforms jeopardising the fundamental humanist traditions in teaching, based on beliefs about non-instrumental values of education. In this study we examine teachers' perceptions of importance of competencies and explore their implications for teacher education”(source-mediendidaktik.uni-duisburg-esen.de). Panti,N.(2010) also identified four components underling teachers' perceptions of competencies such as “(1) values and child-rearing; (2) understanding of the education system and contribution to its development; (3) subject knowledge, pedagogy and curriculum; and (4) self-evaluation and professional development. Teachers perceived all but the second area of competence as very important, with the fourth scale perceived as of the highest importance. Implications of each area of competence for teacher education are discussed and conclusions are drawn for the development of teacher education curricula”(source-journal of teaching and teacher education).

Ruys et al (2010) conducted a study on “collaborative learning in pre-service teacher education”. In this study, “the actual position of collaborative learning (CL) in teacher education is examined. One hundred and twenty teacher educators and 369 student teachers are surveyed on general educational beliefs, mental models and conceptions related to CL. The self-efficacy and the implementation of CL are also taken under scrutiny. The results reveal that CL is highly valued as a teaching strategy for primary school children; however, student teachers do not prefer to collaborate themselves during their learning process. Student teachers' self-efficacy towards the use of CL is moderate. Collaborative learning is implemented once in a while in teacher
education, and student teachers are not intensively trained in the pedagogical use of CL for their future classroom practice”(source-www.researchgate.net).

Seezink et al (2010) conducted a study on “SOAP approach in teaching practice: learning outcomes of a cross-institutional innovation project conducted by teachers, student teachers, and teacher educators”. “This paper reports on a case study investigating learning outcomes at the individual and organisational level of a cross-institutional innovation project based on the SOAP approach. SOAP integrates Schooling of teachers, Organisational development of schools, Action- and development-oriented research, and Professional development of teachers. This innovative study was aimed at combining teachers, student teachers, and teacher educators in an alliance to design and develop new competence-based vocational educational arrangements for pupils. An inductive qualitative analysis of 37 semi-structured interviews among the participants revealed seven main categories of individual learning outcomes: attitudes, project design and management, collaboration, action theory, teaching practice, educational principles, and developments within secondary vocational education. Three main categories of organisational learning outcomes were identified: institution-level learning, project-level learning, and combining institution-level and project-level learning”(source-European journal of teacher education).

Mtika, Peter and Gates, Peter (2010) conducted a study on “Developing learner-centred education among secondary trainee teachers in Malawi”. “This study is mainly concerned with the capability of trainee teachers to implement learner-centred practice at one of the teacher education institutions in Malawi. The findings in the study indicate that appropriation and application of learner-centred education is constrained by various factors. These findings resonate with findings from other countries and indicate that progressive pedagogical notions aligned with social constructivism promoted in teacher
education institutions have not resulted in widespread change in classroom practice. Teacher educators and policy makers need to be aware of this and examine relevant ways and possibly adaptations that can be reasonably made to ensure that secondary teaching appropriately benefits from the strength of learner-centre” (source-nottingham.academia.edu).

**Grossman et al (2010)** argued in this article Accreditation of Teacher Education in Turkey and examined “Accreditation criteria and national standards for teacher education”. “The full implementation of an accreditation process for teacher education programs was not completed within the time of the development project. However, the effort to do so encouraged the formation of a "quality culture" in the faculties of education. The paper discusses what took place and analyses the later response of teacher educators to the introduction of accreditation criteria and the way in which they were introduced. Educators should be followed and adopted the national standards and accreditation”. (source- www.science.gov).

**Kaya, Sibel et al (2010)** conducted a study on “Discipline orientations of pre-service teachers before and after student teaching. This study examined the classroom discipline orientations of pre-service elementary teachers both before and after the student teaching experience”. “The results showed that the student teaching experience significantly increased beginning teachers' preferences toward a more assertive discipline model (Rules and Consequences) and decreased their preferences toward the humanistic discipline model (Relationship-Listening). These results demonstrate that the student teaching experience may be creating a dissonance in prior knowledge and beliefs, and experiences of pre-service teachers in classrooms. The results of the study suggest that teacher education programs can help pre-service teachers transition more smoothly into classroom teaching by providing a school-university partnership as well as more lessons
and advice on handling specific classroom management situations” (source-journal of teacher education).

**Allen, Jeanne M. (2009)** studied “Valuing practice over Theory: how beginning teachers re-orient their practice in the transition form”. “This paper is about the experiences of beginning teachers in turning theory learned in universities into practice in the workplace. The research is situated in the context of a pre-service teacher education programme that explicitly and deliberately seeks to bridge the theory-practice gap in teacher education. The authors argued that, despite long-standing awareness of the theory-practice gap as a central issue faced by beginning teachers, attempts by teacher educators to address this issue remain thwarted. The argument draws on interview and focus group data collected via a study of 1st year graduate teachers of an Australian pre-service teacher education programme. The theoretical perspective of symbolic interactionism is used to focus on the meanings that graduates have of their experiences of turning theory into practice. The data suggest that prospective teachers during pre-service training value both the theory that they learn on campus and the practice that they observe in schools. However, once they become practitioners, they privilege the latter. Upon entry to the workplace, graduates come to associate good practice with that of the veteran teacher, whose practice and cache of resources they seek to emulate” (source-ecite.utas.edu.au).

**Manivannan, M. and Premila, K. S. (2009)** conducted a study on “Application of total quality management (TQM) in teacher education Institutions”. In this study authors highlighted that “teacher education is one of the areas in higher education which trains student-teachers in pedagogy, which in turn helps them to train the young minds of educational institutions. The present study on the application of principals of TQM in teacher education institutions in India has exposed the tangibility of institutions in the
perception of teachers based on eleven quality indicators, such as principal as leader, teacher quality, linkage and interface, students, co-curricular activities, teaching, office management, relationships, material resources, examinations and job satisfaction. A total of nine colleges of education were selected to collect data. The exploratory technique under the survey method of research design was used for the study. The findings focus on the strong and weak areas of various teacher education institutions according to the quality indicators. The study recommends further strengthening of quality indicators, which are already strong, and the revamping of weaker quality indicators. It is also recommended that institutions should adhere to the quality standards set by national and international assessment and accreditation bodies”(source-journal of college teaching and learning).

**Denton, Jon J. (2009)** conducted a study on factors influencing quality in teacher education: program, faculty and productivity and argued quality indicators of teacher education programs, three components of teacher education are addressed: the program's content, the faculty, and products of inquiry. Three different rationales are presented for selecting and ordering content for teacher education curricula. “In order to be considered viable content for a teacher preparation program, the concept, principle, or process must be: (1) related to student growth as revealed by empirical evidence; or (2) identified as a necessary curricular component by expert opinion based on experience; or (3) logically explained by a theory from social science and/or philosophy”(source-www.positivepractices.com).

**Grossman et al (2009)** argued in this article redefining teaching, re-imagining teacher education that “future directions for teacher education, based on a re-conceptualization of teaching. Teacher educators need to attend to the clinical aspects of practice and experiment with how best to help novices develop skilled practice. Taking
clinical practice seriously will require teacher educators to add pedagogies of enactment to an existing repertoire of pedagogies of reflection and investigation. In order to make this shift, the authors contend that teacher educators will need to undo a number of historical divisions that underlie the education of teachers. These include the curricular divide between foundations and methods courses, as well as the separation between the university and schools. Finally, the authors propose that teacher education be organized around a core set of practices in which knowledge, skill, and professional identity are developed in the process of learning to practice during professional education” (source- www.apte.org.uk).

Ball, Deborah Loewenberg et al (2009) conclude in this article Practices in development of teacher education that “program of work in elementary mathematics teacher education at the University of Michigan that has, for a decade, been a site for the development of approaches to preparing beginning K-8 mathematics teachers that are both aimed at practice and centered in content. Among the products of this work are video records, instructional tasks, and assessments, as well as structures for collective work on our courses. These materials and ways of working comprise a collection of resources for both the systematic improvement of the knowledge base for teacher education and the professional development of teacher educators. This practice-based approach to the development of both our courses and their instructors has enabled us to improve professional instruction and to build knowledge that is useful beyond a particular course or the individuals” (source-www.journals.uchicago.edu).

Rieg, Sue A. et al (2009) investigated “the instructional pedagogy and assessment strategies used by teacher educators in two universities within a State System of higher education” and found “Pedagogy and assessment are critical aspects of classroom teaching at all educational levels. Although training in these areas is often a primary
focus of university programs preparing pre-service teachers, it is not necessarily part of the training for university faculty. Using survey methodology, this descriptive study investigated the pedagogical and assessment strategies used by teacher education faculty in two universities in one state system, as well as their opinions related to the effectiveness of these strategies”(source-www.eric.ed.gov). Results shown that teacher education faculty most frequently use the pedagogical strategies rated as "somewhat effective" to "highly effective", but routinely used assessment strategies that they rated lower on effectiveness.

White, Kimberly R. (2009) conclude in this study using pre-service teacher emotion to encourage critical engagement with diversity that “the demographics of classroom teachers and teacher educators do not mirror the diversity found in today's schools. As we prepare pre-service teachers to be quality educators for all students, we must work to ensure that they are examining issues of equity and diversity that will affect those they teach. This article explores this challenge from my perspective as a teacher educator. Transformative teacher preparation must be engaging on both intellectual and emotional levels” (source-journal of teacher education). While the implications of this finding support the personal value of self-study, this study also contributes to our understanding of multicultural approaches when working with pre-service teachers.

Karamustafaoğlu, Orhan (2009) studied on “A comparative analysis of the models of teacher education in terms of teaching practices in the USA, England, and Turkey” and highlighted that objective of pre service teacher education is to educate qualified teachers. This quality can be attained seems possible by designing teacher education programs which enable students to acquire skills such as reaching knowledge and solving problems. It is thought that student teachers begin to understand the profession through the practices of teaching. In this way they will be able to improve
themselves and reinforce their professional knowledge and skills effectively, and learn how to act accordingly. This is an important factor of achieving success in the field if necessary steps can be taken in terms of teacher education. It seems crucial to examine the recent changes in the developed countries carefully in teacher education and to scrutinize their effects on the teacher education system.

**Boyd, Donald J et al. (2009)** described in their article teacher preparation and student achievement. “This article is one of the first to estimate the effects of features of teachers' preparation on teachers' value added to student test score performance. The results indicated variation across preparation programs in the average effectiveness of the teachers. In particular, preparation directly linked to practice appears to benefit teachers in their 1st year”(source-www.science.gov).

**Verma, Geeta (2009)** conducted a study on the “Influence of university coursework on pre-service middle and high school teachers' experiences with multicultural themes”. “The study explored the influence of university-based teacher education courses on pre-service middle and high school teachers' experiences with multicultural themes in a secondary science alternative certification program. Eight participants (N = 8), six women and two men, volunteered to be a part of the study that took place over a period of four semesters. Qualitative data was collected, coded and analyzed to make meaning of the participants' experiences. Data comprised of participants' reflective journals, personal and group interviews, and classroom observations done in middle school practicum and high school student teaching placements. The findings indicated that while the participants became more familiar with the themes of multicultural education, many did not demonstrate fluency with these themes and struggled with balancing their responsibilities as a science teacher and a culturally competent teacher”(source-journal of science teacher education)

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Greene, H. Carol (2009) studied on “multimedia observations: examining the roles and learning outcomes of traditional and innovative technology in Pre-service Teacher Education”. “The purpose of this study was to examine the role and learning outcomes of three types of classroom observations in a teacher education methods course: video-based CD-ROMS, videoconference-supported observations, and traditional face-to-face observations. It was not the goal of this study to compare the effectiveness of each type of observation to the other ones; rather, the goal was to examine the role each observation type plays in the overall learning experience of the pre-service teacher, and to investigate the learning outcomes associated with each type of observation. Results indicate that although the majority of the students preferred face-to-face over technology-supported observations, this was based simply in their preference for being in a real classroom rather than on what they actually learned. More and higher level learning outcomes were associated with the CD and videoconference observations than from the face-to-face observations”(source-www.science.gov).

Koster, B. and Dengerink, J.J. (2008) conducted a study on “Professional standards for teacher educators: how to deal with complexity, ownership and function” and enforced that “during the last decade several professional standards describing competencies for teaching staff in secondary and higher education have been developed. Not all these standards are considered fruitful by the relevant professional communities of teachers and teacher educators. In this article authors analyse the experiences with the Dutch standard for teacher educators and an accompanying procedure for self-assessment, professional development and registration (SPR). The development of the Dutch standard by the teacher educators themselves contributed to powerful feelings of ownership. Authors conclude that the Dutch standard, plus the accompanying procedure for SPR, is not only helpful for individual professional accountability, but is used and
esteemed as well as a strong instrument for individual professional development” (source- www.onderwijscentrum.vu.nl).

**Bukhari H. (2007)** analyzing the official documents suggesting innovation and improvements, ascertained the significance of teacher education programmes. He recorded, "The pre service curriculum in teacher education is an area which needs a lot of attention. The four major policy documents released by the government of Pakistan emphasized the importance of teacher education, by recognizing teacher as pivot of the educational system. Each one of these documents contains provisions for better teacher education programmes, by introducing innovative techniques and by revamping pre service and in service efforts. The real need is implementation of these decisions in letter and spirit."

**Singh and Singh (2007)** argued that quality control was a major problem in teacher education and neither the State Governments nor the Universities tried to enforce the minimum standards required for teacher preparation. As a result it was found that there were a large number of institutions which did not have the minimum necessary buildings, furniture, library, teaching staff with appropriate qualifications etc. State Government, Universities and NCTE are accountable for quality control in teacher education. Most of the institutions were found to be under private management and some did not feel any accountability towards standard, they were busy in collecting huge capitation fees only.

**Yuksel, Sedat (2007)** argued in his article on “The problem of foundational courses in teacher education. The necessity of the foundational courses that take place in teaching courses in teacher education programs is a much-debated topic. Some writers argue that these courses are important since they help teachers and teacher candidates understand the dynamics in the process of teaching and learning and assist teachers in
thinking extensively about the problems encountered while teaching so as to find rational solutions to the problems. On the other hand, some writers claim that there should not be any foundational courses in teacher education programs since teaching can be learned only by practice. Opponents argue that foundational courses cannot help teacher candidates. Since the 1950s, foundational courses have been taught in teacher education programs in Turkey. However, foundational courses were eliminated from teacher education programs, except psychology courses, by the Higher Educational Council in the process of restructuring educational”(source-www.edam.com.tr).

Shah (2006) studied to evaluate the teacher education programmes carried out in 46 teacher education colleges. He deducted that overall picture on organization of criticism lesson was not impressive. He termed most of the interactions as promoters of rote learning and limited outlook. He deducted that the impact of extra theoretical interactions at college could have been cancelled had the time at school or teaching practice been not that inadequate. He strongly felt that the purpose of the professional training were not been achieved as the prospective teachers were getting very insufficient practical training.

Shardindu (2005) studied development of teacher education in India and found that Govt. of India had played very significant role in setting up National Council for Teacher Education through a resolution of 1973, with the secretarial support provided by the Department of Teacher Education of the National Council of Education Research and Training. He further applauded the act of making NCTE a statutory body later on.

Singh (2005) found that teacher education miserably lacked in proper differentiations in this regard thereby giving rise to the mushrooming of the Teacher's Colleges all over the country. Since a Post Graduate with a B.Ed. degree was considered eligible to be a PRT, TGT, and a PGT as such there was an urgent need to consider this
issue as to who in fact is eligible to teach the elementary classes especially when there is a distinct teacher education program for preparing Elementary school/classes teachers.

**Vij (2005)** concluded that the teacher education programmes were not only of poor quality but also turned out teachers who carried negative and undesirable attitudes and values. According to her, pressure of number, unscrupulous private managements, no financial support from the government isolation of teacher education from main stream of academic life and the existing pattern of evaluation system were some of the main factors responsible for poor quality.

**Joshi (2005)** pointed out mushroom growth of private B.Ed. institutions had created a formidable problem. It appeared that the main purpose of these institutions was not to impart quality training to the prospective teachers. They rather appeared to be interested in earning money only.

**Singh (2004)** stated as regard teaching concerned, some self-financed institutions provided theoretical knowledge and partially practice of teaching. A few of them totally ignored teaching and practice, they had been interested only in admissions and examinations. There were no qualified teachers, no proper infrastructure and essential requirements in these institutions. Thus quality of teachers provided was very low.

**Bhatia (2003)** studied in depth of the new B. Ed curriculum, implemented at Bombay University termed it as mechanical and bookish. He considered it incapable for producing quality teachers who could shoulder the demanding responsibility of delivering quality education to young students of this era. He recommended the slashing down of the time spent on the theoretical disposition by 50% and raising the ration of practical aspect of training, which she strongly recommended as the most important component of pre service teacher education enabling the would-be teachers for effective service delivery)
Hemambujano (2003) critically analyzed the teacher education programmes at the Secondary level in Tamil Nadu and reached the conclusion that insufficient implementation of the curriculum was observed mainly due to the non inclusion of content knowledge in B.Ed curriculum and due to the major constraint of limited time available for handling the fairly vast curriculum.

Mohanty (2004) also reviewed a number of studies about teacher education programmes carried out in Orisa and revealed the defective organization of programmes. The main drawbacks identified by mohanty included very inadequate supervision system of teaching practice, absence of required cooperation between staff of education colleges and teachers of schools and very limited number of methods of teaching used by the teacher educators in the colleges.

Yadav (2003) reported that the prime area for development was the existing unsatisfactory planning and organization of student teacher programmes in Haryana, due to indifferent attitude and activities of the practicing schools towards the programme. He highlighted the existence of a very weak link between the teachers of practicing schools and the teacher educators. Absence of minimum facilities, were also reported by the study as detrimental factors in the materialization of the goals of Teacher Education Programme. He expressed great dissatisfaction on the use of only lecture method by all teacher educators; particularly it was disappointing, when used by the educators of the subject 'Teaching Methods'.

Srivastava (2002) judged the effectiveness of Teacher Education Programmes in Avadh university (UP) and observed a profound deficiency in the curriculum transactions. Along with many other factors, the key factor was the limited duration of
the programme. He showed his great dissatisfaction on the availability of a total of only one hundred and eighteen days in all for a very demanding professional training of B.Ed.

Rajmeenakshi (2001) concluded in his study effectiveness of teacher education programmes and recommended measures to be taken to improve the teaching competency of student teachers. The researcher strongly suggested organization of more number of demonstration lessons, more practice in micro teaching and low pupil teacher ratio in the teacher education colleges.

Rout (2001) Concluding his research about education of school teachers showed his dissatisfaction about the performance of the graduate teachers on their jobs, due to non availability of competent "Method" teachers in different disciplines to teach methodologies for teaching those subjects effectively at most of the teacher education colleges.

Garg (2000) studied growth and development of teacher education in the post independence period and he found that the teacher education after independence had expanded at a very faster rate. He had discussed about policy shifts regarding teacher education in the post-economic reform period.

Siddiqui S. (2000) discussing problems and developments of teacher education in Pakistan observed that teacher education could not make remarkable progress due to a number of factors including lack of conviction why high ranking policy makers about the significance of formal teacher education, non professional and semi-professional heads of institutions, who usually get transferred from general cadres and lack commitment with teacher education as a profession in itself, gap of demand and supply- every plan gives exaggerated figures about teacher requirements but they are seldom absorbed- hazy targets for universalization of primary education creating difficulty for effective planning of teacher education institutions and shortage of qualified teachers in rural schools.
2.2 FACTOR ANALYSIS

2.2.1 CONCEPTUAL FRAMEWORK

“Factor analysis is a multivariate statistical technique that is concerned with the identification of structure within a set of observed variables. It’s appropriate use involves the study of interrelationships among variables in an efforts to find a new set of variables”, “fewer in number than the original variables, which express that which is common among the original variables. Factor analysis establishes dimensions within the data and serves as a data reduction technique. Three general functions may be served by factor analysis”(source-xa.yimg.com).

1. “The number of variables for further research can be minimized while the amount of information in the analysis is maximized. The original set of variables can be reduced to a small set which accounts for most of the variance of the initial set”.

2. “When the amount of data is so large as to be beyond comprehension, factor analysis can be used to search data for qualitative and quantitative distinctions”.

3. “If a domain is hypothesized to have certain qualitative and quantitative distinctions, factor analysis can test this hypothesis. Thus, if a researcher has an a priori hypothesis about the number of dimensions or factors underlying a set of data, this hypothesis can be submitted to a statistical test”.

“Factor analysis is a method of data reduction. It does this by seeking underlying unobservable (latent) variables that are reflected in the observed variables (manifest variables). There are many different methods that can be used to conduct a factor analysis (such as principal axis factor, maximum likelihood, generalized least squares, unweighted least squares), There are also many different types of rotations that can be done after the initial extraction of factors, including orthogonal rotations, such as varimax and equimax,
which impose the restriction that the factors cannot be correlated, and oblique rotations, such as promax, which allow the factors to be correlated with one another. Factor analysis is a technique that requires a large sample size. Factor analysis is based on the correlation matrix of the variables involved, and correlations usually need a large sample size before they stabilize. Tabachnick and Fidell (2001) cited regarding sample size: 50 cases is very poor, 100 is poor, 200 is fair, 300 is good, 500 is very good, and 1000 or more is excellent. As a rule of thumb, a bare minimum of 10 observations per variable is necessary to avoid computational difficulties”(source-krishan.hpage.com).

**Factor Analysis with SPSS :**

**Preparing the Data set:** “Prepare and enter the data into SPSS Data Editor Window. If you do not know how to create SPSS data set see Getting Started with SPSS for Window. Define the variables and use the variable labels procedure to provide fuller labels and so on to the variables names”.

**Running the Factor analysis procedure:** “From the menu bar select Statistics and choose Data Reduction and then click on Factor the Factor Analysis dialogue box will be loaded on the screen. Click on the first variables on the list and drag down to highlight all the variables. Click on the arrow (>) to transfer them to the Variables box”(source-www.fraserhealth.ca).

“Click on the Descriptive button and its dialogue box will be loaded on the screen Within this dialogue box select the following check boxes Coefficients, Determinant, KMO and Bartlett's test of sphericity, and Reproduced. Click on Continue to return to the Factor Analysis dialogue box.From the factor analysis dialogue box click on the Extraction button and its dialogue box will be loaded on the screen. Select the check box for Scree Plot. Click on Continue to return to the Factor Analysis dialogue box”( source-www.fraserhealth.ca).
“From the Factor analysis dialogue box click on the Rotation button and its dialogue box will be loaded on the screen. Click on the radio button next to Varimax to select it. Click on Continue to return to the Factor Analysis dialogue box”.

“From the Factor Analysis dialogue box click on the Options button and its dialogue box will be loaded on the screen. Click on the check box of Suppress absolute values less than to select it. Type 0.50 in the text box. Click on Continue to return to the Factor Analysis dialogue box. Click on OK to run the procedure and get outcomes regarding factor analysis”(SPSS programme).

**Terms Used In Factor Analysis :**

**Descriptive Statistic:** “Descriptive statistics for all the variables under investigation refers to the mean, standard deviation and number of respondents (N) who participated in the study”(source-www.liv.ac.uk).

**Correlation matrix:** “A correlation matrix is simply a rectangular array of numbers which gives the correlation coefficients between a single variable and every other variable in the investigation. The correlation coefficient between a variable and itself is always 1, hence the principal diagonal of the correlation matrix contains 1. The correlation coefficients above and below the principal diagonal are the same”( source-www.liv.ac.uk).

**Kaiser-Meyer-Olkin (KMO) and Bartlett's Test:** “The KMO measures the sampling adequacy which should be greater than 0.5 for a satisfactory factor analysis to proceed and Bartlett’s test justifies correlation matrix is not an identity matrix”( source-www.liv.ac.uk).

**Total Variance Explained:** “It shows all the factors extractable from the analysis along with their eigenvalues, the percent of variance attributable to each factor, and the
cumulative variance of the factor and the previous factors. Eigenvalues should be greater than 1” (source-www.liv.ac.uk).

**Scree Plot:** “The scree plot is a graph of the eigenvalues against all the factors. The graph is useful for determining how many factors to retain”.

**Rotated Component (Factor) Matrix:** “The idea of rotation is to reduce the number factors on which the variables under investigation have high loadings. Rotation does not actually change anything but makes the interpretation of the analysis easier”(source-www.fraserhealth.ca).

### 2.2.2 EMPIRICAL STUDIES CONDUCTED IN THE FIELD:

**Williams, Brett (2010)** explained in his study “Exploratory factor analysis: a five step guide for novices” that “factor analysis is a multivariate statistical approach commonly used in psychology, education and more recently in the health-related professions. This paper will attempt to provide novice researchers with a simplified approach to undertaking exploratory factor analysis (EFA). As the paramedic body of knowledge continues to grow, indeed into scale and instrument psychometrics, it is timely that an uncomplicated article such as this be offered to the paramedic readership body nationally and internationally. Factor analysis is an important tool that can be used in the development, refinement and evaluation of tests, scales, and measures that can be used in education and clinical contexts by paramedics”(source-ro.ecu.edu.au).

**Adedoyin (2010)** conducted a study on "factor analytic study of teachers' perceptions on self-efficacy in Botswana Junior Secondary Schools : Implications for Educational Quality”. It is concluded that “This is a quantitative study of teachers' perceptions on their self efficacy in Botswana junior secondary schools. A teacher self efficacy questionnaire developed by Bandura (1994) on a nine likert scale, was adopted and administered to a random sample of 150 teachers from 30 junior secondary schools
within the Southern educational region of Botswana. Out of which 132 teachers responded to the questionnaire, and these responses were analysed using factor analytic method (available on the SPSS computer package). The principal factor with iteration was employed and varimax rotation method was also used. Nine factors with eigen values greater than one, emerged from the factor analysis of the teachers' response to the self-efficacy questionnaire. These nine factors will inform the Botswana educational system about teacher quality and effectiveness/self efficacy in schools. It should therefore be noted that teacher self-perceive efficacy is necessary and should always be strongly linked to teaching practices and student learning outcomes, which is very crucial in the educational system of any country. Studying teachers' self-efficacy can be useful to teacher education programmes in Botswana in improving teaching perspectives and behavior of teachers”(source-ozelacademy.com).

Tabachnick and Fidell (2007) explained that “a correlation matrix should be used in the EFA process displaying the relationships between individual variables. Author pointed out that a correlation matrix is most popular among investigators and recommended inspecting the correlation matrix (often termed Factorability of R) for correlation coefficients over 0.30”(source-www.jephc.com).

Tabachnick (2007) stated that “prior to the extraction of the factors, several tests should be used to assess the suitability of the respondent data for factor analysis. These tests include Kaise-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity. The KMO index, in particular is recommended when the cases to variable ratio are less than 1:5. The KMO index ranges from 0 to 1, with 0.50 considered suitable for factor analysis. The Bartlett's Test of Sphericity should be significant (p < .05) for factor analysis to be suitable”(source-ro.ecu.edu.au).
Henson and Roberts (2006) stated that the labeling of factors is a subjective, theoretical and inductive process. He noted "the meaningfulness of latent factors is ultimately dependent on researcher definition". “The reason for thorough and systematic factor analyses is to isolate items with high loadings in the resultant pattern matrices. In other words, it is a search to find those factors that taken together explain the majority of the responses. If the researcher is content with these factors, these should then be operationalised and descriptively labeled. It is important that these labels or constructs reflect the theoretical and conceptual intent”( source-ro.ecu.edu.au).

Thompson (2004) explained that “rotation maximizes high item loadings and minimizes low item loadings, therefore producing a more interpretable and simplified solution. There are two common rotation techniques; orthogonal rotation and oblique rotation. Orthogonal Varimax rotation is the most common rotational technique used in factor analysis, which produce factor structures that are uncorrelated. In contrast, oblique rotation produce factors that are correlated which is often seen as producing more accurate results for research involving human behaviours, or when data does not meet priori assumptions”( source-ro.ecu.edu.au).

Fidell (2007) and Thompson(2004). interpreting scree plots is subjective, requiring judgment of researcher. Thus, “disagreement over which factors should be retained is often open for debate. Although this disagreement and subjectiveness is reduced when sample sizes are large, N:p ratios are (>3:1) and communalities values are high. The 'Scree Test' was given its name by Cattell due to the Scree Test graphical presentation, which has visual similarities to the rock debris (Scree) at the foot of a mountain. Inspecting of a Scree plot involves two steps such as first Draw a straight line through the smaller eigenvalues where a departure from this line occurs. This point highlights where the debris or break occurs. (If the Scree is messy, and difficult to interpret, additional manipulation of data and extraction should be undertaken. second the
point above this debris or break (not including the break itself) indicates the number of factors to be retained” (source-ro.ecu.edu.au).

Hair et al. (1995) categorised “the loadings using another rule of thumb as ± 0.30 (minimal), ± 0.40 (important), and ± .50- practically significant. If no correlations go beyond 0.30, then the researcher should reconsider whether factor analysis is the appropriate statistical method to utilise. In other words a factorability of 0.3 indicates that the factors account for approximately 30% relationship within the data, or in a practical sense, it would indicate that a third of the variables share too much variance, and hence becomes impractical to determine if the variables are correlated with each other or the dependent variable” (source-ro.ecu.edu.au).

2.3 SWOT ANALYSIS:

2.3.1 CONCEPTUAL FRAMEWORK:

“SWOT Analysis is the most renowned tool for audit and analysis of the overall strategic position of the system and its environment. Its key purpose is to identify the strategies that will create a specific strategic model that will best align an organization’s resources and capabilities to the requirements of the environment in which the system operates. In other words, it is the foundation for evaluating the internal potential and limitations and the probable/likely opportunities and threats from the external environment. It views all positive and negative factors inside and outside the system that affect the success. A consistent study of the environment in which the system operates helps in forecasting/predicting the changing trends and also helps in including them in the decision-making process of the organization” (source-motivation00.blogspot.com).

An overview of the four factors (Strengths, Weaknesses, Opportunities and Threats) is given below-
1. **Strengths** – “Strengths are the qualities that enable to accomplish the organization’s mission. These are the basis on which continued success can be made and continued/sustained. Strengths can be either tangible or intangible. These are what are well-versed in or what have expertise in the system”. “Strengths are the beneficial aspects of the organization or the capabilities of an organization, which includes human competencies, process capabilities, financial resources, products and services, healthy output”.

2. **Weaknesses**- “Weaknesses are the qualities that prevent from accomplishing the mission and achieving our full potential. These weaknesses deteriorate influences on the organizational success and growth. Weaknesses are the factors which do not meet the determined standards”. “Weaknesses in an organization may be depreciating machinery, insufficient research and development facilities, narrow product range, poor decision-making, etc. Weaknesses are controllable. They must be minimized and eliminated”.

3. **Opportunities**- “Opportunities are presented by the environment within which organization or system operates. These arise when an organization can take benefit of conditions in its environment to plan and execute strategies that enable it to become more profitable. Organizations can gain competitive advantage by making use of opportunities. Organization should be careful and recognize the opportunities and grasp them whenever they arise. Selecting the targets that will best serve the human resources while getting desired results is a difficult task”(source-www.slideshare.net).

4. **Threats** – “Threats arise when conditions in external environment jeopardize the reliability and profitability of the organization. They compound the vulnerability when they relate to the weaknesses. Threats are uncontrollable. When a threat comes, the stability and survival can be at stake”( source-www.slideshare.net).
“SWOT Analysis is instrumental in strategy formulation and selection. It is a strong tool, but it involves a great subjective element. It is best when used as a guide, and not as a prescription. Successful system builds on their strengths, correct their weakness and protect against internal weaknesses and external threats. They also keep a watch on their overall system environment and recognize and exploit new opportunities faster than its competitors. SWOT analysis in Strategy formation”(source-motivation000.blogspot.com) shown in following figure 2.01.

“SWOT Analysis helps in strategic planning in following manner-

a. It is a source of information for strategic planning.
b. Builds organization’s strengths.
c. Reverse its weaknesses.
d. Maximize its response to opportunities.
e. Overcome organization’s threats.
f. It helps in identifying core competencies of the system.
g. It helps in setting of objectives for strategic planning.

h. It helps in knowing past, present and future so that by using past and current data, future plans can be chalked out.

SWOT Analysis provide information that helps in synchronizing the system’s resources and capabilities with the competitive environment in which the system operates”(source-www.slideshare.net).

2.3.2 EMPIRICAL STUDIES CONDUCTED IN THE FIELD.

Hung (2004) stated that “strategic planning has become the practical approach to organizational management in most of organizations in the new era, when the world has undergone major social, political, economic, technological and demographic changes. Like other organizations, in this hyper-competitive world, universities have to analyze their environments both internally and externally to identify their strengths and weaknesses as well as to optimize their opportunities and reduce the threats to their institutions”(source-pdfcast.org).

Robinson (2003) explain in his article “benefits of a SWOT analysis” that “it is important to apply the tool properly. It is advisable that the analysis should provide the strategic planners with information relevant to make strategic decisions. That means, lists of strengths, weaknesses, opportunities and threats are not themselves helpful. It is only when the potential implications of this information on the organization are conducted that the planners can get really significant analysis. A SWOT analysis is designed to help an organization understand how it relates to its external environment. In other words, to act as a way of seeing if the organization is aligned with the world going on around it”( source-
Tsiakkiros and Pashiardis (2002) suggested that “key steps to conduct a SWOT analysis; firstly, brainstorm lists of strengths, weaknesses, opportunities and threats; secondly, arrange lists of ideas with each category and reduce them to the top five to ten ideas per category; thirdly, review each category separately and discuss each of these ideas and the potential implications to the organization; and fourthly, look at the internal strengths and weaknesses of the organization and see how they relate to the opportunities and threats to the organization; and finally, analyze the fundraising matters. All these opportunities should be exploited to the fullest extent to help the university to lead many changes in this turbulent world” (source-pdfcast.org).

Lernar (1999) suggested that “SWOT analysis is one of many tools that can be used in an organization's strategic planning process for environmental scanning. SWOT analysis, which is by far the most popular, can serve a dual function: it can be used for both internal and external environment scanning. SWOT stands for Strengths, Weaknesses, Opportunities, and Threats. Interestingly, this acronym SWOT makes a nice sound, which rhymes, and it also implies the order the strategy planners should follow in the strategic planning process” (source-pdfcast.org).

Kriemadis (1997) advocated that “Education, especially higher education, cannot stand apart from this global phenomenon. For the past decades, the educational sector has begun to recognize that planning is necessary to maintain its own responsiveness to a rapidly changing environment” (source-pdfcast.org). “The future of colleges and universities as organizations includes conditions of decline which require a new set of administrative and organizational responses.’ To survive and prosper in this hypercompetitive environment, institutional leaders are required to identify their strengths, reduce their weaknesses, take advantage of the opportunities and minimize the
effect of threats. One simple, yet effective way is to conduct a SWOT analysis, a common component of most strategic plans” (source-www.usca.edu).

**Christensen (1997)** advocated that “the results of the SWOT analysis compose the framework for choosing a strategy oriented towards meeting the demands of the environment while taking into account the existing internal potential, the SWOT analysis refers to as ‘mapping and identifying the driving forces the organization needs to consider’ and once these forces have been identified, ‘relevant strategies can be developed to address these forces” (source-pdfcast.org).

**Choppin (1996)** advocated that “SWOT is just a critical self-analysis for the university’s internal use, and is mainly used as a tool for informing the planning processes campus-wide. Among the strengths, skilled and committed employees are considered the most prominent as the school’s greatest asset” (source-pdfcast.org).

**2.4 CONCLUSION :**

It is found from the above literature that after providing the NCTE a statutory status, there has been a mushroom growth of self-financed teacher education institutions in India. {Singh (2005) and Sidhu (2004)}. Most of the self financed colleges in India did not follow the norms the standards prescribed by NCTE. {NCTE (1998)}. Quality had been deteriorating with the increase in quantity of institutions {Singh (2004)}. Most of the privately managed self-financed colleges were established with the motive of profit making. {Singh (2004) and Joshi (2005)}.

All these deductions related to teacher education programme call for detailed and in depth systematic study of the growth with Qualitative development of teacher education programme in the country.

NAAC also pointed out in this document that “the demand for qualified and quality teachers has been continuously on the increase the world over. There has been an
unprecedented expansion of school education especially in the developing countries, which has accentuated such a demand. Quite naturally, the teacher education programmes have acquired renewed significance. It has become imperative that the effort and resources mobilized towards teacher education are effective and field relevant in particular country contexts. It is a pertinent expectation that the teacher education programmes reveal/exhibit vibrancy adequate for responding to the emerging paradigms of school education and the teacher roles thereof. It is thus necessary that quality concern is explicit in every aspect of teacher education programmes. This quality concern goes beyond technical accuracy and consistent effort to carry out tasks. It pertains to the concern reflected by those involved about ascertaining the true spirit and purpose of each task on the one hand, and on the other, try to enhance its meaningfulness. If such concern is an integral part of the processes and practices within an institution, students will gain meaningful, holistic experience”(www.col.org).

For improving the performance of the educational institutions of teacher education, review of literature revealed that quality should be identified as a key indicator for the performance of any educational institution. Many researchers have postulated that variables such as periodic review of curriculum, continuing education, consultancy, staff development, research development, co-curricular activities, academic environment, student teacher interaction, decentralized administration, organizing seminar, conferences and workshops for teachers and staff influence the quality of education. Endogenous factors are truly internal to the institutions and are not dependent on extraneous factors and hence are controllable. A perusal of the related literature further reveals that only countable number of studies have been conducted in India related to the Endogenous indicators for performance of Teacher Training Institutions: An exploratory factor analysis and their relevance will be attempted to explore these endogenous indicators for better performance of the teacher education institute.
It is also relevant for the quality concerns of teacher educations to know the present status of teacher education institutions regarding quality indicators. In the present study it is the first plan of its kind, designed to explore the endogenous indicators for performance of teacher education institute. SWOT analysis contribute to know the present conditions of Government and Self financed teacher education institutes in terms of strengths, weakness, opportunities and threats.

Researcher is interested in finding out the endogenous indicators those easily indicate the performance of teacher education institutions because it is concluded from about review of literature that the present scenario of teacher education is not effective and lacks in well infrastructure. Hence researcher framed the present study as "The Endogenous indicators for performance of teacher education institutions: An exploratory analysis and their relevance" as a research problem.