CHAPTER-II

REVIEW OF RELATED LITERATURE

PART-I: CONCEPTUAL FRAMEWORK

2.1.0 INTRODUCTION

This conceptual framework enables the researcher to be definite and specific in analyzing the problem of the study. The present research problem is entitled “Enriching Teacher Educator Preparation Curriculum and testing its Effectiveness”.

This part of Chapter II deals with basic concepts and details related to the research problem such as definitions of the concepts, history of M.Ed. course, objectives of M.Ed. course, taxonomy of competencies required for a teacher educator, scope of present M.Ed. courses to develop the expected competencies and the present status of researches on M.Ed. curriculum.

2.1.1 CHARACTERISTICS OF A PROFESSIONALLY DEVELOPED TEACHER EDUCATOR

National Curriculum framework (NCF) suggests that professionally developed teacher educator is one who can;
➢ Engage would-be teachers with larger socio-political background.

➢ Engage them with children in real contexts.

➢ Help teachers to reflect upon their own positions in society gender, caste, class, poverty, linguistic and regional variation, community, equity and justice.

➢ Integrate academic knowledge and professional learning into a meaningful whole and to help trainees to view knowledge so.

➢ Provide opportunity for trainees for reflection and independent study without packing the training schedule with teacher directed activities.

➢ Provide opportunities to the student teacher to critically examine curriculum, syllabi and textbooks.

➢ View knowledge as constructed in the shared context of teaching-learning and personal experience.

➢ Change perception of child as a receiver of knowledge and encourage its capacity to construct knowledge.

➢ View learning as a search for meaning out of personal experiences.

➢ View knowledge generation as a continuously evolving process of reflective learning.
2.1.2 IMPARTING PROFESSIONALISM TO M.ED COURSE: RECENT TRENDS

Several proposals have been made to improve the design of and attribute professionalism to the M.Ed. Programme. Efforts have tried to align M.Ed. to teacher education, elementary or secondary. The need is now being effectively articulated for identifying the objectives for the education of teacher educators and the designing of programmes that offer specializations for meeting the needs of different levels of schooling. The NPE Review made a specific recommendation to organize a specially designed training programme to fit all the desired attributes of a teacher educator. Suggestions have been made for post-graduate courses in teacher education of two years with provisions for specialized areas in the development of scholarship in education and applied fields, such as teacher education, curriculum planning, evaluation, counseling, sociology and philosophy of education.

A multi-purpose model of M.Ed. offers little scope to either widen or deepen the discourse on education. It is evident that apart from addressing the immediate needs of preparing teachers, post-graduate courses of education need to build the discipline and the knowledge-base of education especially within the Indian context.
This necessarily means that in addition to revamping the existing M.Ed. programme, a fresh discourse has to be initiated in teacher educator preparation in order to improve the overall standard of teacher educator preparation as a higher education pursuit of knowledge and practice considering the following aspects:

- Initiating teacher education programme for all branches or disciplines of knowledge—both professional and non–professional.
- Equip those who belong to different discipline and who pursue the teacher education programme meant for the particular discipline competent to teach.
- Train the students of the programme to transmit the knowledge, skills and values of the particular branch of knowledge to which they belong to the students of the respective discipline more effectively.
- Developing the discipline of education into specialization requiring persons to be well-versed in cognate disciplines other than education.
• Broad basing the profile of teacher educators by infusion of persons who have knowledge of disciplines generic to teacher education.

• Working out possibilities to pursue educational study at the postgraduate level through the route to teacher education involving bridge courses, wherever required and considered necessary.

NCF suggested that core areas should include philosophical and social science basis of education and a rigorous engagement with methods and approaches to educational research; and areas of specializations should include:

- **Foundations of education**: philosophical, historical, political, sociological and psychological;

- **Curriculum studies**: disciplinary and interdisciplinary study;

- **Pedagogic studies**: language education, mathematics education, social science education and science education;

- **Planning and finance of education; Policy studies**;

- **Gender and equity studies**.
2.1.3 NEEDED THRUSTS FOR DEVELOPING TEACHER EDUCATORS.

Early Childhood Education

Available institutional arrangements for pre-school teacher education are grossly inadequate considering the expected expansion of pre-school education sector in the coming years. Also there is need to evolve specially designed programmes at the degree and post-degree levels for the training of teacher educators. One possibility is to develop the M.Ed. as a teacher educator training programme with specialization in pre-school/elementary/secondary teacher education.

Primary/Elementary Education

With the establishment of DIETs, two categories of teacher educators at the elementary level have emerged – those who teach in DIETs and others who teach in other training institutes, government or private. In most states, DIETs are the main supply institutions for elementary teachers (however, in response to massive demand for elementary teachers and limited initiative taken by the State to meet this demand this situation has drastically changed with the large scale proliferation of private ETE institutions.)
Currently, DIETs find themselves under-equipped in required faculty capabilities; the faculty appointed do not possess the required academic qualifications or professional experience. Many of them do not possess basic experience in primary school teaching, insights into primary education problems and professional skills in teacher training and research. Teacher educators in non-DIET institutions share the same shortcomings.

**Secondary Education**

In practice, the typical secondary teacher educator is a graduate with a post-graduate degree in education. The NCTE norms prescribe a Master’s degree with M.Ed. having 55% marks with Ph.D./M.Phil. carrying special weightage. Although M.Ed. is generally accepted as the requirement for one to become a teacher educator, the programme as offered in most universities is simply an extension of the B.Ed. and seriously lacking in inputs focussed on the preparation of teacher educators, secondary or elementary.

Secondary teacher education got a major boost with the elevation of selected institutions as Colleges of Teacher Education and Institutes of Advanced Studies in Education under the centrally sponsored scheme of strengthening teacher education. The CTE/IASE guidelines particularly
focussed on the need for recruiting persons with high academic and professional qualifications as per university norms. It also indicated the creation of a separate cadre of teacher educators, parity in pay scales with the general colleges, financial incentives for outstanding performance and promotional avenues.

By way of summing up, we may note that at all stages, teacher education institutions are managed by faculty with little or inadequate professional training to handle the tasks of a teacher educator. The absence of the professional preparation of trainers/teacher educators for different stages of education accounts for the situation. With the mushrooming of teacher education institutions over the years, the situation has become critical so that the institutions have compromised faculty requirements with reference both to qualifications and number.

2.1.4 PROMOTING PROFESSIONAL DEVELOPMENT OF TEACHER EDUCATORS

What is needed is a comprehensive and enduring arrangement for the professional development of teacher educators and enhancement of the status of education as a discipline. It is heartening that the Working Group for Teacher Education of the XI Plan has addressed the issue in all its aspects and has come out with a range of recommendations covering
institutions, structures, programmes, activities and incentives. The recommendations include the following:

- Setting up of Schools of Education in selected (30) university departments including the RIEs for breaking the isolation of elementary and secondary teacher education from the main stream and integrating it with higher education.

- Instituting Specialized Centres of Education in lead national level institutions like IISc, Homi Bhabha Centre, TIFR to offer sandwiched postgraduate courses of 3 years’ duration (B.Ed. for 2 years or M.Ed. for 3 years towards developing a specialized cadre of Senior Secondary school teachers and teacher educators.

- Establishing four Regional Centres of Educational Management in the IIMs and NUEPA to provide a post-graduate degree in educational management for Heads of DIETs, SCERTs.

- Offering Master’s programme in elementary education/secondary education with specialization in curriculum and pedagogic studies in mathematics/science/social science education and assessment through the Centre for Professional Development of Teacher Educators.
• Reorientation of select secondary school teachers for elementary school teaching through Advance Diploma in elementary education;

• Focused programmes of professional development for DIET/SCERT faculty including curriculum and pedagogic studies and disciplinary knowledge base.

• Special emphasis for professional renewal of existing teacher educators through Refresher Courses for all teacher educators in the proposed University Schools of Education and special subject refresher courses by university departments.

• Institute teacher educator fellowships to undertake research with provision for mentoring. About 200 or more Fellowships for teacher educators working in government and aided institutions of teacher education. The fellowships will offer opportunities for attachment to institutions of higher learning to pursue teaching and research for a period of 2 years.

• Periodic academic enrichment activities for curriculum developers. Development of learning and teaching materials for use in schools and sharing across schools.
2.1.5 ENCOURAGING INNOVATION IN TEACHER EDUCATOR PREPARATION

An innovative experiment in point is a collaborative post-graduate programme of M.A. Education (Elementary) launched by the Tata Institute of Social Sciences, Mumbai, recently. It is the first of its kind, pan-Indian programme intervention in elementary education at the post-graduate stage. Its interdisciplinary and collaborative design and dual mode operation (online learning and student contact) makes it a bold and novel venture. M.A. Education is also offered by Indira Gandhi National Open University.

Since the programme is of a recent origin, the extent to which it has served the objectives stated in its design should become a subject of special discourse in teacher education. The programme could be examined for its replication for preparing teacher educators who could be imbued with the expertise for the multi-dimensional aspects of the elementary stage of education.

Recommendations of the nature mentioned above hold the promise of enhancing the status of educational studies in general, forging critical links between the higher education sector and school education and enable
the development of a professional cadre of teacher educators in the country.

2.1.6 PREPARATION OF TEACHER EDUCATORS- FUTURE DIRECTIONS AND POSSIBILITIES

Presently, the education of teacher educators takes place mainly through the well-entrenched one-year M.Ed. Further advancement is available through M.Phil. and Ph.D. routes. As already pointed out, none of these are designed specifically to prepare a teacher educator, although they all provide knowledge related to some aspects of teacher education.

It is a promising development that the education of teacher educators has been acknowledged as a major issue in teacher education and academic bodies have addressed themselves to the task of curriculum renewal. This is evident in the different models of M.Ed. that have been proposed by individual universities and innovative programmes of teacher preparation launched by some institutions. The concern to make the M.Ed. a focussed learning encounter rather than a general study of education is clearly visible. The need for professional rigour, relevance of content, emphasis on research related skills are also appreciated. The following recommendations deserve serious consideration in addressing these concerns:
• Mechanisms need to be evolved to promote the entry of talent in teacher education programmes.

• Vertical linkages for post-graduate studies in education, including research programmes for students from a variety of science and social science disciplines need to be provided.

• Integrated models of teacher education of four or five years’ duration could comprise of core components that would be common to all teacher education programmes (pre-primary, elementary, secondary and senior secondary) followed by specialization of professional development, specific to the stage of education.

• Specialization at the post-graduation level in science education, language education, social sciences education and mathematics education need to be developed.

• The distinction between education as a liberal study and education as a professional preparation needs to be appreciated and post-graduate programme design should take this into consideration.
2.1.7 CURRICULUM: MEANING, DIMENSIONS AND PURPOSE

Meaning

As per the modern thinking, education is a tri polar process, in which on the one end is the teacher, on the second is the student and on the third is the curriculum. In fact, the curriculum is that mean which forms the basis of the educational process. If education is accepted as the teaching-learning process, then both teaching and learning take place through the curriculum. In this context, it can be said that education is related to our life.

Dimensions

Virinder K. Sabharwal argued that a curriculum consists of five dimensions or components.

(i) Assumptions about the learner and society.

(ii) Aims and objectives.

(iii) Structure of subject matter and selection, scope and sequence of content.

(iv) Recommended modes of transaction in terms of methodology and supportive learning environments.

(v) Evaluation of various aspects of the attained curriculum,
Recent trends in curriculum design revealed a shift from traditional designs to competency based and process skills based curriculum designs.

Jangira, N.K. in ‘Reflections on Curriculum’ asserted that curriculum has at least four dimensions.

- Structure related dimension.
- Content related dimension.
- Transaction related dimension
- Curriculum development process related dimension.

**Structure related dimension**

It covers curriculum areas including both theory and practice; the weight age assigned to the different curriculum areas also comprises this dimension. Considering the structural aspects it is being felt that the teacher education obtaining in our country is heavily weighted in favour of theory. There is a trend towards providing higher weight age to practical aspects of teacher education.

**Content related dimension**

It comprises specific content in each curriculum areas and its placement. The facts, concepts, generalizations, skills, values and attitudes
specifically covered in different areas constitute the core of this dimension. In the limited time available for one to two year teacher education programme, it is considered futile to waste time resources in irrelevant or peripherally relevant topics and issues.

Transaction related dimension

It covers the implementation aspect of curriculum. The teaching strategies employing media and material used for effective curriculum transaction form the core of this dimension. This dimension of the teacher education curriculum has received more attention recently. The curriculum transaction requires the development of instructional materials, training of teacher educators in the use of instructional material, and supportive organizational structure at the institution level. Instructional material in teacher education has lagged far behind the instructional material at the school level for the reasons best known to the agencies of teacher education. Recently on demand from the field, the Department of Education in NCERT, State Councils of Educational Research and Training/State Institutes of Education and selected University Departments of Education have started developing instructional materials for teacher education. Teacher educators are being provided in-service
education by the NCERT, UGC AND SCERTs/SIEs in new techniques of curriculum transaction.

**Curriculum development process related dimension**

It refers to the decision making process, curriculum drafting, review, transaction, evaluation and renewal of the curriculum along with the infrastructural modalities. The process of curriculum dimension in teacher education has been mostly centralized in the sense that it was the university or state department which drafted curricula. The process of curriculum development itself will be effective, if future renewal is based on empirical data collected from the field. For systematizing the process of curriculum development, research support is a prerequisite. This aspect needs to be strengthened.

**Purpose**

Clarifying the purpose of curriculum, it has been pointed out in the report of the Secondary Education Commission (1952-53 India) that, "The starting point for curricular reconstruction must, therefore, be the device to bridge the gulf between the school subjects and to enrich the varied activities that make up the warp and woof of life." Hence, the curricular
should be so designed that it strains the educand to face the situations of real life, a curriculum can be said to have the following major purposes

**Synthesis of subjects and life.**

The aim of the curriculum is to arrange and provide those subjects for an educand's study which will enable the educand to destroy any gulf between school life and life outside the school. The opinion of the Secondary Education Commission has already been quoted.

**Harmony between individual and activity.**

In a democracy, such social qualities as social skills, cooperation, the desire to be of service, sympathy, etc., are very significant because without them, no society can continue to exist. On the other hand, development of the individual's own character and personality are also very important. Hence, the curriculum must create an environment and provide those books which enable the individual to achieve his own development at the same time as he learns these social qualities.

**Development of democratic values.**

In all democratic countries, the curriculum of education must aim to develop the democratic values of equality, liberty and fraternity, so that the educands may develop into fine democratic citizens. But the development should not
only aim at national benefit. The curriculum must also aim to introducing a spirit of internationalism in the educand.

**Satisfaction of the educand's need.**

In defining curriculum, many educationists have insisted that it must be designed to satisfy the needs and requirements of the educand. It is seen that one finds a great variety of interests, skills, abilities, attitudes, aptitudes,' etc., among educands. A curriculum, should be so designed as satisfy the general and specific requirements of the educands.

**Realization of values.**

One aim of education is development of character, -and what is required for this is to create in the educand a faith in the various desirable values. Hence, one of the objectives of education is to create in the educand a definite realization of the prevailing system of values.

**Development of knowledge and Addition to knowledge.**

In its most common connotation, the term curriculum is taken to mean development of knowledge or acquisition of facts and very frequently, this is the aspect kept in mind while designing a curriculum. But it must be remembered that it is not the only objective, although it is the most fundamental objective of a curriculum. In the contemporary educational patterns that curriculum is believed to the suitable which can create a
harmony between the various branches of knowledge so that the educand's attitude should be comprehensive and complete, not one sided.

**Creation of a useful environment.**

Another objective of curriculum is to create an environment suitable to the educand. Primarily the environment must assist the educand in achieving the maximum possible development of his facilities, abilities and capabilities.

Reform of teacher education to move forward on a sound footing demands dedicated research in the area of foundations of education in the Indian context by universities, preferably in independently established departments. The research in such departments would help develop the teacher education programmes on a more sound theoretical basis. The existing departments of education have hardly been able to engage themselves in this long-pending need for their pre-occupation in conducting routine teacher training and research programmes.

### 2.1.8 PRINCIPLES OF CURRICULUM CONSTRUCTION

Different educationists have expressed their own views about the fundamental principles of curriculum construction, the difference being created by their different philosophies of education. Briefly, the main principles of curriculum construction are the following:
Principle of utility

T.P. Nunn, the educationist, believes that the principle of utility is the most important principle underlying the formation of a curriculum. He writes, "While the plain man generally likes his children to pick up some scraps of useless learning for purely decorative purpose, he requires, on the whole, that they shall be taught what will be useful to them in later life, and he is inclined to give 'useful' a rather strict interpretation." As a general rule, parents are in favour of including all those subjects in the curriculum which are likely to prove useful for their child in his life, and by means of which he can become a responsible member of society.

Principle of Training in the proper patterns of conduct.

According to Crow and Crow, the main principle underlying the construction of a curriculum is that, through education the educand should be able to adopt the patterns of behaviour proper to different circumstances. Man is a social animal who has to constantly adapt himself to the social environment. Therefore, education must aim at developing all these qualities in the educand which will facilitate this adaptation to the social milieu. The child is by nature self-centered, but education must teach him to attend the needs and requirements of others besides himself. One criterion of an educated individual is that he should be able to adapt
himself to different situations with which he is comforted. In his context, the term conduct must be understood in its widest sense. Only then can this principle of curriculum construction be properly understood. “All our activities in social, economic, family and cultural environment constitute behavior or conduct, and it is the function of education to teach us how to behave in different situations.

**Principle of Synthesis of play and work.**

Of the various modern techniques of education, some try to educate through work and others through play. But a great majority of educationists agree that the curriculum should aim at achieving a balance between play and work. In other words, the work given to the educand should be performed in such a manner that the child may believe it to be played. There is a difference between work and play. That is why, parents want to engage the child in work instead of allowing him to play all the time, but the child is naturally inclined to spend his time in playing. Keeping this in view, T.P. Nunn has written, "The school should be thought of not as a knowledge-monger' shop, but a place where the young are disciplined in certain forms of activity. All subjects should be laugh; in the 'play way' care being taken that the 'way' leads continuously from the irresponsible frolic of childhood to the disciplined labours of manhood."
**Principle of Synthesis of all activities of life**

In framing a curriculum, attention should be paid to the inclusion, in it, of all the various activities of life, such as contemplation, learning, acquisition of various kinds of skill, etc. In the individual and social sphere of life, every individual has to perform a great variety of activities, and this success in life is determined by the success of all these activities. Hence, the curriculum should not neglect any form of activity related to any aspect of life. A curriculum constructed on this basis will be both comprehensive and closely related to life. In other words, it should include all the activities that educand is likely to require in later life.

**Principle of individual differences.**

Modern educational psychology has brought to light, and stressed the significance of individual differences that exist between one individual and another. It has been discovered that people differ in respect of their mental processes, interests, aptitudes, attitudes, abilities, skills, etc., and these differences are innate. All modern education is child-centric that is, it is centred around the 'child. Psychologists insist that the curriculum should be so designed as to provide an opportunity for complete and comprehensive development to widely differing individuals. One of the basic qualities of such a curriculum is flexibility; for it must be flexible, in order to
accommodate, educands of low, average or high intelligence and ability, and to provide each one a chance to develop all his potentialities to the greatest possible extent.

**Principle of Constant Development.**

Another basis for curriculum construction is principle of dynamic curriculum based on the realization that no curriculum can prove adequate for all times and in all places. For this reason the curriculum should be flexible and changeable. This is all the more true in the modern context when new discoveries in the various branches of science are taking place every day. Hence it becomes necessary to reshape the curriculum fairly and frequently in order to incorporate the latest development.

**Principle of Creative training.**

Another important principle of curriculum construction is that of creative training. Raymond has correctly stated that a curriculum appropriate for the needs of today and the future must definitely have a positive bias towards creative subjects. And, one of the aim of education is to develop the creative faculty of the educand. All that is finest in human culture is the creation of man's creative abilities. Children differ from other in respect of this ability. Hence, in franking a curriculum, attention must be
paid to the fact that it should encourage each educand to develop his creative ability as far as is possible.

**Principle of Variety.**

Variety is another important principle of curriculum construction. The innate complexity make it necessary that the curriculum should be valid, because no one kind of curriculum can develop all to facilities of an individual. Hence, at every level the curriculum rust have variety, it will, on the one hand, provide an opportunity development of the different faculties of the educand, while on the other, it will retain his interest in education.

**Principle of Education for leisure.**

One of the objectives ascribed to education is training for leisure, because it is believed that education is not merely for employment or work. Hence, it is desirable that the curriculum should also include training in those activities which will make the individual's leisure more pleasurable. A great variety of social, artistic and sporting activities can be included in this kind of training. Besides, educands should be encouraged to foster some of the other so that they can put their leisure to constructive and pleasant use.
**Principle of Related to community life.**

Curriculum can also be based on the principle that school and community life must be intimately related to each there. One cannot forget that the school is only a miniature form of immunity. Hence, the school curriculum should include all those activate which are performed by members of larger community outside the boundaries of the school. This will help in evolving social qualities e>the individual, in developing the social aspect of his personal band finally, in helping his final adaptation to the social environs & into which he must ultimately go.

**Principle of Evolution of democratic values.**

The construction of a curriculum in a democratic society is conditioned by the need to develop democratic qualities in the individual. The curriculum should be, so dogged that it develops a democratic feeling and creates a positive faith in democratic values. The programmes devise in the college qualities the educand so that he may be able to participate usefully and successfully in democratic life. In all the democratic societies of the wool this is the chief consideration in shaping the curricula for primary, secondary and higher education. It is evident from the foregoing account of the various liaises of curriculum construction that this should be duly conditioned by careful thinking on all aspects individual and social life variety, play and work, earning of livelihood, leisure, etc.
2.1.9 CURRICULUM FOR TEACHER EDUCATOR PREPARATION

Although M.Ed. is generally accepted as the requirement for one to become a teacher educator, the curriculum as offered in most universities is simply an extension of the B. Ed. curriculum, seriously lacking in inputs focussed on the preparation of teacher educators, secondary or elementary.

The NCF Position Paper on Teacher Education observes: Existing programmes of teacher education such as the M.Ed. have become, in many universities, programmes of liberal studies in education and are woefully inadequate in facilitating a deeper discourse in education and an opportunity for inter-disciplinary enquiry. These offer little scope for professional development and research in key areas of school education such as curriculum enquiry and design, pedagogic studies, epistemological concerns and issues related to school and society.

As a consequence, the dominant ethos of teacher education remains confined to a positivist approach drawn from classical schools of thought in educational psychology and having little contact with a large number of innovative experiments that have been carried out across India since the 1980s.
The existing M.Ed. curricula comprise mainly the eight components as evident from the curricula collected from 37 seven universities for conducting the investigation. They are (i) Mode of offering the course (ii) Duration (iii) Pattern of offering the course (iv) Syllabus of the course (v) Objectives of Subjects (vi) Resource Materials listed (vii) Mode of transaction of curriculum and (viii) Scheme of Examination.
2.2.0. PART-II: REVIEW OF RELATED RESEARCH STUDIES

The present study is entitled “ENRICHING TEACHER EDUCATOR PREPARATION CURRICULUM AND TESTING ITS EFFECTIVENESS” The investigator reviewed studies related to Curriculum, Teacher Education and Teacher Educators as the studies related to Teacher Educator Preparation are practically nil.

2.2.1. STUDIES ON CURRICULUM DEVELOPMENT

Karur, Parminder (2001) developed and evaluated an Activity-centred curriculum for Nursery Children in terms of physical, social and intellectual growth. The major objectives of the study were (i) To construct an activity-centred curriculum framework for nursery class to meet their social, physical and intellectual needs and (ii) to evaluate the effectiveness of activity centered curriculum in terms of physical, social and intellectual growth. The sample consisted of 200 students of nursery class selected randomly from four different schools of Jalandhar. Data was collected using Bochm’s test of basic concepts of pre-school children adapted to Indian condition, Social behaviour measuring schedule and physical development assessment scale. ANOVA, ‘t’ test, Skewness and Kurtosis were employed for analyzing the data. Findings of the study shows that the group which was taught by activity-centered curriculum scored
better in physical development, social development and cognitive development as compared to their counterpart taught through traditional curriculum.

**Suneetha, C.N. (2001)** developed Supplementary Curricular Programme on Environmental Education for Higher Primary Schools. The major objectives of the study were (i) to develop supplementary curricular programme for fostering basic understanding in environmental education and a favourable attitude towards environment among Class VI students and (ii) to study the effectiveness of the programme for developing basic understanding in environmental education and a favourable attitude towards environment. The study followed experimental design with one experimental and one control group. The findings revealed that the experimental treatment was found to be significantly more effective than the parallel treatment in terms of post performance on basic understanding in environment education.

**Wen-Ling, Juin-Wei and Yu-Chin (2006)** investigated the Learning Effects of an Ecology Enrichment Summer Program on Gifted Students from Mainstream and Diverse Cultural Backgrounds: The purposes of this study were: (a) to propose an ecology enrichment summer program
for gifted students from mainstream and diverse cultural backgrounds, and (b) to investigate the learning effects of this enrichment program on the multicultural groups. The participants consisted of 31 elementary intellectually gifted students from Jungli city (urban), rural area, and aboriginal tribes in Taoyuan County, Taiwan. The results indicated that participants' overall knowledge on ecology improved significantly after the enrichment activities. Likewise, there were significant knowledge differences between pre- and post test scores for the three groups. In addition, interview data revealed that mainstream students gained more multicultural experiences while culturally diverse students gained increased awareness of their culture.

Kember, Amber Ho and Celina Hong (2008) explored the characteristic elements that could motivate the teaching environment. 36 undergraduate students were interviewed about aspects of the teaching and learning environment which motivated or de-motivated their study. It was found that the element of establishing relevance seemed very important to the students. It further suggested that relevance could be established through a teaching environment characterized by showing how theory can be applied in practice, establishing relevance to local cases, relating material to
everyday applications or finding applications in current newsworthy issues. Teaching abstract theory alone was reported as de-motivating.

Dorfman, Murty, Ingram and Han Li (2008) studied the outcomes of a gerontological curriculum enrichment effort at a midwestern state university. The study was supported by the John A. Hartford Foundation. Quantitative and qualitative data were collected to assess outcomes of the project. Findings indicated that faculty strongly supported curriculum enrichment and would continue to incorporate aging content into their courses. They felt that project resources were helpful, and that the project had strengthened the curriculum.

Marshall, Kimo Ah, Amy and Deb (2009) investigated the Effect of Curriculum, Coaching, and Professional Development of pre-school teachers on Prekindergarten Children's Literacy Achievement. 22 California state pre-schools were provided with a literacy-rich curriculum, weekly support from a literacy coach and pre-school teachers with professional development on early literacy acquisition and instruction. The data revealed that children exposed to the literacy curriculum and coaching model significantly outperformed the children in the baseline condition for most of the literacy outcome subtest measures. Teacher ratings on child
development literacy measures also showed that majority of the experimental group students had improved significantly by the end of the year.

Pradeepa Wijetunge (2009) conducted a study of critically evaluating the curriculum development strategy of the LIS education programs in Sri Lanka. A comprehensive analysis of the LIS education system was carried out covering the 2004-2007 period and it was established that currently 24 LIS education programs are conducted in Sri Lanka by eight educational institutions. The research used both quantitative as well as qualitative research methods to determine the present status of affairs. Findings revealed that six main subjects were taught in most of the LIS programs; that most programs provide a general knowledge in LIS but not opportunities for specialisation; appropriate levels of complexity were not evident across the different levels of programs; and there is no national core in LIS so that all programs cover a set of common subjects at appropriate depths and breadths suitable for different levels of programs. Findings with regard to the curriculum development strategies identified that most of the curricula documents are not comprehensive, and that the Sri Lankan LIS curriculum developers do not use any formal curriculum development model. Analysis of the curriculum development teams indicated that most
members have no training in curriculum design, and the teams lack contributions by other stakeholders except LIS professionals

Suzanne K. Sikma (2009) undertook a project to strengthen the geriatric component of a nursing program through creation of a multidisciplinary curricular framework that supports the self-determination of older adults and promotes best practices in geriatric community health nursing. The project involved integrating multidisciplinary theories with nursing competencies generated from interviews with geriatric community health nurses that subsequently were cross-validated with baccalaureate competencies for geriatric nursing care. The outcome was a theory and practice-based curricular model for teaching geriatric community health nursing used to strengthen the development of geriatric nursing competence of the programme students.

2.2.2. STUDIES RELATED TO TEACHER EDUCATION

Kaur, A. (1988) found that in-service education and training had significantly contributed to the development of professional competency of teachers in Punjab and the process and structure variables had a positive bearing on the product variables.
Srivastava, G.N. Prakash and I.P Aggarwal. (1999) undertook the study of analysing and restructuring existing pattern of secondary pre-service teacher training. The study was conducted on Regional Institutes of Education, Institutes of advanced studies in Education, University Departments of Education and colleges of Education and other teacher training Institutes. Major findings revealed that Microteaching, Herbartian Pedagogy, Simulated teaching, Lesson planning and teaching with aids constitute the existing pattern of teaching. An improved model of teacher training was developed with specific guidelines to restructure the programme.

Maheswari, A. (2003) conducted a study to explore the views and opinions of Secondary teachers regarding the ways and means through which commitment may be inculcated. The major objective of the study was to explore the suggestions for reforms and improvements in the overall system to inculcate commitment among secondary school teachers. The collected data was analysed using percentage and descriptive statistics. More than 40 percent of teachers suggested that for increasing commitment, school environment should be healthy, salary and other facilities should be raised and teachers should be motivated by Principals. 15 to 24 percent of teachers were suggested that raising of social recognition and prestige of
teachers, disincentive to non-committed teachers, involving teachers in curriculum decision making and programmes for professional development like seminar and refresher courses will help teachers to become more professionally committed. 15 to 17 percent of teachers demanded that discouraging privatization of education, exploitation of teachers and filling up of all existing vacancies to enhance commitment among them.

**Almon Shumba (2003)** examined teachers' and teacher trainees' knowledge of children's rights as enshrined in the United Nations Convention on the Rights of the Child (United Nations General Assembly, 1989), the Public Service (Disciplinary) Regulations (Statutory Instrument 65 of the Constitution of Zimbabwe, 1992) and the Secretary of Education and Culture Circular P35 of 3 May 1993 on the administration of corporal punishment by teachers in Zimbabwean primary schools. The study found that the majority of teachers (76.3%) were exposed to the Public Service (Disciplinary) Regulations during their teacher education training. On the other hand, the majority of teacher trainees (60.0%) were not exposed to these Regulations during their training. The Public Service (Disciplinary) Regulations are used to charge teachers who violate children's rights within the school. The majority of teachers (59.3%) feel they are useful, while the majority of teacher trainees (60.0%) feel they are outdated and need to be
changed. On the other hand, the majority of teacher trainees (55.3%) indicated that they were exposed to the United Nations Convention on the Rights of the Child or the African Charter on the Rights and Welfare of the Child (OAU Doc. CAB/LEG/24.9/49, 1990), while the majority of teachers (56.7%) were not exposed to either of these during their teacher education training. The study also found that the majority of teacher trainees (63.3%) were not exposed to the Secretary of Education and Culture Circular P35 on corporal punishment by teachers within schools during their teaching practice.

**Vijayalakshmi.K.S.(2003)** evolved a training programme for Personality Development to Empower Female Teacher Trainees. The major objectives of the study are (i) To develop a personality development training programme to empower female teacher trainees; (ii) To try out the personality development programme among female teacher trainees; (iii) To develop a training programme to empower female teacher trainees to some selected personality traits; (iv) to measure the effectiveness of the training programme. The sample of the study consisted of sixty five B.Ed students and one hundred and fifty students of Diploma in Teacher Education. Findings of the study revealed that the programme had a significant effect on the decision making capacity of the participants.
Arya. R.(2004) conducted a comparative study of two year B.Ed. programme of RIE Ajmer with the one year B.Ed. programme of M.D.S University, Ajmer in terms of curriculum, procedure of teaching, procedure of practice teaching, procedure of evaluation and activities conducted in the practice teaching. The sample consisted of 50 students undergoing two years B.Ed. programme of RIE, Ajmer and 50 students undergoing one year B.Ed. programme of M.D.S. University in Ajmer. All students of one year programme and 75 percent of two year students preferred pre B.Ed. entrance test. Most of the students in both of the programme are not satisfied with the current nature of practice teaching. Role of micro teaching was found more useful by one year B. Ed students. Most of the students opined that peer group teaching practices and lectures for preparing teaching aids for practice teaching helped them. Students of both categories were not satisfied with the internal evaluation due to chance of partiality. Teachers of both groups opined that in case of organizational management one year B.Ed. programme proved significant.

Tania Cassidy and Richard Tinning (2004) attempted to find out the relationship between messages intended (by the teacher educator) and messages received (by the student-teachers). Data generated from conversations with, and observations of, the student-teachers indicated that
there was considerable "slippage" between the teacher educator's critical pedagogy inspired intentions and what was understood by the student-teachers.

**Wendy Hastings (2004)** examined the perceptions of the role of cooperating teachers in their efforts to support their pre-service teacher colleagues. The study revealed a number of significant issues related to professional learning and teachers' 'ways of knowing'. One of the most significant results emerged was the emotional dimension of the role of the cooperating teachers. The study also revealed that there occurred issues related to the emotional intensity of cooperating teachers due to the roller-coaster ride of emotions that the practicum generated.

**Lori Olafson, Linda F. Quinn, & Gene E. Hall (2005)** studied about the strategies for “Effective Elementary Classroom Teaching” which is an introductory course that impart instructional techniques and management strategies for the elementary classroom teaching. Data were collected from the faculties and teacher education candidates as perceptions about the innovations. Findings revealed that 1) course evaluations of faculty who are in the early stages of implementation of an innovation are low.2) It is possible to see a positive trend in course evaluations over time.3)
There is a risk for instructors and teacher education candidates in implementing innovations.

**Frank J. Masci and Elaine M. Stotko (2006)** studied about the Professional Immersion Master of Arts in Teaching (ProMAT) program which prepare high-quality teachers for urbanized schools. It is a cooperative venture between Johns Hopkins University and Montgomery County (Maryland) Public Schools, a large school district that has experienced increased urbanization. Data indicated that this graduate-level teacher preparation program provides candidates with extensive internship experiences, a high degree of supervisory support, and significant financial assistance. The school district provides tuition assistance in return for a multiyear commitment by candidates to teach in the district. Data from an exit survey indicated that candidates are satisfied with the program.

**Robbie Johnston (2007)** conducted a longitudinal, classroom based study to find out the effect of dominant discourses of schooling on pedagogical decision making power of Bachelor of Education students in relation to the teaching of SOSE (studies of society and environment) in Tasmania. Research findings suggested that the discourses were powerful shapers of pre-service teachers' pedagogical decisions. The discourses were informative about teaching practices and provided uncritical SOSE learning
experiences for children. The findings from this naturalistic research suggest that teacher preparation programs should encourage far greater critical reflection on curriculum documents.

Carrie J. Beyer and Elizabeth A. Davis (2008) explored the influence of understandings, purposes, goals, practices, and struggles of an elementary teacher during her third-year of service in fostering students' explanation construction. Analyses showed that the teacher had multiple understandings of scientific explanations, believed that fostering students' explanations was important for both teachers and students, and enacted instructional practices that provided opportunities for students to develop explanations. However, she did not consider explanation as a goal in her practice.

Dorai, M. Thambi and Muthuchamy, I(2008) studied the impact of teaching practice programme upon the self-concept of B.Ed students. The major objective of the study is to increase the self-concept of the teachers. The sample of the study was 200 women students selected from 3 self-financing B.Ed colleges. Findings of the study shows that the level of self-concept of women B.Ed trainees increased significantly after the teaching practice programme compared to the self-concept before teaching practice.
Shelley Thomas and Judi Vanderhaar (2008) examined a teacher education program rooted in a social justice framework and intended to infuse multicultural education throughout the curriculum. Data was gathered as perceptions of teacher candidates and their instructors about programme experiences, examination of course syllabi and various dynamics that support and hinder multiculturalism in teacher education. The findings from this study revealed that multicultural teacher education can be enhanced by negotiating candidates' resistance. It is also revealed that candidates can be developed their capacities to be multicultural educators by providing opportunities that challenge their perspectives and scaffolding their conceptions of ideas, such as classroom as communities.

Andrew Peterson and Catherine Knowles (2009) investigated the understandings of ‘active citizenship’ held by student teachers undertaking specialist pre-service Post Graduate Certificates of Education programmes in England. The sample comprised 149 student teachers from 12 higher education institutions (HEIs) in England. A closed response questionnaire was administered to the student teachers. Findings showed that 47% of student teachers were of the opinion that 'active citizenship’ is a coherent concept, the meaning of which is shared by citizenship educators. It suggests that citizenship student teachers perceive active citizenship is to play an
important part in providing active learning activities for pupils within community, whole-school and classroom settings.

**Buitink, Jaap (2009)** investigated how student teachers learn to teach during school-based teacher education. It explored the changes that occurred in the practical theories of the student teachers and how the student teachers made these modifications. Eight student teachers were closely monitored during their training. Findings show that all student teachers developed broad, well-structured practical theories that focused on pupils' learning processes. Their learning processes displayed considerable individual variation.

**Reichel, Nirit and Arnon, Sara (2009)** observed the Multicultural view of The Good Teacher in Israel. It investigated similarities and differences in the perception of the good teacher among a wide population, focusing on two aspects--ethnicity and gender, as outlined by interviewees from four groups in Israeli society: Jewish men, Jewish women, Arab men, and Arab women. The research investigated whether the ethno-cultural or the gender component better explains the differences in the perceptions of these qualities and whether interaction exists between the two components. Findings revealed three super categories of qualities attributed to the good
teacher: an individual with teaching knowledge, an educator and a person of values who maintains good teacher-pupil relations. It further indicated that perception of the qualities of a good teacher is culturally dependent. The ethno-cultural origin of the group was dominant in explaining differences in attitudes towards the qualities of the good teacher and not the gender group. While Arab-Israelis gave clear and quite uniform preference to the ethical character of the good teacher, the Israeli Jews preferred a more heterogeneous image of the qualities of a good teacher with the leading quality of positive interaction with the pupils.

Glenn Rideout and Larry Morton (2010) examined the impact of practicum socialization and demographic, experiential, and philosophical orientations (beliefs about key educational concepts) variables on teacher candidates' pupil control ideology (PCI) during a pre-service teacher education program. Data was collected from 474 teacher candidates at the beginning and end of their teacher education program. Findings indicated that Practicum socialization experiences were more closely associated with participants' PCI at the end of the teacher education program than any of the demographic, experiential, or philosophical orientation variables.
Peter Aubusson, Janette Griffin and Frances Steele (2010) studied the effect of intervention in teacher education to enhance the level of reflection of pre-service student teachers. The study employed design-based methodology to examine an intervention in a teacher educator's own class. Students were invited to use teaching strategies such as investigating, problem solving or cooperative learning and to analyze aspects of episodes in their school-based experience when teaching with these strategies. In collaboration with others, the teacher educator gathered data on the effects of this intervention through interviews, focus groups, observation, records of lecturers' reflections, on-line discussion board records and students' portfolios. Findings revealed that the use of contextual anchors contributed to these students becoming reflective and exhibiting increasing levels of reflection. Over the semester they moved from simple descriptions of what was happening in their classroom to richer analysis of their practice.

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Serkan Sendag (2010) investigated the perceptions of pre-service teachers concerning e-democracy. These perceptions were studied across individual variables such as: Internet use skills, frequency of Internet use, voting, and civic group membership. A total of 701 randomly selected pre-service teachers from a major research university in Turkey participated in the study completing a fourteen item questionnaire. The results showed that most of the pre-service teachers believed in e-democracy, while they rarely participated in e-politics. Findings also indicated that Internet use skills, frequency of Internet use, voting, and civic group membership had significant effects on specific components of e-democracy.

Hye-Gyoung Yoon and Mijung Kim (2010) explored the dilemmas of teaching practical work in elementary science classes and the role of
reflective thinking in it. Data was collected from five pre-service teachers, one in-service teacher, and one science teacher educator who participated in the process of collaborative reflection of teaching practical work during the pre-service teachers' practicum. All participants wrote and shared two cases each of their own dilemmas after teaching or observing lessons with science experiments. The findings of this study showed that the dilemmas of science practical work emerged in various dimensions of teachers' expectation and classroom interactions and discussions on dilemma cases could facilitate reflecting and learning from different perspectives among participants.

Todd Campbell and Kimberly Lott (2010) conducted a phenomenological study of the relationships between university supervisors, in-service and pre-service teachers (triads). Two triads participated in a joint pre-service and in-service professional development project. Multiple in-depth interviews were conducted with each triad member to record the varied experiences of the participants. Positioning theory was used to interpret data. The following are the key research findings: (1) when triads were engaged in projects that promoted participants' synthesis of products as they enlist what they are learning, collaborative positioning occurred (2) adequate time for interactions led to another influential social force-
establishment of trust and relationships and (3) uncertainty in expectations can act as an inhibitive social force for collaborations.

**Jui-Chen Yu and Hung-Jen Yang (2010)** explored the ways to impart effectively a course for in-service teachers to learn communication technology education and to integrate museum resources into their teaching. Forty-two participants enrolled in the course, including 29 elementary school teachers, nine senior high school teachers, and four future teachers. During the course, data were collected and analysed to address issues and problems emerged from the study and to assess if it is appropriate to be suggested for further adoption. A lesson was developed through interdisciplinary approach. Findings revealed that for a professional development programme to be effective three important components are to be included: student involvement, heterogeneity of the participants, and role models provided by teacher educators.

### 2.2.3. STUDIES ON TEACHER EDUCATORS

**Kailasa lingam. H.M.(1995)** investigated the interaction effects of institutional climate, Personality and home climate on burnout of teacher educators with reference to emotional exhaustion, depersonalization and personal accomplishment. The sample comprised 210 full time teacher
educators working in 29 colleges of education. Data was collected by Maslach Burnout Inventory and Motilal Sharma’s School Organizational Climate Description Questionnaire and Home Climate Description Scale. It was found that closed institutional climate of colleges of education had high degree of proneness to ‘burnout’ among teacher educators.

Rao, Sudha,V. and Baig, Aslam.(1998) explored the awareness of and attitude towards population education of secondary teacher educators in colleges of education in the southern region. Findings showed that teacher training and teaching experience had no influence on awareness of population education. Male teacher educators had a higher level of awareness in the core area of population change and resource development.

Malhotra, S.P. (2002) conducted case studies of existing structures of early childhood teacher education programmes in the country. The sample consisted of 88 nursery teacher education institutions. Findings revealed that in most of the early childhood teacher training institutions the teachers were not well qualified in training nursery teachers. There was little difference between formal and non-formal early childhood teacher education programmes. The study proposed a four semester Early Childhood Teacher Education Programme to develop competencies in nursery teachers.
Mieke Lunenberg and Fred A. J. Korthagen (2003) explored the views of teacher educators, and the way these views were expressed in practice. The study focused on views of learning and teaching that can promote a shift from teacher educator-directed learning to student-directed learning. It was found that teacher educators did not always ‘teach as they preach’, especially on aspects that distinguish the profession of teacher educators from the profession of teachers.

Jean Murray (2005) examined the areas of tension teacher educators found in making the transition from teaching in the school sector to working in universities, the priorities they identified for their induction and the induction structures and processes available to support them. Data was collected from 28 teacher educators in the first 3 years of their careers in the English higher education sector. Findings of the study show that the current structures and procedures often do not meet the tutors' needs. Overall there is little articulation between different modes of induction, with most tutors still dependent on learning through practice, supplemented by informal ‘apprenticeship’ modes of learning.

Eva Katz and Marianne Coleman (2005) investigated the extent of teacher-educators' engagement in research and their attitudes and beliefs
towards academic autonomy and accountability, in relation to research. The findings from a survey questionnaire and a set of unstructured interviews indicated that at the most 25% of faculty at the college were involved in research. It was found that the respondents who were more highly qualified and more engaged in research were more likely to be regarded as autonomous professionals. Furthermore, the accountability of teacher-educator researchers found to be directed by norms, codes of practice and sets of values that were professionally imposed.

Jean Murray and Trevor Male (2005) explored the challenges new teacher educators face in establishing their professional identities in Higher Education. The data was collected from 28 teacher educators in their first 3 years of working on Initial Teacher Education (ITE) courses in England. The findings of the study showed that, despite having previous successful careers in school teaching, the majority of the interviewees took between 2 and 3 years to establish their new professional identities due to tension and conflicts. They faced challenges in two key areas—developing a pedagogy for HE-based ITE work and becoming research active.

Kari Smith (2005) examined the issue of expertise of teachers and teacher educators. Data was collected from some novice teachers and
teacher educators about the characteristics of good teacher educators, the professional knowledge of teacher educators and the difference between the expertise of teacher educators and teachers and by discussing some of the literature on the subject. Findings indicated that even though there is much overlapping in the expertise of the two groups of professionals, there are also distinct differences in the standards and education for teacher educators.

Hava Greensfeld, Ilana Elkad-Lehman (2007) examined the processes of change in thinking as a means of learning about the professional development of two science teacher educators. A qualitative methodology was used. The main research tool was a semi-structured in-depth interview. The primary data analyzed came from two science teacher educators, selected from a broader set of seven. Findings emphasized the importance of questions regarding the knowledge possessed by teacher educators and of the questions regarding the role of science teacher educators as a means of learning about the professional development.

Klecka, Cari L, and Donovan (2008) examined how participants in the Teacher Educator Standards Cohort enacted their identities through the creation of standards-based portfolios. Fourteen teacher educators participated in the cohort for 1 year. Data sources included the electronic
portfolios, focus group interviews, and individual reflections. Findings revealed five facets of teacher educator identity: teacher, scholar in teaching, collaborator, learner, and leader. Participants primarily constructed their identities as teachers, but individual responsibilities and levels of experience may have affected how they enacted other facets of identity.

**Tony Gemmell, Morwenna Griffiths and Bob Kibble** (2010) studied the reflections of nine teacher educators striving to find a research identity in a university department with a strong commitment to the education and training of student teachers in a university that prided itself on maintaining a reputation for research excellence. Data were qualitative and focused on the ambitions, frustrations, and achievements of the participants as revealed through personal writing on a blog. Key findings of this study include: (i) the discovery of hurdles, false starts and frustrations that were common to all members of the group but hitherto had remained hidden and private; (ii) the tension between an identity as educator with a sense of responsibility to students and that of an active researcher and issues of time and work balanced between teaching and researching.

**Alexander Cuenca** (2010) studied how beginning university supervisors learn to teach teachers. Findings suggested that a pedagogy of field-based teacher education could be constructed oneself and instruction
REVIEW

could be provided to students guided by a rationale in loco paedagogus based on how one would react in a similar situation.

Denise Wood and Tracey Borg (2010) explored the transition that classroom teachers experience while moving into the academy as teacher educators, considering the change in professional identity and the subsequent alignment of situational and substantial selves. Findings revealed that the academic role is complex and the road from classroom teacher to teacher educators can be described as rocky.

Margo C. O'Sullivan (2010) conducted a review of a two-year full-time Diploma in Teacher Education (DTE) for teacher educators in Uganda to engage with the questions- Who educates teacher educators? How are teacher educators educated and prepared for their roles and tasks? Findings revealed the importance of critical role of teacher education pedagogy, context, teacher educator knowledge, tasks and roles, reflective practice, practitioner research, background capacities and education of the educator of teacher educators.

2.3.0. CRITICAL REVIEW OF STUDIES PRESENTED

An overall review of Indian and foreign studies revealed that no studies were reported either on teacher educator preparation curriculum nor on teacher
educator preparation. Out of more than 200 studies reviewed the investigator presented only 71 studies and that were related to curriculum studies, teacher education and teacher educator. The breakup of number of studies was as presented in the table.

**TABLE 2.1**

**Breakup of Number of Studies Presented related to the Research**

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Area of Study</th>
<th>Number of studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Curriculum Development</td>
<td>08</td>
</tr>
<tr>
<td>2</td>
<td>Teacher Education</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>Teacher Educator</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>Total Number of Studies</td>
<td>47</td>
</tr>
</tbody>
</table>

Almost all studies on curriculum development revealed that curriculum enrichment programmes were effective to meet the objectives of enriched curriculum. An innovation came out successful. The studies include those from pre-school curriculum to teacher preparation curriculum. Analysis of curriculum, evaluation of curriculum and construction and evaluation of curriculum were the main aim of studies presented on curriculum.
Most of the studies on teacher education were aimed to find ways and means to improve standard of teachers. Among them one analyzed the views of secondary school teachers to improve commitment of teachers, another compared the effectiveness of one year and two B.Ed. programmes and yet another one explored ways to impart effectively a course for in-service teachers.

Among the studies on Teacher Educator most of them were related to the development of professional competency of teacher educators. Studies revealed the tension experienced by teacher educators during their transition from teachers to teacher educators.

The review of studies showed that the present curricula at all stages need change and improvement. This emphasized the relevance of enriching teacher educator preparation curriculum and forecasted the need of the present study to make M.Ed. programme more effective.

Cassidy and Tinning observed that there was considerable "slippage" between the teacher educator's critical pedagogy inspired intentions and what was understood by the student-teachers.

The studies threw light on different dimensions of teacher educator preparation which are to be considered for professional development of
teacher educators. Study conducted by Murray showed that the current structures and procedures often could not meet the tutors' needs.

The only study reviewed on teacher educator preparation was conducted by Sullivan. The study reviewed a two-year full-time Diploma in Teacher Education (DTE) for teacher educators in Uganda and revealed the importance of critical role of teacher education pedagogy in teacher educator preparation.

Studies pointed towards the importance of revamping teacher educator preparation programme for the benefit of teacher educators, student teachers and the beneficiaries of the programme.

Review of related studies revealed that studies in Education were conducted as a part of doctoral programme, M. Phil., M. Ed. and funded and non-funded projects. Teacher Educator Preparation being the fundamental of any educational programme or course has not become the centre of attention of researchers in the field of education. It is high time to review and revamp the teacher educator preparation programme in the country and in the international scenario.