CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Review of Related Literature

Teacher education has remained a subject of intense discussion for more than two decades. Therefore it becomes necessary to go deep into the intricacies of the field. The investigator has found some studies which are directly or indirectly related to her topic. The studies are given below:-

Srivastava (1982) conducted a study on Effectiveness of the Teacher Education Program. The main objectives of study were: (1) To study the actual position of resources, (2) Existing conditions, (3) Working condition of teacher education program, (4) To study the qualitative and quantitative characteristics of the program’s end-product, (5) To study opinions regarding quality and sufficiency of existing conditions, (6) Working of the program from the point of view of organization of professional education of secondary teachers and (7) To ascertain the most desirable changes needed for making the program effective. The study was a normative survey. All Teacher Education Departments of 10 affiliated colleges of Avadh University were included in the study. Data was collected with the help of questionnaire. The major findings were: The ten colleges, having a teacher education department were unequal in size and facilities and none was initially opened with the intentions of providing facilities of Teacher Education. The colleges were on the government grant list; hence there was no problem of staff salary payment. Except SC &ST student trainees, all other were required to pay fees. The Teacher-Educator, Student-Teacher ratio was 1:14. Facilities for non-teaching staff were inadequate. Admission rules, as prescribes by the state government were followed, which had many drawbacks. The whole program comprised theory, teaching practice and sessional work. Average working days were only 118. Immediately desired changes in the program were in its curriculum, organization of practice teaching, admission and evaluation procedures, establishment of independent colleges of education, teacher-educators’ orientation and research facilities.

Hemabujan (1983) conducted a critical study of Teacher Education at secondary level in Tamil Nadu. The objectives of the study were: (1) To conduct a survey of teacher education at secondary level to make a critical appraisal of the B. Ed. program in Tamil Nadu, at its operational set-up, (2) To report briefly on the historical background, (3) To report a comparative study of the contemporary Teacher Education program at secondary level in advanced countries abroad, with reference to that in India and in Tamil Nadu, (4) To locate the differences in the system here, if any and suggest remedies. The data was collected from
all the colleges of education in Tamil Nadu through a comprehensive questionnaire, which collected data regarding the functional aspects of teacher education. The opinions of teacher-educators on various aspects and their suggestion for improvement and remedies for the defects or shortcomings in the program were collected. An interview schedule was also used for collecting data. The Findings of the study were: The state government controlled the recruitment of all teacher-educators. Selection was done on the reservation basis. The service of teacher-educators was secure and their salaries were paid. The comprehensive B. Ed. curriculum was not effectively implemented due to time shortage, semester internal assessment etc. The revised B. Ed. syllabus in force in Tamil Nadu was appropriate and fulfilled the requirements on the professional side, but lacked in the content knowledge of the academic subjects.

Kakkad (1983) studied the Secondary Teacher Education Curriculum as An Analytical Study and Developing Teacher Education Program. The objectives of the study were: (1) to analyze existing B. Ed. curriculum of various representative universities of four different regions of the nation, (2) to study the common and uncommon aspects of secondary teacher education program analytically, (3) to know the changes that were expected in STEP, and (4) to develop a Secondary Teacher Education Program (STEP). The tools used were an interview schedule and a comprehensive questionnaire prepared by the researcher. Main findings were: The duration of the STEP should be two academic sessions. The aspects of STEP should be (a) Educational Theory, (b) Practice Teaching, (c) Community Work, (d) Work Experience, (e) Sessional Work. (f) Co-curricular Activities. There should be two subjects for methodology of teaching and number of lessons should be 15 in each subject. Internship in teaching should be introduced for a period of three months. There should be a provision for urban and rural STEP. There should be examination in theory and practical. Separate results in theory and practical should be declared. Assessment for theory papers should be in marks. Evaluation of practical, sessional work and other aspects may be in grades.

Dash (1985) conducted a study an Investigation into the Development of Teacher Education Program in Orissa with reference to Motivation, Cost Structure and Quality. The objectives of the inquiry were: (1) to study the factors that motivated the authorities to set up private training colleges, (2) to study the factors that prompted the trainees to pursue B. Ed. course, (3) to ascertain the sources of finance, private costs and unit cost of the B. Ed. program and (4) to determine the quality of B.Ed. program. The data was collected from all the B. Ed. colleges of Orissa state, expect the Regional College of Education Bhubaneshwar.
Descriptive statistical techniques were used for data analysis. The findings of the study were: The private training colleges were established mostly with commercial motives and parochial feelings. Inadequate physical facilities, insufficient teachers, poor quality of trainees, unsuitable practice teaching and undue expansion of training colleges was reflected in the poor status of teacher training colleges programs in the state. Faulty admission procedure for trainees and their negative attitude towards teaching profession were other indicators of poor performance of the training program. There was no uniformity in the B. Ed. curriculum of the three universities of the state. The provision of in-service education of teacher-educators was inadequate. The pupil teacher ratio in government colleges was 9:1 and private colleges were 23:1. Trainees of private institutions paid tuition fees and capitation fee, unlike their counterparts in government training colleges. The private training colleges were mainly financed by the contributions of the trainees.

Deo (1985) studied the Practical Program other than Practice Teaching in Teacher Education Institutions. The objectives of the study were: (1) to study the role of practical work (beside practice teaching) in a secondary teacher education program, (2) to survey the nature and type of practical work (other than practice teaching) in secondary teaching education institutions in Delhi, (3) to study how these programs of practical work were actually implemented, (4) to survey the perception of student-teachers about the objectives to be achieved and (5) the reasons for non-fulfillment to the desirable extent and (6) to suggest effective schemes of practical work. The findings of the study were: Most of the student-teachers felt that ‘lack of time’ was a major factor which was not able to achieve the objectives of the practical program. For work experience and socially useful productive work, sufficient time and guidance were not provided to the students by the teachers and also there was no provision for them in the time table. Physical education and participation in games & sports were taken casually by student-teachers. Co-curricular activities were not organized according to interests and needs of the students. There was no provision for psychology practical which would give student-teacher opportunities for application of theories of learning.

The National Policy on Education (1986) expects a lot from teachers by putting tremendous faith and responsibility on them, since it boldly opined, “No people can rise above the level of its teachers.” It further stated, “Status of the teacher reflects the socio-cultural ethos of a society.”

Seethramu (1986) conducted a survey of Secondary Teacher Education of ISEC, Banglore. This was a status study of institutions of teacher training at secondary level and the
status of teacher-educators working there in the ‘institutional’ status in terms of physical
facilities, admission procedure and finance ‘individual’ status of teacher-educators in terms of
personal, social, economic and professional status were investigated. The study covered
teacher training institutions and staff working there which came under the purview of
Bangalore University. The survey canvassed two schedules—one for institutions and the other
for teacher-educators in these institutions. The major findings were: Most of the institutions
were located in Bangalore city and majority of them were non-residential in nature, with
strength of 100 or less students. The criteria of admission of candidates varied from
institution to institution. Most of the institutions were run in their university buildings and
had adequate facilities of demonstration-cum-practice teaching schools attached to them or
cooperating schools nearby. Library facilities were better in aided institutions as compared to
those in unaided institutions. The output (out-turn) of students from aided institutions was
better from unaided institutions. The unaided institutions mostly attracted unmarried women
which was not so in aided institutions which had mostly married male members in the staff
list. This indicated that unaided institutions had unmarried women working on a consolidated
salary. The work load of staff was greater in unaided institutions. The work-load of staff
members varied from 3 periods to 18 periods per week. Supervision of lessons ranged from
200-500 lessons per year. Salary status of teachers in aided colleges was better than those in
unaided colleges. Only a few staff members had attended seminars/conferences at state level.

Smart (1986) reported that Fiscal problems facing Australian higher education, the
trend toward private ownership of institutions and participation in institutional matters, and
political and financial consequences are discussed. Private sector assistance and influence,
policy problems in the push for foreign student enrolments, and the changes occurring within
institution structures are examined.

Horio (1986) debated on educational reform in Japan, the government's version of
free choice would lead to commercialism and privatisation of education and an even more
competitive system creating technocratic elites. In contrast, the Japan Teachers' Union has
proposed reforms based on the people's right to justice in education.

Bhatia (1987) evaluated new B.Ed.. Curriculum in the colleges of education affiliated
to the University of Bombay. The main objectives were: (1) to study the relevance of the
topics in the revised B.Ed.. curriculum, (2) to study the relevance of practice teaching
program, (3) to study the effectiveness of the evaluation scheme in the new B. Ed.
Curriculum, (4) to suggest improvements. The study employed the normative and descriptive
survey method. The main conclusions of the study were:- There were some important
changes in the new B. Ed. syllabus on one hand; while on the other hand; quite a few topics were repeated. Implementations of new curriculum were found to be difficult. Teacher-educators unanimously agreed that the area of practice teaching was the most important part of B. Ed. program. A large majority found the B. Ed. curriculum mechanical and book-oriented. The study indicated that the theory load should be brought down and the ratio of the theory and practice should be fifty: fifty.

Devi (1988) attempted to evaluate the teacher-education programme of Agra University. The objectives of the study were: (1) to measure attitudes, values and adjustment of B.Ed. students in the beginning of the points against the attitude of student-teachers towards teaching profession in the beginning of the session, and (ii) to investigate into the nature of change in the professional attitude, teachers' values and personality adjustment of the students during the training period. The sample comprised 1,000 student-teachers studying in all teacher education departments of Agra University. The study followed the field experiment method with the pre-test and post-test approach. The concurrent correlation-cum-concurrent comparison of contrasting groups design was chosen. Admission Merit Scores, Teacher-Attitude Inventory (Ahluwalia), the Teacher Values Inventory (Ahluwalia), Personality Adjustment Inventory (Quadri) were the tools used. Mean, median, SD, skewness, product-moment correlation and \( t \) test were computed. The findings of the study were: (1) there was low and significant correlation between the selection points and the teacher attitude scores of the student-teachers in the beginning of the session, (2) there was a positive trend of inter correlations between attitude, adjustment and values, (3) The correlation between teacher attitude and adjustment and teacher adjustment and teacher values was very low and not significant. (4) The teacher education programme did not contribute towards the teacher attitude of the student-teachers, (5) The overall trend of teacher values was positive but not significant, (6) There was significant gain in the case of aesthetic values but there was significant reduction in theoretical and social values.

Bhatnagar (1988) conducted a study of the development of tools for supervision and evaluation of student-teaching and practical work in colleges of education. The objectives of the study were: (i) To identify activities under student-teaching and other practical work which might be common in the B.Ed. curriculum in the case of most universities in the country, (ii) to develop tools for the assessment of all these activities under student-teaching and other practical work prescribed in the B.Ed. courses being run at that time by various universities and (iii) to try out these scales in actual training situation through feedback from colleges of education. The study had two phases. The first phase concentrated on the review
of studies and literature on student-teaching along with the analysis of the B.Ed. syllabi followed by various universities; the second phase was concerned with the development of tools for supervision and evaluation of student-teaching and other practical work of the B.Ed. programme. The sample comprised teacher-educators and principals of colleges of education in Andhra Pradesh and Karnataka, who attended the three workshops held at Hyderabad and Bangalore where the tools were finalised on the basis of their judgement. Rating scales were used as the tools for the study and feedback on these was received from the teacher-educators and principals. The findings stressed on (1) the need of developing common tools for assessment of activities under student-teaching and other practical work for all universities in the country. (2) Common areas in which the tools were required to be developed were lesson planning, supervision/evaluation of actual teaching by student-teachers, co-curricular activities, SUPW, and community work arising out of theory papers, including assignments.

Nayak (1988) studied the quality of prospective teachers and the selection procedure in practice for admission to the B.Ed. course in Orissa. The objectives of the study were: (1) To study the quality of prospective teachers in terms of their attitudes towards the teaching profession and towards children, and their value pattern, mental health and socio-economic background, and (2) to study the selection procedures in practice for admission to the B.Ed. course in Orissa. The finding of the study were: (1) It was found that there were 70% quality recruits as per the first three variables, i.e. motivation to join B.Ed. course, attitude towards the school teaching profession and attitude towards children, (2) there were approximately 50% quality recruits as per the next two variables of personality, namely, social values and mental health, and 57% of quality recruits according to the socio-economic status variable, (3) there was a tendency of a larger number of quality recruits being admitted by the private colleges as compared to government colleges, (4) the selection procedures of admission to the B.Ed. course adopted by all the teacher training colleges have not made it possible to recruit a significantly high number of quality recruits.

Shah (1988) made an attempt to develop a tool for evaluating the teacher-educators teaching M.Ed class at the Department of Education in Gujarat University so as to improve the functioning of the department as a whole. The objectives of the study were to evolve an original evaluation tool for teacher-educators, especially those who teach and guide dissertations at the M.Ed level. The findings of the study were: (1) So far as the Education Department of Gujarat University, Ahmadabad, was concerned, the highest mean score (in order of merit) of the first-rank teacher belonging to the department was 15.32, the second rank-order teacher's mean score was 25.16, and the last mean score securing the 14th rank
(1) The average TTR, PTR and SCR of the sample closely followed the norms suggested by Flanders. (2) Large variations occurred in TOR, TRR and PIR. TQR and PIR were much less than the norm, (3) Teacher Talk Ratio was significantly correlated with three of the teaching aptitude factors and the total Teaching Aptitude Score. (4) There was a significant negative correlation between Silence, Confusion Ratio and the three aptitude factors and the total aptitude score. (5) There was a significant correlation between Teaching Aptitude Score and Content Cross Ratio. (6) Two of the aptitude factors, namely, Mental Ability and General Information, were significantly correlated with CCR. (7) The English teacher talked less and responded less than the mathematics teacher. (8) The English teacher's instantaneous response and content
emphasis also were less compared to the mathematics teacher's. (9) A comparison of history and biological science teachers showed that there was more pupil talk in the biological science class than in the history class. (10) The teacher-pupil interaction was rather slow in the science class, as compared to history. (11) The physical science teacher also responded less than the history teacher and the pupil-talk percentage was higher in the physical science class than the history class. (12) The high-aptitude group and the low-aptitude group differed significantly in four behaviour components. (13) Teacher Talk, Teacher Response and Content Emphasis were significantly higher in the high-aptitude group.

Taneja (1988) attempted to study the relationship between creativity, sense of humor and self-concept among secure and insecure female teacher-trainees. The objectives of the study were: (1) to find out the relationship between the creativity of teacher-trainees with selected variables like sense of humor, self-concept, and feeling of security, and (2) to study the interactions among all these variables. The findings of study were: (1) Creativity was positively related to sense of humour and self-concept, but not related to feeling of security of the teacher-trainees; (2) self-concept was positively related to feeling of security of the teacher-trainees. There was an interaction among all selected variables.

Sultana (1988) attempted to study the effect of micro-teaching approach on the behavior modification of pupil teachers of Gorakhpur University. The objectives of the study were: (i) To assess the modification of behaviour of pupil-teachers of science through the micro-teaching approach, and (ii) to study the attitude of pupil-teachers towards the micro-teaching approach. The findings of study were: (1) The skills of introducing a lesson and questioning, probing-questions and experimentation, -each skill having 10 pupil-teachers, were significant, which meant that after getting feedback these teachers changed their behaviours towards teaching during micro-teaching, (2) the skill of reinforcement and increasing pupils' participation, however, was not significant at any level, (3) there was a remarkable change in the behaviour of pupil-teachers of science on the skill of experimentation, (4) only 41 out of 60 teachers significantly changed their behaviour during the micro-teaching approach, (5) a significant change in behaviour occurred for the female rather than the male pupil-teachers of science and (6) modification of behaviour occurred for all pupil-teachers of physics, chemistry, biology and mathematics.

Srivastava (1989) attempted to study the impact of teacher education programme of lucknow university on pupil-teachers attitude and teaching efficiency. The objectives of the study were: (1) to find out the change in teacher attitudes, teacher aptitude and teaching efficiency of B.Ed. students after the completion of training, (2) to compare the teacher
attitude, teacher aptitude and teaching efficiency of B.Ed. students in respect of sex difference, different teaching subjects, different academic qualifications and different teaching experiences, and (iii) to find out the correlation between teaching efficiency and achievement in the theory papers of the training programme. The findings of study were: (1) Most of the trainee groups changed their teacher attitude positively and significantly after training, (2) the experienced male trainees did not show any change in their teacher attitude, (3) there was no significant change in the teacher-aptitude of the male postgraduate student-teachers and the experienced female trainees as a result of the training, (4) all the trainees showed significant and appreciable improvement in their classroom teaching performance, (5) after the completion of the training, the females showed better teacher-attitude and aptitude than the male trainees. Male trainees showed better teaching efficiency than female trainees, and the trainees teaching social sciences showed better teaching efficiency than those teaching science and mathematics and (6) except the fourth paper 'Secondary school organization', all other theory papers had positive and significant correlation with teaching efficiency.

Somneuk (1989) studied teacher education programme for rural development in Thailand. This study was designed to evaluate the project Teacher Education Programme for Rural Development' launched by the Ministry of Education, Thailand, under its Five Year National Development Plans. The objectives of the study were: To study the Teacher Education Programme for Rural Development (TERD) project in terms of (a) its historical evolution, (b) its course content, planning, organization and implementation, and (c) its impact and limitations through the perception of functionaries and beneficiaries. The major findings of study were: (1) The majority (61.5%) of the respondents found the content-matter of TERD quite relevant; various personnel possessed the required educational qualifications, but lacked orientation, experience and skill in carrying out the activities; lack of physical facilities also hindered implementation, (2) the TERD project was instrumental in bringing about rural development as the concerned schools became known as community centers, (3) villagers gained confidence, social awareness and a desire for change, (4) the teacher trainees gained the required knowledge and skills not only in teaching but also in social service.

Bahera (1989) investigated the problems of teacher education programmes undertaken by private agencies in Orissa at the college level, and made suggestions to the authorities regarding qualitative improvements with regard to curricular as well as co-curricular activities and other facilities. The objectives of the study were: (1) To investigate the basic problems of private teachers' training colleges, (2) to analyse the problem from the
organisational and administrative points of view, (3) to make suggestions to the authorities and educationists for the improvement of the institutions with regard to curricular and co-curricular programmes and facilities, and (4) to provide a humble guideline to future researchers for further study in the area. The final sample consisted of 150 male and 50 female pupil-teachers from 14 randomly selected training colleges of Orissa. A questionnaire, a check-list, interview, and observations were the tools used in the study. Percentages were calculated to arrive at meaningful conclusions. Major Findings of the study were: (1) a high positive correlation between the average number of problems of male and female pupil-teachers of Orissa. (2) the most crucial problems of teacher-educators (trainees) were health and physical development, future employment and living conditions.

Mohanty (1990) studied critically the reactions of pupil-teachers towards the teaching profession. The objectives of the study were: (1) To critically analyze the reaction of pupil-teachers towards the teaching profession by getting information about the socio-economic background of the pupil-teachers, (2) gaining some understanding of their decision to teach, (3) finding out what types of jobs they have aspired for and the conditions they are likely to seek in their work. Findings of the study were: (1) A majority of pupil-teachers, both male and female, came from rural areas, (2) the parents of the pupil-teachers belonged to the occupation of farming, (3) seventy-four per cent of the male and 86% of the female pupil-teachers were interested in the field of education, (4) the income of the fathers was more than that of the mothers, (5) the majority of the pupil-teachers were Hindus, (6) the representation of Scheduled Castes and Backward classes was poor, (7) a high percentage of both males and females, i.e. 90% and 62%, respectively, had decided on teaching, (8) in the responses of both male and female pupil-teachers, 'earning' had the first rank and 'prestige' had the second rank, (9) for male and female pupil-teachers ‘way of life’ had the third place, (10) the person whom the pupil-teachers would like to emulate were in the most cases their family members or teachers; next came friends.

Bordoloi (1990) critically evaluated teacher-education in Assam at the primary level during the post-independence period with special reference to the curriculum and in-service training. The objectives of the study were: (i) To trace the historical development of primary teacher education in Assam, (ii) to find out the place of practice-teaching in the total programme of teacher preparation and the method of evaluating it, (iii) to find out the major drawbacks of the present curriculum, (iv) to analyze the problems which are faced by the trainees and teacher-educators and (v) to make suitable recommendations for solving the same. The major findings of the study showed that (1) despite the existence of 22 training
centers to train lower primary teachers, there was still a backlog of untrained lower primary
teachers in Assam, and the quality of entrants in these institutes was not up to the mark. (2) They also suffered from lack of adequate physical and educational facilities. (3) Organization and evaluation of practice-teaching were not scientific. Supervision of practice-teaching was not satisfactory. (4) The B.Ed. curriculum was found to be too heavy for one academic year. The curriculum of the Basic Training Centre seemed to be practical in outlook but theoretical in practice. (5) Trained teachers did not get the chance to apply the techniques of teaching they learnt in the actual classroom situation as the curriculum of each class of the secondary school was found to be heavy and teachers were expected to complete their courses.

Ray (1990) attempted to study the attitude of teachers towards pupils and their job satisfaction. The objectives of the study were: To find out the relation between attitude of teachers towards students, their job satisfaction and mental health. The findings of study were: (1) the mental health of teachers bore a significant and positive correlation with their job satisfaction and their attitude towards children, (2) teaching experience, mental health, job satisfaction and teachers' attitude towards children were significant and positively correlated with their age.

Raina (1990) attempted to assess the personality factors of graduate students, and to see if there were any differences in the personality factors of student-teachers belonging to different teaching fields. The objectives of the study were: (i) to study the pertinent personality factors of graduate student-teachers, and (ii) to ascertain whether there is any significant personality factor of student-teachers belonging to different teaching fields, viz. science, arts and commerce. The findings of study were: (1) Student-teachers, by and large, differed considerably on the 16 PF test. (2) the factor pattern for the science student-teachers suggested a picture of marked creativity. (3) the arts student-teachers were found to be warm-hearted, ready to cooperate, and prepared to go along with the current. (4) they enjoyed social recognition. (4) the commerce student-teachers were affected by feelings, were humble, suspicious, adventurous, responsive, genial and carefree.

Tapodhan (1991) conducted a study to assess the professional attitudes of secondary school teachers of Gujarat State. The objectives of the study were: (i) To construct and standardize an Attitude Scale for Secondary School Teachers (ASSST) of Gujarat State, and (ii) to study the professional attitudes of teachers in relation to various variables like sex, area, caste, qualification, type of school, marital status, various faculties of education, age and experience. The findings of study were: (1) Sex, area (urban/rural) and caste (BC/non-BC) had a main effect on professional attitudes, while qualification had no effect, (2) area,
sex and caste had significant interaction effect, while sex and qualification had interaction effect at 0.05 level and (3) area and caste; area and qualification; caste and qualification as well as sex, area, and caste; sex, area, and qualification had no significant interaction effect on professional attitudes.

Sharnia et al. (1991) studied to find out the factors responsible for selecting teaching as a career. The objectives of the study were: (i) To find out the reasons for seeking admission to the B.Ed. course, (ii) to explore the relationship between sex and reasons, (iii) to find out the effect of marital status on the attitude of male and female students vis-a-vis the teaching profession, (iv) to examine the impact of economic status on the choice of teaching profession, (v) to study the relationship between age and reasons, and (vi) to study the impact of area (rural and urban) on the choice of the teaching profession. Major Finding were found that the two main factors- immediate solution to the employment problem, and to pass spare time, were responsible for motivating student-teachers.

Shah (1991) attempted to study certain determinants that make teachers effective. The objectives of the study were to predict the effect of aptitude, intelligence, values, self-concept, job motivation, job satisfaction, personality, attitude and school climate on teaching effectiveness among 10 secondary-level teachers. The findings of study were: (1) teacher effectiveness was significantly affected by teaching aptitude, job satisfaction, job attitude, job motivation, personality, value pattern, self-concept, intelligence and organizational climate, (2) the variables like locality, type of school, level of educational qualification, grade and teaching experience also determined teacher effectiveness to some extent, (3) teachers’ satisfaction with the nature of work and working conditions, positive attitude towards the children and the job, adaptability, mental ability, professional information, intelligence, knowledge value, intellectual self-concept, political value and some job motivation factors, e.g. peaceful quality of job, livelihood, influencing opportunity and enough leisure, were assessed as the paramount determinants of teacher effectiveness.

Sabharwal (1991) attempted to study and predict student-teacher’s performance as related to selected variables. The objectives of the study were to study and predict student-teacher’s performance in the theory course, in practical teaching and in the aggregate as related to selected context variables. The findings of study were: (1) Context variables GMAT and previous academic achievement emerged as significant predictors of student-teacher performance in total assessment of theory, (2) Context variables TAI, ST and AS emerged as significant predictors of student-teacher performance in the total assessment of practice theory. (3) Context variables GMAT and PAA were found to be significant
predictors of student-teacher performance in TA. (4) None of the non-cognitive variables emerged as significant predictors of performance in the total assessment of theory and total assessment.

Roy (1991) examined the impact of the elementary teacher education programme on attitudinal change of the elementary teacher-trainees of Orissa towards community involvement. The stratified random sampling method was adopted for the selection of the sample. Two types of samples were involved in the present investigation. One was meant for the purpose of standardization of the scale developed by the investigator and the other type was selected to study the impact of the elementary teacher education programme on change in the attitude of the student-teachers towards community involvement. For the first type of sample, 200 male and 200 female student-teachers, and for the second type, 100 male and 100 female student-teachers were selected for investigation. The sample was selected from 43 secondary training schools of Orissa covering rural, urban and tribal areas. The tools used were the Community Involvement Attitude Scale of Sinha and the Social Service Scale of the Vocational Interest Inventory of Samal. The data were treated using chi-square test and ‘t’ test. The findings of the study were (1) the elementary teacher education programme with the elements of community involvement, both in theory and practice, positively affected the change in attitude of the student-teachers towards community involvement. (2) Both the categories of student-teachers were almost equally prone to change in their attitude towards community involvement. (3) Previous teaching experience had no role to play in the change in attitude of student-teachers towards community involvement. (4) The degree of interest in teaching was responsible for accelerating the development of attitude towards community involvement.

Ramachandran (1991) attempted to conduct an enquiry into the attitude of student-teachers towards teaching. The objectives of the study were: (i) To compare the attitude of teacher-trainees doing a regular college course with those doing a correspondence course, (ii) to find out whether the training has any influence on the attitude of the teacher-trainees towards teaching, and (iii) to find out whether there is any relationship between sex, level of education, nature of the course, occupation of parents and the attitude of teacher-trainees towards teaching. The findings of study were: (1) Regular college teacher-trainees had a more favorable attitude towards teaching than the correspondence course teacher-trainees, (2) female teacher-trainees had a more favorable attitude towards teaching than male teacher-trainees, (3) the sons and daughters of teachers had a highly favorable attitude towards teaching (4) PG teacher-trainees had a more favorable attitude towards teaching than
undergraduate teacher-trainees, (5) The nature of the course did not influence the attitude of teacher-trainees towards teaching.

Joshi (1991) studied the concept of professional accountability of teacher-educators at secondary level with a view to evaluate their performance. The objectives of the study were: (i) To study the origin, nature and concept of accountability, (ii) to study the nature and concept of professional accountability, (iii) to review critically the view of various committees and commissions on accountability, (iv) to study in depth the concept of professionalism in education, (v) to examine critically the concept of teaching, (vi) to study professional requirements of teacher-educators, (vii) to study various performance appraisal techniques and procedures and impediments to measure teacher effectiveness, and (viii) to study the concept of professional accountability of teacher-educators. Analytical study of available literature was done wherein documents like books, journals, etc. were studied, and the available information was analyzed and evaluated. Thereafter inferences were drawn. The findings were: (1) Accountability mean holding people responsible or answerable for the expected work or role, and it holds responsible both the employee and the system, (2) Accountability can be applied to varied fields, e.g. business industry, management, education, (3) Accountability is a means and not an end in itself and requires various tools, techniques and methods and provides data for decision-making. (4) In education, professional accountability seeks causes of failure in the system, and teachers could be held responsible only for those results which they affect or control. (5) The professional responsibility of a teacher-educator includes his instructional and non-instructional responsibilities. It was concluded that no one technique/ method should be used for appraisal; rather, students' ratings, self-ratings, administrator and peer ratings, classroom environment, systematic observation, personal attributes, contract plan using student gain, and performance tests should be used.

Budhisagar et al. (1991) studied the influence of attitude towards the teaching profession on the achievement of students studying through Programmed Learning Material (PLM), Advance - Organiser Material (AOM) and the Traditional Method (TM). Objective of the study was to find the effect of treatment, intelligence, attitude towards the teaching profession and their interaction on the overall achievements of the students. The findings were: (1) the mean achievement scores of the students belonging to the three treatment groups differed significantly. (2) AOM was found to be superior to PLM in terms of achievements of the students. (3) The PLM group was found to be significantly more effective as compared to the TM group. (4) The AOM group was found to be significantly
more effective as compared to the TM group. (5) The instructional material based on AOM was found to be significantly superior to that based on the Operant Conditioning Model and the Traditional Method. (6) Intelligence was found to affect significantly the overall achievement of the students whereas attitude towards the teaching profession did not.

Das (1991) made an attempt to compare the evaluative procedures of secondary teacher-training institutions in Gujarat State. The objectives of the study were: (1) To find out the differences in the evaluative procedures among the secondary teachers' training Institutions in Gujarat State, and (2) to study the opinions of the principals/heads of the institutions regarding the evaluative procedures which they are adopting. The findings of study were: (1) Diversity exists in the evaluation process in teacher-training colleges, (2) The majority of the institutions follow a mixture of internal and external evaluation procedures, (3) An external cum-internal marking system with continuous evaluation, and the semester system should be adopted in all teacher training colleges.

Nagpure (1991) conducted a critical study of the system of teacher education at the secondary level in Maharashtra. The objectives were: (1) to study the present situation of the system of teacher education at secondary level in Maharashtra with reference to physical facilities, academic work, staff extension work, innovative program, finance, administration, examination (evaluation) and development activities, (2) to analyze the professional requirement of secondary teachers in the state (pre-service & in-service) with reference to the quality of teacher education as envisaged in National Policy on Education (1986). Tools used were questionnaire and interview schedule. The findings of the study were: (1) The percentage of permanent affiliation to government colleges of education was 41% and that of aided colleges of education was 71%., (2) The average expenditure per private unaided college of education was Rs. 2.38 lakh, which was one-third of the expenditure per private aided college, (3) innovative methods like team teaching and models of teaching were rarely tried out in the colleges of education and (4) about 30% colleges of education had opted population education, continuing education and distance education.

Yadav (1992) studied the impact of teacher training on certain personality characteristics of trainees. The objectives of the study were: (1) To compare the self-concept of teacher trainees before and after the teacher training programme, (2) to compare the social maturity of teacher trainees before and after the training programme, and (3) to compare the attitude of teacher trainees towards teaching profession before and after the training programme. The findings of study were: (1) All the dimensions of self-concept increased through teacher training except the feeling of inadequacy which decreased through this
programme, (2) social maturity of the teacher-trainees increased in all the dimensions except for self-direction, personal adequacy and enlightened trust, (3) the teachers’ training had a significant influence on their self-concept, social maturity and attitude towards the teaching profession.

Walia (1992) evaluated Secondary teacher education programmes in northern India. It sought to discover the weaknesses and dysfunctionality of the curriculum and practices at this level of teacher education. The objectives of the study were: (1) To study the curriculum of teacher education at the secondary level, (2) to discover the weaknesses and dysfunctionality of the curriculum and practices at this level of teacher education, and (3) to work out a functionally useful teacher education programme for the country. The findings of study were: (1) The curriculum of secondary teacher education lacked uniformity and clear-cut definition, (2) the majority of teacher education institutions had late defective admission criteria and late admissions, (3) provision for the optional/specialization paper ranged from 4 to 39 papers in different universities, out of which only one paper was to be selected, (4) four-year teacher education programme was preferred to the existing one-year B.Ed. programme.

Tassew et al. (1992) attempted to study the problem of the classroom verbal behaviour of teacher-trainees in Ethiopia in relation to their intelligence, self-concept and attitude towards teaching. The objectives of the study were: (i) To study the salient features of the patterns of classroom verbal behaviour of science teacher-trainees of Addis Ababa University, and (ii) to investigate the extent of the impact of the presage variables of intelligence, self-concept and attitude to wards teaching upon classroom verbal behaviour. The findings of study were: (1) the science teacher-trainees were found to be very talkative. (2) most of the classroom verbal interactions were limited to the question-response pattern and silence and confusion. (3) the flexibility in communication was observed to be higher in the classes of female teacher-trainees, (4) female teacher-trainees exerted extended direct influence more than male science teacher-trainees. The interaction effect of intelligence, self-concept and attitude was found to be significant upon I/O, ITT, PT and SC and (5) the interaction between levels of intelligence and types of attitude towards teaching was non-significant.

Sohoni et al. (1992) studied to develop a training programme for the student-teachers to develop their problem-solving skills so as to facilitate their transferring these skills to their students. The objectives of the study were: (1) to develop a training programme for the development of problem-solving skills, (2) to implement the training programme, (3) to study the effect of the training programme on the development of problem-solving skills in
the student-teachers, (4) to study the effect of the training programme on the development of creativity in the student-teachers, (5) to study the effect of graduation in different faculties on the development of problem-solving skills, and (6) to study the effect of teaching experience of the student-teachers on the development of problem-solving skills. The findings of study were: (1) The mean scores of the experimental group on the problem-solving skills were highly significant as compared to those of the control group, (2) the gain of the mean scores of the experimental group on the creativity test was highly significant as compared to the mean scores of the control group, (3) the mean scores of the experienced and inexperienced student-teachers did not differ significantly. (4) the mean scores of the student-teachers belonging to different faculties of graduation, such as arts, commerce and science, did not differ significantly, and (5) the student-teachers appreciated the various aspects of the training programme and they were highly motivated to implement these in the schools.

Patted (1992) studied whether the selection procedure, the changed syllabi, the innovations, and the evaluation procedure have any impact on the qualitative improvement of the secondary teacher education programme in Karnataka. The objectives of the study were: (1) To study the selection procedure, curriculum and methods of teaching of pre-student teaching, procedure of evaluation and existing conditions of resources in the colleges on education in the universities of Karnataka State, (2) to study the teaching and other school-related behaviour of teachers with varying experience and are trained with different B.Ed. syllabi, and (3) to analyze the B.Ed. syllabi in the universities of Karnataka State from 1968-88. The findings of study were: (1) the eligibility for admission to the B.Ed. course which was 35% from 1968-81 had been raised to 45% in 1982 in all the universities. (2) lecture, assignment, discussion and seminar methods were used, while case study and project methods were used as innovative methods, (3) most of the colleges had their own buildings, classrooms, psycho-lab, audio-visual room, ladies' lounge, books and journals, and SUPW facilities, (4) a majority of the colleges were run by the students' fees, donations and management funds, except the colleges run by the State government or the university, (5) a majority of the teaching staff had B.A./B.Sc., M.A./M.Sc. and M.Ed degrees in the second class; a few had Ph.D. degrees. (6) a few universities had framed the objectives after 1982 and framed regulations for admission to the B.Ed. course, (7) the enhancement of minimum percentage at the Bachelor's degree to 50% and a minimum of two school subjects to be studied at this level and an entrance test were quite essential for qualitative improvement of the secondary teacher education course, (8) for assessment of annual lessons, the mean of the two examiners was taken into consideration.
Bhosale (1992) made a critical study of the new curriculum of teacher education developed by all the universities in the state of Maharashtra. This study addressed itself to the comparison of different curricula of education developed by all the universities in the State of Maharashtra and focused on problems faced by principals, teacher-educators and student-teachers. The objectives of the study were: (i) To study the recommendations made by the Kothari Commission with reference to teacher education, (ii) to study the recommendations made by the State Government of Maharashtra with reference to teacher education in a white paper based on recommendations made by the Kothari Commission, (iii) to study critically and in depth the curricula of teacher education prepared by all the universities of the State of Maharashtra, (iv) to identify the difficulties faced by the principals in implementing new curriculum of teacher education, and (v) to study the opinions of principals, faculty members and student-teachers with respect to new curriculum of teacher education. The findings of the study were: (1) the majority of the topics were common to the teacher education curriculum of all the universities in the State of Maharashtra. There was a variation in topics with respect to some of the papers. (2) The number of lessons to be taught by the student-teachers was not the same in all the universities. (3) Some of the optional papers and the nature of practical work were also different with respect to the curricula, according to student-teachers, and teacher-educators. (4) All the optional papers taught were quite essential to the teaching profession. (5) The majority of principals, teacher-educators, student-teachers and teachers were of the opinion that the new curriculum was suitable for developing teaching competence among the student-teachers.

Sabesan (1995) attempted to study the self-esteem of selected samples of higher secondary school teachers. The objectives of the study were: (1) To find out the level of self-esteem in higher secondary school teachers, and (2) to find out if there is any significant difference in the self-esteem between men and women teachers, arts and science teachers, government and private (aided) school teachers and urban and rural school teachers. The findings were: (1) It was found that the difference between the means of self-esteem scores of arts and science teachers alone was significant in favor of science teachers, (2) it was found that there was no significant difference in self-esteem between men and women teachers, government and private (aided) responded out of total responses of 609, (3) the average correct response per-teacher is only about 50%. There was only one question that was answered correctly by 90% of the teachers, (4) the responses to the questions clearly point out lack of understanding of the basic concepts of force and related kinematics.
Kumar (1996) conducted a curricular study in which teacher education curricula followed in various universities in South India were analyzed, and compared each of them with the teacher education curriculum of Regional Colleges of Education taken as the norm for the study. The objective of study were: (1) To conduct a comparative study of secondary teacher education programmes of South Indian states in vogue based on the curriculum for teacher education, (2) to highlight the peculiarities in teacher education to improve the standard of teacher education in the selected states, and (3) to compare the trends in teacher education for suggesting lines on which further planning may be made. Major Findings were: (1) The structure of teacher education recommended by NCTE had not been fully followed by the universities of the study in the preparation of secondary teacher education curriculum, (2) considerable differences existed among these universities with regard to various aspects of the curriculum (3) the curriculum remained unrevised for years.

Behari (1998) conducted a study on Analysis of Teacher Education Curriculum in the context of requisite abilities for effective teaching. The study analyzed the teacher education curriculum in relation to develop requisite abilities for effective teaching. The sample consisted of 187 student-teachers enrolled at Central Institute of Education (CIE), University of Delhi (in one session). Student-teachers’ ability schedule consisted of a list of abilities categorized into two major areas. Personality characteristics and skills of teaching, covering 40 components were employed for data collection. Findings of study were: - the methodology of teaching paper was more helpful than foundation papers taken together in developing abilities, especially skills, but practice teaching or practical skills in teaching were found to be more helpful than the rest of the teacher education programme in developing abilities especially skills. Dramatics as the activity and discussions as a mode of transaction of programme were found to be more helpful. It was observed that a theory practice link was missing in teacher education programme and therefore the student-teachers were not able to link what they had learnt.

Srivastava et al. (1999) studied on existing pattern and restructuring of secondary teacher training. The objective of study were: (1) To study the existing pattern of secondary pre-service teacher training in the country, (2) to analyze various components of the training, (3) to develop an improved model of teacher training, and (4) To prepare guidelines to restructure the internship programme. Major Findings were: (1) Microteaching, Herbartian pedagogy, simulated teaching, lesson planning, and teaching with aids constituted the existing pattern of teaching in RIEs. (2) Lesson planning constitute the prominent pattern of practice teaching in Institutes of Advanced Studies in Education (IASE) and other training
institutions. In University Departments of Education in addition to lesson planning, ET constitute existing pattern internship. (3) More RIEs emphasize on questioning, explaining, stimulus variation, and reinforcement than other training skills provided. (4) More number of IASEs focus on introduction of the lesson as an important training skill whereas questioning was emphasized more by other training institutions. (5) University Departments of Education emphasize more on introduction of the lesson, writing of instructional objectives, questioning, and explaining as training skills to be provided in practice teaching. (6) In majority of the RIEs demonstration lessons were conducted by teacher-educators and in each teaching subject, (7) In most of the IASEs demonstration lessons were conducted in real-classroom situations. (8) Demonstration lessons were conducted by teacher-educator in majority of the university departments of education and other teacher training institutions, (9) Majority of the RIEs gave preparation of achievement tests and teaching materials as assignments, (10) In other training institutions mainly preparation of teaching materials were given as assignments, (11) In case of IASEs preparation of achievement tests constitute majority of assignments whereas in case of university departments of education, textbook analysis, study of science laboratory and preparation of teaching material constitute majority of assignments given, and (12) In IASEs, university departments of education and other training institutions lesson plan was discussed by the teacher

NCTE (2001) examined the teacher education in Assam. The major objectives of the present study were: To study the growth and development of teacher education in the state of Assam along with its present status and to study the management system, infrastructural facilities, admission criterion, courses offered and their mode of transaction and other allied matters related to the quality of teacher education in teacher education institutions of Assam. Major findings of study were: - Teacher education institutions were lacking the minimum basic facilities like classrooms, furniture, equipment etc. Besides required number of qualified staff was also not available in most of the institutions. To improve the quality of teachers, it was desirable to improve the quality of teacher-educators and teacher education institutions. It is also urgently necessary to introduce compulsory pre-service and regular in-service training of teachers at all the levels of school education.

NCTE (2001) studied the Teacher Education in Andhra Pradesh. Being a state level study, it covered all Teacher Education Institutions in the State at primary and secondary levels. It highlighted the present status, its historical growth, the organizational set up, roles and functions of these institutions. It also studied the strength and weaknesses, problems and issues pertaining to academic, financial and professional aspects. It provided databases to the
survey conducted in Andhra Pradesh. The findings of the study were: - In colleges of education, there was a dearth of lecturers in subject like philosophical foundations and psychological foundations. The situation in DIETs, CTEs and IASEs in the state appeared to be unsatisfactory according to NCTE norms. Hence there was an urgent need to recruit the staff members to satisfy the requirement of manpower planning as also to have an effective and efficient teacher education system in the state.

Goyle and Sue (2001) conducted a study on "Online video case Studies and Icacher Education (A New Tool for Preservice Education)." They concluded that ease methodology has emerged as a powerful tool for creating a bridge between theory and practice in teacher education. Video ease studies delivered on the internet offer tremendous potential for enhancing the sense of context and realism for preservice teachers to demonstrate best practices in integrating technology within and across the curriculum. This area is so new that there is a great deal of discussion about the best ways to take advantage of the internet in using both case studies & video. This article reported the recommendation of a community of experts and practitioners in case studies and video that shared their knowledge to build greater understanding with others who are considering the use of online video case studies in their teacher education programmes.

Fraser (2001) of Union Institute and University, studied about "The heart of the classroom: Affective development in teacher education". This study examined the role of the affective domain in teacher development, both in undergraduate and graduate degree programs, focusing on the nature of young teachers' perceptions of such training and development in their formal studies. The inquiry also studied teachers' reflections on the origins of affective competence in their development of teaching skills. Using multiple case study methodology with elements of phenomenology and content analysis, this Project Demonstrating Excellence (PDE) explored the academic backgrounds and perceptions of five teachers selected for their demonstrated commitments to professional development. The project specifically examined the relationship between the teacher and the student and the development of teacher education practices that could positively effect that relationship. By the end of the case study's observation period, three of the five teachers in the case study had left public school teaching. The remaining two transferred away from their original teaching assignments in search of more supportive situations. This study's key finding is that bright, young teachers are leaving the field of education, motivated largely by feelings of disillusionment and lack of support. The findings lead to the conclusion that teacher development courses in affective development, expanded internships, and affective
mentoring may be key contributions toward keeping these intelligent and caring young minds in the profession. The PDE makes recommendations for curriculum improvements in teacher education leading to more deliberative development of affective skills in teachers.

Rhim, (2002) conducted a study on School Privatization by way of a comprehensive management contract: A single case study of the extent to which privatization theory transfers to practice in a public charter school. This paper presents findings from a case study of a single charter school operated by Edison schools, include (the particular school remains) the study, grounded on the assumption that privatization improves efficiency, was done to document the relationship between the theory of school privatization. The study relied on literature based data to construct a theoretical frame.

Bovver (2003) of University of Toronto (Canada) studied about "Preparing for the first Ontario leather Qualifying Test" Experiences of teacher candidates and teacher-educators at the Ontario Institute for Studies in Education of the University of Toronto. This study rammed how six teacher candidates and three teacher-educators at the Ontario Institute for Studies in Education of the University of Toronto prepared for the first teacher licensure test in Canada in recent times, the Ontario Teacher Qualifying Test. A case study approach was used to document participants' experiences, with subsequent cross-case analyses revealing twelve key themes. Findings indicate that with previous experiences and personal beliefs about high-stakes testing, as well as self-knowledge, influenced how individuals approached test preparation. Additionally, lack of clarity regarding: (a) the content and format of the test itself; (b) the purpose of the test, and; (c) the way in which it was to be administered, affected participants' experiences in the teacher education program. Nevertheless, most teacher candidates reported being adequately prepared for the test. The study's findings include suggestions for ways to improve future teacher licensure test preparation.

Walton (2003) studied the evolution of the teacher education programs in the College of Education at the University of Nevada, Reno, between the years 1954 and 1998, in order to ascertain whether the original mission of the college was fulfilled. The College of Education was founded in 1954 specifically to alleviate the teacher shortage in the State of Nevada. At the time of its founding, the state's population had begun to increase rapidly and more teachers were needed for the burgeoning schools. The Board of Regents promulgated four strategies for the new college to utilize in order to alleviate the teacher shortage: aggressive recruitment in high schools for potential teachers, thorough training for undergraduates, an effective teacher placement program, and improved in-service opportunities for Nevada
Review of Related Literature

This study analyzed the college's activities under those four strategic throughout three major time periods in the college's history, corresponding to the tenure of the three deans who led the college between 1954 and 1998. The research findings demonstrated that throughout the 44 years of its history, while the college diligently attempted to produce more teachers for the state's schools, its capacity to produce enough teachers was outstripped by the overwhelming growth in the population of school-age children. Nevada's 17 school districts were able to fill only a quarter to a third of their positions with graduates from the state university system, and were forced to recruit throughout the United States for the majority of their teaching positions.

Gabbard (2003) studied the teacher education programs engaged in professional schools: A study of organizational change. As unique forms of school-college partnerships, Professional Development Schools (PDS) facilitated shared responsibility between teacher education programs and school for: (1) the clinical preparation of new teacher, (2) professional developments of school-and university-based faculty, (3) the support of children's learning and (4) inquiry aimed at simultaneously improving teaching and learning in both school and college environments. Few studies explore the changes within colleges and universities that contribute to the institutionalization of such partnerships. Aimed at understanding how change occurs within higher education, this study examined the organizational culture, curriculum, and patterns of inquiry of three different teacher education sites in Professional Development Schools relationship. Institutionalized change was studied using Goodman and Dean's (1984) five facets of institutionalization: knowledge of behavior, performance of behavior, preferences for the behavior, normative consensus, and values. Qualitative in nature, the study triangulated in-depth interviews and a cross-section of individuals from three established PDS sites and with an examination of related explanatory documents. The extant literature available on each of the sites was analyzed. Using a comparative case study approach, the study identified unique institutional elements as well as mutual themes across the three sites, revealing the complexities of PDS engagement for teacher education and implications for change in higher education as a whole. Findings indicate that significant alteration in the organizational culture, curriculum and patterns of inquiry contribute to the development and institutionalization of PDSs. Change in colleges with established PDSs is reciprocal, complementary, predictive, and visionary. Concluding that sustained transformational change may extend to the large institutions, five key factors contribute to such institutionalization: (1) institutional profile (history of innovative practice, size, clarity of mission, and alignment of institutional mission with PDS goals, values, and
strategies, (2) diffused models for shared leadership and authority for the change process, (3) creative resources identification and allocation, (4) explicit efforts at facilitating normative consents and democratic participation is process and structure of change efforts and (5) significant alteration of roles and rewards which support boundary-spanning efforts in ongoing partnerships. The study identifies recommendation for practitioners engaged in partnership activity and concludes with suggestion for further inquiry.

Finely (2003) of The George Washington University conducted a descriptive study of utilization of technology from a prospective of full-time faculty in Virginia's higher education teacher-preparation programs. This study investigates to what extent computer technology is available and utilized by Colleges of Education faculty who prepare pre-service teachers in the Commonwealth of Virginia teacher-preparation programs. The study intends to: (1) describe to what extent technology equipment is currently available for use by Virginia's Colleges of Education faculty for the delivery of instruction; (2) describe to what extent technology equipment is currently being utilized by Virginia's Colleges of education faculty for the delivery of instruction; (3) describe to what extent computer applications software are currently available for use by Virginia's Colleges of Mutation faculty for the delivery of instructions and (4) describe to what extent computer applications software is being utilized for the delivery of instruction by Virginia's Colleges of Education faculty. A survey instrument was mailed to faculty of all 37 Colleges of Education, who prepare teachers for licensure, in the Commonwealth of Virginia. The principle purpose of the study was to assess whether Colleges of Education faculty who prepare pre-service teachers have computer technology equipment and applications available for use in the classroom. The second part of the study was to determine to what extent technology equipment and applications are utilized for instruction in the classroom by faculty who prepare pre-service teacher for licensure. Descriptive statistical methods were used to analyze the data. The data analysis included frequency counts and percentages. The results of the study indicated that technology equipment and applications were available in all Colleges of Education that responded to the survey. However the utilization of technology equipment and applications varied. Older and familiar technology equipment such as the overhead projector, WIN/DOS computers and Video cassette records were utilized more than the upcoming technology equipment such as the Video Laser, Disc Player and Digital Camera. The same held true for the technology applications.

Hoffer (2003) from University of Virginia conducted a study on, "ISTE educational technology standards: Implementation in award-winning teacher education programs". In
1997, the National Association of Teacher Education (NATE) adopted the International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS) for preparing Pre-service teachers to use technology. Because the ISTE standards are guidelines and not prescriptions for practice, teacher education programs must develop their own approach to address them. Five years after the incorporation of the standards into the NATE accreditation process, it would be helpful to determine exactly how these standards are being addressed. This study examines how award-winning programs have implemented the standards. Specifically, the purpose was to determine in which courses the standards are addressed, how technology skills and concepts are taught and assessed, how much emphasis is placed on foundational technology skills versus pedagogical concepts related to integrating technology into teaching, and what barriers, incentives, and systemic support influence the implementation process. The sample for the study consisted of the seven teacher education programs, which had received the ISTE and NETS Distinguished Achievement Award for exemplary implementation of the standards. A multi-method approach to a data collection was used, including an analysis of documentation that the programs submitted for consideration for the ISTE and NETS Distinguished Achievement Award, related course syllabi, and instructor questionnaires and interviews. An implementation framework was developed, which outlined how each standard was addressed in each of the programs studied. Although it would be unrealistic to offer a blueprint of how to best implement the ISTE standards in teacher preparation, through the data analysis, three common issues emerged. Firstly, the programs studied used a variety of courses in the teacher preparation sequence to integrate the standards, including educational technology courses, teaching methods courses, foundational and other education courses, and field experiences. Secondly, the educational technology course does not necessarily focus on technical skills. Rather it can help complement and support other course in the program. Thirdly institutional support plays a key role in if and how these standards will be implemented.

King (2003) from Widener University conducted a study on Characteristics of undergraduate elementary reading teacher education programs in Pennsylvania's state system of higher education. It is essential that teacher education programs prepare students to be competent teachers in the field of reading and language arts. Currently there is a great deal of national, state, and local interest in teacher preparation programs, and some people believe that the preparation of elementary reading teacher is inadequate. This study investigated the undergraduate elementary education reading programs course requirements and course content at the 14 universities that comprise Pennsylvania's State System of Higher Education.
Data was obtained from a review of the required reading and language arts courses at each university and an examination of course syllabi. Additional information was obtained from questionnaires completed by instructors of the reading and language arts courses. Frequently distribution tables summarize the questionnaire responses and course syllabi information. The study includes a description of the reading and language arts course requirements in the undergraduate elementary teacher education programs and course content as it relates to the five essential elements of reading instruction identified by the report of the National Reading Panel. Results of the study reveal: (a) teacher education programs at the state universities include more required reading and language arts course than at any time in the past; (b) the undergraduate elementary education reading courses are based on current textbooks and the personal knowledge and experience of the instructors; (c) reading teacher-educators, at the state universities are experienced and highly-qualified; (d) reading teacher-educators are strongly influenced by the philosophical and political orientations of the International Reading Associations; (e) although reading educators disregard lie report of the National Reading Panel, they include the five essential elements of reading instruction as integral components of undergraduate elementary reading methods course content; The findings of this study indicate that course requirements and course content are the critical elements of effective teacher preparation programs.

Ralston (2003) of Pepperdine University conducted a study on online video cases: Encouraging reflective thinking in teacher education students. This study examined using online video cases to encourage reflective thinking (RT) in students in a university teacher education program. The typical participants were female, between the ages of 18 and 22, in their junior year of studying elementary education. However, some were older students and 19 of the participants had degrees in other disciplines. Participants completed questionnaires and posted reflections online. Some participants also completed journal forms, were interviewed, and allowed the researchers to examine class assignments. Three instructors using different presentation in discussion methods showed the video case. One instructor had very little class discussion. The second instructor stopped the video frequently to indicate issues, and then had a short class discussion. The third instructor showed the entire video, and then used the CaseNEX case analysis. Two sets of quantitative data were gathered. The first utilized the Reflective Thinking Questionnaire (Kember et al., 2000), included in the questionnaires completed by the participants. The second set compared counts of RT instances in discussion board postings made before and after class discussion. The counts were made using the categories of the Reflective Thinking model by Kember et al. (1999).
Qualitative data from journals and assignments was analyzed using the reflective practice clue structure (MacKinnon et al., 1999). The results of this study indicated that RT increased with the use of the video case. However it showed that RT was most influenced by the method of discussion used by the instructor. Students of the instructor who used the CaseNEX method showed the greatest increase in RT at the highest level. Data from the journal forms and assignments also showed an increased level of RT as the term progressed. Older students demonstrated a tendency toward higher levels of RT. Since few participants used the accompanying website outside of class, further research needs to be pursued to see if using the website and materials would increase RT. More research is needed on how the unique features of online video cases can be utilized as opposed to other video formats.

Oldenkamp (2003) carried out a study on the relationship between grade point average at admission to teacher education and subsequent pedagogical measures. The teaching profession in the United States is facing a dichotomous crisis. The quantity of teachers is threatening to drop at an alarming rate while policymakers and other stakeholders are questioning the quality of current and future teachers. Traditional teacher preparation programs at colleges and universities around the country are being scrutinized and criticized for the performance of their graduates. This study examined the relationship between admission grade point average (GPA) and subsequent pedagogical measures to determine if teacher education candidates who barely met this admission requirement were performing successfully at exit from the program. Existing data for admission and exit criteria were collected and analyzed for 145 student-teachers at Dakota State University for four semesters from Fall 2001 through Spring 2003. All student-teachers had met the minimal 2.50 GPA, received ratings from cooperating teachers during their student teaching experience, and completed a pedagogical exit exam, the Principles of Learning and Teaching (PLT) produced by Educational Testing Services. Correlation coefficients and one-way analyses of variance were produced for the relationships of the GPA to both the PLT and the student teaching evaluation by cooperating teachers. Teacher education candidates from this population with GPAs of 3.00 and above at admission to teacher education tended to achieve higher overall PLT scores than candidates with admission GPAs between 2.50 and 2.99. The higher overall PLT scores achieved by these candidates with CPAs of 3.00 and above were more often high enough to meet cutoff scores for licensure in the PLT scores achieved by those candidates with CPAs between 2.50 and 2.99. Teacher education candidates with GPAs of 3.00 and higher at admission to the teacher education program at Dakota State University did not necessarily tend to receive higher ratings from their cooperating teachers.
candidates with admission GPAs between 2.50 and 2.99 were not statistically disadvantaged in the possibility of achieving high ratings from cooperating teachers. The two exit measures of the Dakota State University teacher education program (PLT scores and ratings of student-teachers by cooperating teachers) did not produce consistent measures of teacher education candidate performance.

Lewis (2003) conducted a study on building an environment conducive to explore disabilities and differences in an introductory teacher education class. Political agenda and rhetoric overload notwithstanding, another new set of standards imposed on teacher education certification programs emphasize that all children can learn and student success relies heavily on the preparation of the teacher. At the large, urban university where the study took place, the intention is to provide a model of general education curricula that will prepare prospective teachers to address the needs of all students with disabilities and differences in general education classrooms. Examining a non-age, non-subject-specific, introductory teacher education course, the qualitative study investigated three primary questions: how did a teacher-educator help to promote an ongoing deconstruction of prospective teachers' perceptions of individuals with disabilities and differences in a general education curricula/classroom? How did these prospective educators learn to recognize and analyze their beliefs about and attitudes toward individuals with diagnosed and hidden disabilities and differences? And, how did these prospective educators describe their changing beliefs and assumptions about teaching and learning as a result of studying disabilities and differences in this introductory teacher education course. To summarize best the findings of this study, I submit: these prospective educators were able to begin to recognize, deconstruct, and analyze their beliefs about and attitudes toward individuals with disabilities and differences and about teaching and learning by being actively involved in an open and trusting environment, fostered by a teacher-educator who knows and embraces that this process is an ongoing one that trust be modeled and nurtured.

Hill (2003) conducted a panel study of the effects of teacher education, class size, and time-on-task on student achievement: Evidence from NELS: 88. Primary and secondary education in the United States are moving increasingly to a standards-based system in which the quality of the educational experiences available to the nation's young people is measured by student performance on standardized tests. Given state and local budget constraints, it is important for policy makers to have information about the factors most likely to increase student achievement. The effect of a number of inputs to the educational production process in mathematics, reading, and science are studied using a student-specific fixed-effects
framework and data from the National Education Longitudinal Study of 1988 (NELS: 88). Three key questions are addressed in this dissertation. First, is teacher education important in determining student achievement in mathematics, reading, and science? If teacher education is important, what type of teacher education matters? Second, do class size and the level of distractions in the classroom affect student achievement? Third, do increases in the amount of homework assigned and the source of the homework data; either from the student or from the teacher, have an effect on student achievement? The results suggest that teacher education is important in determining student achievement. Teacher graduate education in the field the student’s studying contributes significantly to higher student achievement in mathematics, reading, and science, but teacher graduate degree in education have little or no effect on student performance. Additional homework has a consistent, statistically significant, positive effect on student achievement and there seems to be little evidence that the use of the student’s measure of homework biases results, a concern noted by Betts. Class size provides inconsistent effects. Decreasing the level of distractions in the classroom has a consistent, positive effect on student achievement.

Mcneal (2004) carried out a study on What difference does it make? The influence of an urban multicultural teacher education program on novice teachers' multicultural classrooms. The increasing cultural diversity of the student population in the United States has created an urgent need for multicultural teacher education programs (MTEPs) to prepare effectively culturally responsive teachers who are capable of facilitating the academic success of diverse learners. The purpose of this study was to investigate novice secondary English teachers intended and implemented multicultural classroom practices. Qualitative data was collected and analyzed from two novice secondary English teachers employed by the same school district serving diverse populations. Findings from the study indicated a high level of consistency between the teachers intended general and content specific multicultural practices and their implemented practices. The factors supporting multicultural infusion were the teachers' previous experiences with diverse population, the teachers' own previous meaningful high school experiences, and the teachers' backgrounds similar to their students. The impeding factors were the structure of the school, time constraints, racism, and tracking.

Bhatia et al. (2004) attempted to study the adjustment of secondary school teachers in relation to their interest and attitude towards teaching. The objective of study were: (1) to study the relationship between adjustment of secondary school teachers and their interest in teaching, (2) to study the relationship between adjustment of secondary school teachers and their attitude towards teaching, and (3) to study the effect of sex, type of management, marital
status, and age and experience on the adjustment of secondary school teachers. The findings of study were: (1) there was a significant and positive correlation between adjustment of secondary school teachers and their interest in and attitude towards teaching, (2) differences in interest in teaching, attitude towards teaching, sex, type of management, marital status, age and experience of secondary school teachers accounted for significant differences in their adjustment.

Pillai (2004) studied the impact of Practicing Schools on Quality Teaching Practice of Teacher Trainees. The objectives of the study were: (1) to identify the facilities available in the practicing schools; (2) to see if there is any influence of guide teachers on the performance of teacher trainees; (3) to assess the quality of performance of the teacher trainees during the practice teaching session; and (4) to see whether there is any impact of facilities available in the practicing schools on the quality of performance of the teacher trainees. Findings were: (1) 37.5% of the selected practicing schools provided sufficient facilities for teacher trainees. The facility was low or poor in nearly 50% of the schools, (2) all the guide teachers in the practicing schools were interested in guiding the teacher trainees, (3) the teaching practice of teacher trainees was satisfactory only in 31.3% of schools. In more than 40% of the schools, the teaching practice was not satisfactory, (4) the facilities available in practicing schools played a significant role in improving the quality of teaching practice of teacher trainees.

Geo-Jaja (2004) argued that the politicisation of decentralisation appreciably reduces educational quality and efficient resource allocation and negatively affects matters of equity in delivery of education, the present study provides a critique of decentralisation and privatisation in education in Africa with special reference to Nigeria. On the basis of the experiences of other nations, the author suggests that both decentralisation and privatisation in education--especially the introduction of user fees--have created a new dimension of educational inequality in Nigeria as well. In this case, it can be seen that indicators of efficiency declined significantly in line with negative trends in national-government appropriations to sub-national governments and the education sector. The author concludes that no linkage can be asserted to exist between decentralisation and educational improvement.

Ngai (2004) reported that over the past decades, multicultural education advocates have proposed various educational strategies and teaching approaches for K-12 that have enjoyed limited application. In-service and pre-service educators are still not well prepared for implementing multicultural education. In order to advance K-12 multicultural education,
effective teaching and learning must start at the teacher education level. A curriculum/program reform model is needed that will move multicultural teacher education beyond the common isolated-course approach. The author proposes that Banks' (1991, 2001) Multicultural Model and Ethnonational Model, originally designed for K-12 curriculum reform, be adapted in university teacher education programs. The proposed trans-course approach allows for long-term exposure that reinforces multicultural concepts and issues, and provides continuous development of intercultural-action skills throughout a teacher education program. When school teachers have experienced the multicultural curriculum suggested by Banks and have achieved the multicultural competence that Banks and Koehn (2001) and Rosenau (2002) advocate, they will be capable of helping K-12 students develop the kind of knowledge, dispositions, and skills required for effective and meaningful participation in the globalizing world.

Zhang (2004) explored curriculum evolution processes in relation to socio-cultural considerations with respect to a (Teacher of English as a Foreign Language) TEFL program conducted in Singapore for in service (English-as-a-foreign-language) EFL trainee-teachers from the People's Republic of China (PRC). It reports on how curriculum evolution was motivated by socio-cultural considerations to meet trainee-teachers' professional needs. The effort was characterized by curriculum realignment initiatives on the Postgraduate Diploma in English Language Teaching (PGDELT) program, which has trained consecutively for 18 years over 600 tertiary in service EFL teachers from the PRC within the socio-cultural and socio-linguistic context of Singapore, where multiculturalism and multilingualism are the norm. The paper starts with a review of the PGDELT, followed by a study of participant feedback and reflections on the curriculum change. Data collection was through questionnaires and interviews. The results suggest that the new curriculum was acclaimed to better serve the in service trainee-teachers' professional needs and benefit their career advancement in their home country. Implications of such curriculum realignment efforts are also discussed.

Minsun et al. (2004) intended to assess whether a standards-based integrated teacher preparation curriculum is more beneficial in developing professional competencies than a traditional course-oriented curriculum at a college of education in a state university. Using multivariate analysis of variance, we found that students who went through the new integrated curriculum reported higher levels of professional preparation in all 13 standards and competency areas than those who went through the traditional course-oriented curriculum. This finding remained strong even when the teaching majors were included and
controlled as another factor variable. Students in the integrated curriculum and those in the traditional curriculum had comparable characteristics, high school grade point averages (GAPs), and college GPAs. Additional related findings and suggestions for future studies also emerged.

Beresford-Hill (2004) examined educational privatization in Eastern Europe. The essays represent a variety of perspectives on education systems in various stages of evolution. The chapters are divided into three groups. The first three chapters discuss educational change and the privatization movement in the Baltic republics of Lithuania, Latvia, and Estonia. The second group of articles examine developments in Hungary and the Czech Republic, while the final grouping is concerned with progress in Poland and Romania. The chapters on the Baltic experience address issues involved in the restructuring of educational systems and discuss the problems of integrating markets and educational policies. Quality control and the assessment of performance indicators, particularly as they relate to institutions that are not part of the state system, are also priorities for educators in this region. The second section describes policy reform and privatization in elementary and secondary education in Hungary and education and ideology in the Czech Republic during transition and after. The final section discusses the development of nonpublic education in Poland; education, ideological change, and privatization in Romania; and educational freedom and the movement for school choice in Eastern Europe. (RJM)

Bacevich (2004) reported that research has long recognized the value of video technology in supporting preservice teachers' learning, and recent technological and conceptual advances further demonstrate its potential as an everyday tool for teacher education. This dissertation examines video's role in efforts to develop a "practice-based" curriculum for teacher education. Within a practice-focused theoretical framework (Reckwitz, 2002), this case study addresses features of the enacted curriculum that emerged as preservice teachers regularly shared and discussed videos of their teaching. The primary research question is: "What curriculum for teacher education can develop over time through instructional use of video records of preservice teachers' practice?" Data were collected in a master's level secondary teacher education program in which preservice teachers used video technology to record their teaching throughout the student teaching semester. The data included recordings of 16 discussions in which preservice teachers discussed their teaching videos with their peers, recordings of teacher-educators' planning meetings, and documents related to the teacher education program and course. Through an activity theory lens, I examined the loose structure provided by the teacher-educators' instructional model for video
discussions and the ways participants developed this model within discussions. Through verbal analysis methods (Chi, 1997), I identified the discourse moves enacted by participants, the categories of content addressed, and the degree of alignment with the theoretical conception of teaching as a practice. The findings reveal a curriculum that emphasized the teacher's authority to act in ways that influence her students' classroom experiences—particularly their participation and engagement—while accounting for the nuances of particular teaching contexts. The enacted curriculum was characterized by preservice teachers' collective engagement in clinical reasoning and the interplay of evidence from both the video and their experiences, within an instructional setting characterized by a "culture of nice." The findings illustrate the promise and challenge of using videos of preservice teachers' teaching as a practice-based approach to teacher education; the dissertation addresses implications at the teacher education program level and for the larger project of developing curriculum for practice-based teacher education.

Rose (2005) explored progress in designing and implementing privatisation and decentralisation reforms in the education sector, which have become increasingly advocated by international agencies over the past two decades. Privatisation can be considered one of the organisational forms of decentralisation—indicating a transfer of authority and responsibility from government to private hands. However, in national policy, the reforms are often considered independently of each other. Importantly, evidence from Malawi indicates that there are differences in implementation of the reforms. Decentralisation is taking place by design, but progressing slowly as the central government seeks to maintain control over the education sector. By contrast, private schools have been rapidly expanding by default in some areas of Malawi, paradoxically resulting in a shift in control away from the central government, with potential adverse consequences for educational quality.

Clark (2005) reported that initial teacher education programmes, in order to comply with the requirements for teacher registration, are usually expected to introduce student-teachers to the mandated curriculum. Often this is done uncritically, so students tend to accept rather than examine the underlying epistemological model which partitions knowledge into distinct "pillars of wisdom". But there is little agreement over how knowledge is to be partitioned, which raises the question if it can be partitioned at all. A different philosophical model--holism--is proposed based on the metaphor of a spider's web, and the Queensland "New Basics" project is given as an example which fits this alternative approach. A second problem is in the overcrowding of the curriculum and here Project 2061 offers a set of robust criteria for making rational decisions about curriculum content.
Sidhu (2005) reported that admissions to the B.Ed. courses in 2005-06 are going on through central counseling in Punjab University, Chandigarh, for nearly 110 colleges in this region. Some more colleges are expected to join in during the second counseling session scheduled for August 27. Last year, admissions to 37 B.Ed. colleges for this region were held in Guru Nanak Dev University, Amritsar. This is an over 200 per cent increase in the number of colleges for counseling. B.Ed. colleges come into existence after these are screened by the NCTE at Jaipur and the university of the area concerned. In the last session, the management quota seats (15 per cent) introduced the first time fetched donations ranging from Rs 1 lakh to 1.5 lakhs. This year, it ranged from 1 lakh to 2 lakh. The fees in private colleges start from Rs 32,500 and may add up other sundry expenses. For 100 seats, a private college earns Rs 50 lakh per year.

Most of the new institutes sprang up hurriedly in order to cash on this booty. In the process, norms required to run the institutes were thrown to the winds. Most of the new institutes are without principals and, to make the matter worse, a good number of these colleges have not even a single qualified teacher. Some institutes offered premium amounts for qualified persons working else where for just appearing in interview to complete the formalities on paper. How these colleges managed to participate in the counseling session without proper staff is anybody’s guess. After gaining qualification to become eligible for admission, aspirants are sweating it out in the counseling sessions, which sometimes go past midnight. Most of the colleges conducting these sessions have entered after flouting all norms and are playing on the minds of the unsuspecting students. Even otherwise, a student has no choice but to choose from the available institutes. How these new colleges are going to handle these students in the absence of able staff or principal remains a question. Who will teach these students? What are the rights of students after they join these institutes? Who is accountable for this mess? What is the role of government in it? It should be endured that a new institute should come into existence only after satisfying all norms. Eligibility of privately managed participating colleges should be thoroughly examined and only those who fulfill the norms should be allowed to participate in the second counseling, or it will amount to selling the degree. The students enrolled by institutes that fail the eligibility criteria should be adjusted in other institutes in the second counseling. The authorities concerned should take the matter seriously and save the academic future of the students who are falling into the trap laid by these fly-by-night operators.

Diezmann (2005) advocated the development of high-level research capability in some students in their undergraduate Bachelor of Education course. The rationale for this
viewpoint is presented in relation to three questions: "What is educational research?" "Why should universities develop high-level research capability in some pre-service teacher education graduates?" and "What type of curriculum can support the development of high-level research capability in some pre-service teacher education graduates?" The first two questions are addressed broadly. The latter question is addressed with reference to an existing Research Pathway within a Bachelor of Education course. The paper concludes with the identification of a priority issue for subsequent iterations of the Pathway and a reflection on the shift in my role as a teacher in this Pathway from "teacher researcher" to "scholarly teacher".

Jennifer et al. (2005) reported that the increasing number of English language learners (ELLs) in U.S. schools requires rethinking teacher education (TE). Most teachers have received little preparation in how to educate ELLs. Change in TE programs is needed to ensure that TE students are prepared to teach ELLs. Such change begins by educating TE faculty first. One catalyst for change, a faculty institute in which faculty, doctoral students, and public school personnel participated, is described here. Analysis of the process, the content, and course changes illustrated this TE program's efforts to infuse the curriculum with ELL scholarship. Change occurred with respect to individual faculty knowledge and awareness and resulted in changes to course syllabi. Emerging issues during the process illustrate how context influenced this change effort. TE programs need to adopt changes in order to graduate teachers confident in their knowledge of and preparation for multilingual and multicultural populations in order to serve all pupils effectively.

Cribb and Stephen (2005) argued that the privatisation of education needs to be understood through an ethical lens, and suggest a broad framework through which privatisation policies and practices might be ethically audited. These policies and practices it has suggested are creating new ethical spaces and new clusters of goals, obligations and dispositions. Whatever the merits of our particular reading of these changes, we would call for an urgent public debate on these questions one that looks beyond broad ideological questions to consider the effects of privatization on the nature of the services provided.

Patel (2006) reported that hundreds of unemployed B.Ed. teachers gathered at the local Teacher’ Home for a rally here today. They later marched through the town shouting slogans and burnt the “bundle of false promises” made to them by the Punjab government. Unemployed B.Ed. Teachers Front state president Sukhdarshan Singh warned of intensified stir if their demands were not accepted. The government, he said, had played a cruel joke on 1,25,000 of them, who had no jobs, by inviting application for just 2,614 posts against 60,000
vacancies. Education Minister Partap Singh Bajwa had promised 34,000 posts, and the Chief Minister 60,000, at a recent meeting with them, he said. Sangrur: At Sangrur too, the Front led by district president Harvinder Singh Barnala burnt “the bundle of false promises” made by the government at Barnala chowk. The front is all set to oppose the chief minister’s Vikas Yatra for taking them for a ride, they said.

Gopinathan (2006) reported that while considerable attention is being paid to reforming education systems to prepare students for the challenges of globalization and a knowledge-based economy, teacher education models in the Asia Pacific remain insufficiently critiqued. There is an urgent need to rethink teacher education as, in spite of decades of investment and development, major problems of inequality, attrition, incomplete and inadequate learning continue to blight our education systems. It is proposed that teacher education needs to become more culturally authentic as teaching and learning are best viewed as culturally scripted activities. The utilization of indigenous knowledge will be central to this task. The article concludes with some suggestions for how the task may be started.

James and Pauline (2006) reported that three types of privatisation are identified—involving demand-side financing, reforms to the educational supply-side and "de facto" privatisation, where responsibilities are transferred to the private sector, through the rapid growth of private schools, rather than through reform or legislation. Although "de facto" privatisation may arise because of parental dissatisfaction with state education, it is perceived as undesirable in the literature. Findings from a recent study on private schools in Ghana, Nigeria and India are outlined to explore this issue. The results show a majority of enrolment is in private schools in poor urban and peri-urban areas, and a significant minority in rural areas. Regarding teacher activity, private schools appear superior to government schools, while private school children outperform government children on maths and English, even though expenditure on teacher salaries is much lower in private than government schools. In the context of this evidence, three major objections to the place of "de facto" privatization in meeting the educational needs of the poor are explored and challenged.

Biggs (2006) reported that the purpose of this study was to learn what teacher-educators think is important in forming our future teaching force. This study showed that most teacher-educators feel they have quality programs. Teacher-educators believed their programs prepare graduates well for their first year of teaching. They felt most programs are of quality in the state of Ohio. They were pleased with the current emphasis on pedagogy, subject area, and general education requirements. Teacher-educators were concerned about
the importance of quality in field and clinical experiences. The overall quality of teacher education programs in Ohio is better than in the past.

Narayana (2006) focused on economic analysis of privatisation policies and post privatisation control devices in India’s higher education. As a case study, the experiences of Karnataka State in collegiate education under general higher education are emphasised. A change in public financing, rather than a shift of public ownership and management to private sector, is the most dominant feature of privatisation policies. The impact of privatisation is estimated in terms of fiscal effect, price effect, and effects on quality, equity, and affordability. To overcome the negative effects of privatisation policies, the need for post privatisation control devices are argued, and a few policy devices are suggested. The Organisation for Economic Cooperation and Development experiences in postprivatisation control devices for manufacturing and infrastructure privatisation are shown to have relevance for both privatisation and globalisation of higher education services, especially in view of bringing education services for negotiations under the World Trade Organisation's General Agreement on Trade in Services.

Dhaliwal (2007) reported that with the objective of checking the mushroom growth of B.Ed. colleges and ETT institutions in Punjab, the state government has changed the criteria for permission to set up of such institutions. There are about 150 B.Ed. colleges in the state at present. A few years ago, there used to be five or six such colleges. Already, about one lakh persons holding the B.Ed. degree are unemployed in the state. Questions had been raised earlier regarding the circumstances under which the previous government allowed the setting up of so many B.Ed. colleges in the state. There are many B.Ed. colleges without adequate staff and also principals. Education minister Upinderjit Kaur told The Tribune that any organization keen to set up a B.Ed. college or ETT institutions would have to apply first to the state government. On receiving the applications, the state would set up a committee to verify whether there was proper infrastructure such as a building available with the organization. She said that earlier interested parties used to apply to the national center for higher education in Jaipur. After getting approval from Jaipur, the parties used to inform the state government to seek approval and affiliation from the university concerned. “We have decided to stop the earlier practice” she said. Many such colleges were facing problems in recruiting teaching staff and principals. Upinderjit Kaur said the criteria for B.Ed. colleges would also be applicable in the case of ETT institutions. She said there was need to maintain certain standards as for as the training of teachers was concerned. The question is whether the government will ask the officials concerned and the universities which had granted affiliation
to B.Ed. colleges in the past, to recheck the infrastructure available in such colleges. Sources say that in certain universities the committees set up for inspecting B.Ed. colleges for the grant of affiliation had refused to recommend affiliation. However, under political pressure those panels were asked to recommend the grant of affiliation.

Mohan (2007) reported that about 20 of a total 50 bachelor in education (B.Ed.) colleges functioning under Punjabi University, Patiala, face disaffiliation. Most of these colleges are located in Ropar, Sangrur and Bathinda districts. Sources here said Vice-Chancellor Swarn Singh Boparai got conducted a surprise inspection of the colleges amidst reports of inadequate staff and infrastructure. There were complaints that a few of the colleges were even running from rented buildings. According to rules, all B.Ed. colleges functioning under the university should have at least one regular principal and four regular lecturers. The colleges have been allowed to recruit three lecturers on ad hoc basis. However, in the surprise checking of colleges by the committee it was found that the 20 colleges in question did not have regular teaching staff or principals. They also did not have laboratories in place that were mandatory for conducting the course. The colleges that were found short of staff or infrastructure have been issued notice. If they fail to meet the minimum basic requirement for teaching staff or infrastructure, they might not be allowed to conduct admissions by the university this year. The sources also said that the surprise checking by the university had ruffled a few VIPs who were running the colleges through the back door. One such powerful person is said to have approached the VC after a fine of Rs 2 lakh was imposed on Ambika B.Ed. College for running the institute from a rented premises. The spokesman for the university, B.S Sandhu admitted that 20 B.Ed. colleges had been issued notices as they were found to be lacking staff or infrastructure during surprise checking. He said the university had taken the strong step to protect the interests of the students who were undertaking courses in such colleges. The students were neither being provided teachers nor adequate infrastructure for studies.

Bhakoo (2007) reported that there has been an unprecedented increase in the number of B.Ed. colleges in Punjab in the past four years. Against 23 B.Ed. colleges in 2003 there are 134 colleges now. Of these, however, 93 have temporarily affiliation with Guru Nanak Dev University, Amritsar, Panjab University, Chandigarh, and Punjabi University, Patiala. Some of these do not have proper infrastructure either. The experts in the field have expressed concern over the haphazard mushrooming of B.Ed. colleges in the state. According to sources, no government aid was given to these private colleges, but still managements would earn up to Rs 40 lakh in the first year itself. In 2003 only eight B.Ed. colleges were affiliated
with Guru Nanak Dev University, whereas today 28 colleges have got affiliation. Thirteen more colleges have temporarily affiliation with the university. Just three B.Ed. colleges were affiliated with Punjabi University in 2003. Now the number of B.Ed. colleges has increased to 55 this year and 44 more colleges have got temporarily affiliation. Same is the case with Panjab University. Only 12 colleges were affiliated to it in 2003 but 51 more colleges have come up in the past four years. Another 36 B.Ed. colleges have temporary affiliation with it. Tarsem Bahia, one of the senate members, Panjab University, said the government must take necessary steps to stop the mushrooming of B.Ed. colleges. “There are already one lakh unemployed B.Ed. teachers in the state. After a ban on recruitment, the state government has decided to fill just 4,000 posts this year, which means several thousands will still remain unemployed.” As if it is not enough, the managements have been minting money by providing seats to B.Ed. aspirants from the management quota all these years. According to sources, the students seeking admission in the management quota were ready to pay anything between Rs 1 lakh to Rs 2 lakh for a seat.

Singh (2007) reported that the liberal approvals granted to a number of new B.Ed. colleges in two months into the current session have raised many questions. The NOCs have come at a time when mushrooming of education colleges has already created an army of unemployed youth in Punjab, who are not finished products as teacher. Six years ago, Punjab had only 18 B.Ed. colleges, while the number this year has jumped to 159 and seats have increased to 19,550 nearly 5,000 up from previous years. The state and National Council of Teacher Education (NCTE) contributed to the chaos this year by relaxing a number of norms and issuing no-objection certificates (NOCs) by the dozen. The number of seats sky rocketed, as many colleges were allowed to double the intake. This year, Punjabi University was assigned to counsel students for all B.Ed. admissions in the state. The unprecedented number of NOCs issued to B.Ed. colleges even after the first week of September is to blame for this situation. It’s difficult for students admitted two months late to cover up the syllabus and fulfill the conditions of logging a minimum of 200 days of teaching and training. The state, according to sources in the government, issued NOCs to B.Ed. colleges even in October and a college was issued this certificate as late as November 7, the final day of counseling. Earlier, to be principal in any education college, you needed to have taught in similar institution for at least 10 years. The state government, by issuing a circular in August, lowered this eligibility criterion to allow more entrepreneurs to open B.Ed. colleges. The new guidelines allowed candidates with just a seven-year stint at senior secondary school to be eligible for the same post. “The way the rules were relaxed and the NOCs issued raises serious doubts on the
functioning of the state government and NCTE,” said a teacher from one of government-run B.Ed. colleges, who wishes to remain anonymous. It is reported that the Director Public Instructions (College) plans to abolish holidays for late-admitted students. Punjabi University Dean of Colleges Jagtar Singh said the institution had to move according to the state guidelines. It could not comment on the large number of NOCs issued even during counseling, he said. When contacted, state coordinator for B.Ed. counseling Dr. N.S Attri accepted that the counseling had been delayed, as the state had kept on approving more colleges. We even fit in a college on the last day of counseling on November 7,” he said. DPI (College) Kawarjit Singh said the norms related to the teaching staff had to be relaxed, as qualified professionals had not been available. Justifying late counseling, he said some colleges had not been able to get the NOCs earlier owing to procedural delays. On how late-admitted students would be able to cover up the syllabus, he said it was for the universities and NCTE to decide.

Garg (2007) reported that the number of Bachelor of Education (B.Ed.) colleges in Punjab has increased manifold during the past four years. As against 23 in 2003, the number now stands at 136. And it is likely to swell in the future because these colleges are treated as money-minting machines. In a meeting of the Syndicate held in November last year, the Vice-Chancellor of Panjab University, Chandigarh admitted that some colleges were running in demolished poultry sheds, including one in a cowshed, while some are housed in rented buildings. These colleges have come under cloud for inadequate infrastructure, unqualified staff and part-time principals, good libraries, hostels and other facilities. Laboratories mandatory under conditions laid down by the National Council of Teacher Education (NCTE) are non-existent in many colleges. Despite all this, these colleges have succeeded in obtaining temporary/provisional affiliation from the university.

Mmok (2007) attempted to analyze how governments in Malaysia and Thailand have adopted indirect policy instruments along the lines of "corporatization" and "privatization" to reform higher education governance. By focusing on a few key issues related to changing state and education relationships and new regulatory arrangements when higher education service providers and funding sources are increasing.

Camilleri (2008) reported that the presentation looks at the latest statistics on participation in Higher Education, to question whether privatization of systems has significant effects on participation, affordability and equity of Higher Education. It further looks into questions of autonomy and governance of Higher Education systems in private and
Review of Related Literature

public systems, and finally highlights the differences between the European and US approaches to governing and funding institutions.

Halakatti and Mundasnavar (2009) reported that education lays foundation of our future citizens, civilization and our society at large. The concept of learning throughout life is emerging as one of the key aspects of the 21st century learning. It has a key role in formulating and achieving a future vision. Teaching is an important aspect of the educational system. Teachers are the torch bearers in achieving social cohesion, national integration and a learning society. They not only disseminate knowledge but also create and generate new knowledge. The National Policy on Education, 1986, stipulates that teacher education is a continuous process and its Pre-service and In-service components are inseparable. Professional development of teachers begin with Pre-service and gets renewed through In-service programs. The teachers should be well versed with the latest developments in their field. Therefore it is necessary that continuous training should be provided to teachers of higher education throughout their career to keep them abreast of the new knowledge and information in the field of education.

Dhillon and Kaur (2010) said that the pivotal role of a teacher in nation building is universally recognized. According to Crow and Crow, “A good teacher and the quality of his teaching has always been of paramount to a free man and to a free society.” Teachers pave the way for enlightened society, so effective teachers do it effectively.

Joshi (2010) reported that some private B.Ed. colleges, falling under the purview of the Federation of Self-Financed Colleges of Education, Punjab, are allegedly adopting wrong practices to ensure admissions to their institutions. Several aspirants for admissions in these colleges said many colleges, especially the St.Soldier College of Education on Kartarpur road, are pressurizing students to deposit original certificates. The staff of several colleges were pressurizing students to deposit Rs 5,000 in advance, they alleged, adding Rs. 600 was charged from them for the form besides charging a similar sum for the scratch card. A Tribune team visited the St. Soldier College of Education to verify the veracity of allegations and found them correct. Students present there were not given any receipt for keeping their original certificates and depositing the advance money. Staff members gave a bizarre logic that the advance money and original certificates were taken to ensure admissions in their colleges. “If a student is allotted a seat in their college on the declaration of a provisional merit list on August 12, but he refuses to take admission, he/she will be returned original certificates after paying the remaining Rs. 45,000”, they added. To a further query, they said if the student was not given a seat in their college, original certificates and Rs. 5,000 taken in
advance would be returned. The chairman of the St. Soldier Group of Educational Institutions and federation vice-president Anil Chopra, claimed only some students were asked to deposit their original certificates and they were asked to get back after verification the next day.

Baine (2010) examined ways in which privatization of education is affecting the search for gender justice through education focusing on Uganda's higher education institutions (HEIs). Since 1988 when the first private university was opened, the winds of change have swept Uganda's higher education sector to change how it is financed and managed. The shift has been from the state as the sole player to fully private HEIs operated as commercial enterprises alongside state-owned ones. Even institutions that are still owned by the state are being run on the basis of free market principles. How then is the process of privatisation/liberalisation of higher education affecting establishment and/or sustainability of programmes that promote social justice, particularly gender justice in higher education and ultimately the education system? What are the implications for future efforts to promote and sustain gender justice in higher education? This paper, based on gender-focused semi-ethnographic research in Uganda's HEIs, is an attempt to answer these questions within the context of current political, economic and social changes.

Skinner (2010) argued that the implications of the concept of situated learning are important when developing a curriculum for initial teacher education (ITE). It describes and analyses the use of a model of ITE designed to stimulate discussions promoting the development of professional craft knowledge situated mainly in schools and to connect these with a wider research-based understanding of educational issues situated mainly in the context of university departments. Findings from a study of trainee teachers following a one-year postgraduate ITE programme based on this model indicate that it did help trainees to develop professional craft knowledge. However, socio-cultural differences between the school and university contexts made it difficult for trainees to translate ideas introduced in the university into their school-based practice. The implications of these findings for developing the model and for ITE in general are discussed.

Pamela et al. (2010) reported that the American Association of Colleges of Teacher Education (AACTE) published "The Knowledge Base for the Beginner Teacher". More than a decade later, teachers, teacher-educators and scholars from across the country came together to revise and refine the curriculum in teacher education. This article focuses on the recommendations of the Committee on Teacher Education (CTE) which wrote three books describing the basic foundational knowledge that all American teachers—including special education teachers--should know before they graduated from their pre-service programs. In
this paper, the authors articulate the CTE's recommendations and then provide additional special education content recommendations for general education teachers working in highly diverse inclusive classrooms.

Papier (2010) analysed recent national policy on further education and training (FET) college lecturer development in South Africa in the light of more established curricula and practice for the training of vocational teachers internationally. The policy published by the National Department of Education suggests standards for college teaching which encompass academic competence, work experience and pedagogic competence. However, qualifications are yet to be designed, developed and offered by universities and other providers that hold responsibility for teacher education. The article explores local and global Vocational Teacher Education (VTE) policies and curricula in an attempt to highlight the agreed-upon elements of curricula that could pave the way for South African policy on vocational lecturer development to be implemented.

Paivi et al. (2010) sought to contribute to discussions on the development of teacher education by analysing teacher-educators' talk concerning curriculum reform. The curriculum is understood as a mediating construction between teacher-educators and the social context, and the development of the curriculum is seen as a negotiation process between global discourses and local actors. Our aim was to understand the contrasting discourses used by teacher-educators in talking about curriculum development, on the grounds that such discourses frame interpretations that direct the implementation of teacher education as a whole. Five contrasting interpretative repertoires were found. We illustrate these and discuss what they imply for the development of teacher education.

Biswas and Das (2011) reported that teacher education plays a crucial role in structuring present systems of society and shaping the future of nation. It has been rightly said that the quality of education and the development aspects in all sectors of a country depend much upon the quality of its teachers. The quality of training imparted to the teachers in the teacher education institutions is quite important in the present context.

Dewi (2011) reported that increasing costs of running educational institutions and funding educational programs, coupled with decreasing government subsidies to support such costs, have made privatisation and marketisation of higher education a common phenomenon throughout the world. The article presents the development of this trend in Indonesia utilizing two recent government regulations: Badan Hukum Milik Negara (BHMN/State Owned Legal Institution) law of 1999, and Badan Hukum Pendidikan (Educational Legal Institution) law of 2010. Three main criticisms to the regulations include impartiality towards low-income
students, the government's reduced responsibility and commitment to education and commercialization of public universities. The article argues that the regulations and their main criticisms have failed to address the underlying causes to educational inequity and the lack of emphasis on the impacts of privatisation and marketisation on academic values and purposes of higher education. The article emphasizes the need to revisit the purposes of higher education, to reinforce academic standards and values, and to strengthen the teaching profession.

2.2 Studies Related to Perception

Fortune, et al. (1965) designed a questionnaire to assess attitudes of students towards micro teaching technique in Stanford summer micro technique clinic. The result was quite encouraging. It was found that 60 percent of the participating students reported their micro teaching experience either very or extremely valuable.

Dhadwal (1981) in his study of attitude of B.Ed. trainees towards teaching profession found that trainees belonging to urban areas have more favourable attitude as compared to those belonging to rural areas. Men have less favourable attitude as compared to women towards teaching profession.

Raina (1990) found that there was no significant difference in attitude towards teaching profession. Between the in-service education science, arts and commerce teachers differed significantly in their attitude to teaching.

Sharma (1984) found about 75 percent of student-teachers were below average in aptitude and intellectual ability. An insignificant difference was found in teaching aptitude ability in sex-wise and discipline-wise comparison. A positive correlation was found between teaching aptitude, intellectual level and morality of prospective teachers.

Bhanwari (1986) reported that science graduate teachers had higher role perspective than arts and commerce graduates. The women teachers coming from urban areas had a better role perspective than those from rural area.

Singh (1990) revealed that in rural setting, teachers join teaching profession who have positive attitude towards teaching profession. But in case of urban set up, even those people join the teaching profession who may not be having positive attitude towards the profession. But do not differ significantly in their attitude towards teaching profession.

Rama (1992) conducted a study on job satisfaction, attitude towards teaching, job involvement, efficiency of teaching and perception of organizational climate of teachers of residential and non-residential schools and found that considering overall job satisfaction, the
teachers were neither satisfied nor dissatisfied with their job. Considering overall attitude, the teachers had a favourable attitude towards teaching.

Ganapathy (1992) conducted a study of self-concept of student-teachers and their attitude towards teaching profession and found that both male and female student-teachers had favourable attitude towards teaching profession.

Fisher (1993) assessed the effects of a year long clinical supervision internship on the attitudes and teaching behaviours of pre-service teachers. It addressed the issue raised in a number of national reports on restructuring education to increase the length of the internship experience aspect of teacher training.

Sharma and Kumar (1993) determined the relative importance of various teaching skills suitable for effective teaching at the secondary stage in terms of preference of practicing teacher and he found that there are many observable behaviours, which the teacher can use in the class to bring home to the pupil an idea, a point or a thought and such observable behaviours are termed as teaching skills. The skills of performing pupils participation using teaching aids and questioning were found to be the most important teaching skills.

Shukla (1997) conducted a study on the attitude of the college teachers towards their profession and found that majority of teachers show favourable attitude towards their profession. Female teachers show greater positive attitude than male teachers.

Trehan (1998) conducted a study on mental health of pre-service and in-service primary teachers in relation to their attitude towards teaching profession and found that no significant relationship was found between the mental health of pre-service and in-service primary teachers and their attitude towards teaching profession.

Nease (2000) suggest that individual’s decision to attend training and development programmes may be based on complex factors and personal goals. The results of the present study show that the B.Ed. students have definite motives and goals to join teacher training programme.

Kapoor (2000) conducted a research work on the “Attitude of Urban and Rural Teacher” and found the overall attitude of rural and urban teachers of senior secondary schools of Chandigarh. Attitude of teachers teaching in senior secondary schools of Chandigarh showed comparatively favourable attitude than the teachers teaching in schools of rural area.

Sali (2003) studied the attitude of teachers towards four aspects of in-service training programme i.e. content enrichment of school subject, teaching methods, new trends in
education and innovation in education and interpreted favourable attitude towards different aspects.

Depaul et al. (2003) studied the difference in the attitude of elementary school teachers towards in-service education in between non graduates, graduates and post-graduate, married, unmarried, urban and rural. The result showed that there is no significant differences between the mean attitude score towards the in-service education with regard to different variables.

Sharma (2006) conducted a Study of Teaching Aptitude in Relation to General Teaching Competency, Professional Teaching and Academic Achievements of B.Ed. Pupil Teachers and found that discipline and sex of the pupil teachers does not contribute towards teaching aptitude of pupil teachers.

Reddy (2007) found that the majority of the students teachers are favourable attitude towards Micro Teaching 64.5% of the students teachers were favourable and remaining 34.5% of the student-teachers are disposing towards Micro Teaching.

Zayapragassarazan (2007) found that majority of teacher trainees had favourable perception towards teaching practice programme. The male and female student-teachers had shown a favourable perception towards teaching practice programme. The undergraduate and post-graduate student-teachers had favourable perception of 64% and 65% respectively. The perception of the rural and urban student-teachers towards teaching practice programme was found to be 64% and 68% respectively.

Kaur (2008) in her study “Analytical study of change motivity of B.Ed. students during teacher training programme in Punjab” found that most preferred motive for joining the B.Ed. training course as love for the teaching profession. The 60%, 51.32% and 53.68% students have recorded their first preference in favour of this motive at entry stage, middle stage and final stage respectively. On reviewing the available literature regarding perception of teacher towards internship, it was found that the majority of teacher trainees have a positive perception towards internship.

Singh and Mishra (2007) reported that privatization in teacher education for the last 10 years has influenced the teacher preparation at the secondary level in many ways. Some of the features are:There has been mushrooming of teacher education institutions of different shades, due to lack of proper planning at the state and central level. B.Ed. program is being treated as one of the liberal art and science courses. Academic year is disturbed in several universities due to late admission and examination. Certain malpractices are rampant in many institutions. Commercialization has become common in different aspects of B.Ed. program,
e.g. admissions, practical examinations, selection of teaching faculties, etc. The general (overall) standard of teacher education programs have gone down. Both of the students and the functionaries are not very serious about the training program.

However, the commercialization could be curbed out to some extent if the duration of secondary teacher education program is increased as it involves lot of curricular, financial and other implications. As a strong measure of qualitative improvement of teacher education, the NCTE published in 1998, ‘Curriculum Framework for Quality Teacher Education’) p.60-61. The salient arguments are: The new curriculum framework included several additional components. Additional courses would develop additional competencies of prospective teachers. Pedagogical analysis of the teaching subjects would be made compulsory. Practice teaching would be done with thorough preparation, detailed supervision and adequate time. Internship program would provide all experiences that a teacher needs. It will provide skills for organizing co-scholastic programs.

2.3 Summary of Related literature

The literature was reviewed in the light of framed objectives

2.3.1 Review of section A

The first objective of the study was to find out the constitution of managing committees of Self Financing Colleges of Education. No study was found directly related to this objective. One study that was conducted by NCTE (2001) was found with the major objective- to study the growth and development of teacher education in the state of Assam along with its present status and to study the management system, infrastructural facilities, admission criterion, courses offered and their mode of transaction and other allied matters related to the quality of teacher education in teacher education institutions of Assam. But no finding was reported regarding the management system in private colleges of education.

2.3.2 Review of Section B

1 First objective of section B of the study was to find the process of appointment of staff. Almost no directly related study was found related to this objective.

The first study in India about opening private training colleges was conducted by Dash in 1985. In the findings it was very clear that these colleges were opened mostly with commercial motives and parochial feelings with inadequate, insufficient teachers, poor quality of trainees. Hemabujan (1983) conducted a critical study of Teacher Education at secondary level in Tamil Nadu and found that the state government controlled the recruitment of all teacher-educators. Selection was done on the reservation basis.
Second objective of the study was to study Qualification of the teaching staff. Some of the studies were found related to this objective.

Patted (1992) found that majority of the teaching staff had B.A./B.Sc., M.A./M.Sc. and M.Ed. degrees in the second class; a few had Ph.D. degrees. Sharma (2010) while reviewing teacher education in his paper proposed some suggestions for improving the condition of teacher education. It must be the responsibility of the Central Government to ensure uniformity among teacher education institutions, below standard institutions be reformed or closed down, government should look after the financial aspects of the institutions, teacher-educators must be well qualified and experienced, private people should not be allowed to do teacher education. Das (2010) reported that qualification of teaching staff, salaries, status and service condition of teachers should be sufficiently increased so that talented persons are attracted to teaching job. He further reported that the teacher education cannot be improved unless we improve the professional competence of teacher-educators.

What should be the qualification required to be a teacher-educator? Masters degree in Education? Masters degree in a School (related) subject? or both? Should M. Phil/Ph.D. in Education be considered essential? Should a minimum percentage of marks in Master’s degree examination be prescribed? Should any teaching experience in secondary school be considered essential before appointment as teacher-educator? How should teacher-educators be selected? Should U.G.C. selection test for lecturers be made mandatory for being eligible to be a teacher-educator? N.C.T.E. should consider these questions and lay down norms for selection of teacher-educators and implement them. I.A.T.E. may help in the development of such norms.

The third objective of the study was to study service conditions for the faculty. There was also dearth in the research related to this objective.

Hemabujan (1983) reported that service of teacher-educators was secure and their salaries were paid. The comprehensive B.Ed. curriculum was not effectively implemented due to time shortage, semester internal assessment etc. The revised B. Ed. syllabus in force in Tamil Nadu was appropriate and fulfilled the requirements on the professional side, but lacked in the content knowledge of the academic subjects. Das (2010) reported that qualification of teaching staff, salaries, status and service condition of teachers should be sufficiently increased so that talented persons are attracted to teaching job.

Fourth objective of the study was to study Orientation provided to teaching staff. A few empirical as well as conceptual studies were conducted in this regard.
The first study in India about opening private training colleges was conducted by Dash in 1985. In the findings it was very clear that no provision of in-service education of teacher-educators. Sali (2003) studied the attitude of teachers towards four aspects of in-service training programme i.e. content enrichment of school subject, teaching methods, new trends in education and innovation in education and interpreted favorable attitude towards different aspects. Depaul et al. (2003) showed that there is no significant difference between the mean attitude score towards the in-service education with regard to different variables. Panda (2010) presented the present scenario of expansion of elementary and secondary school education, persisting backlog of untrained and teacher, the need for in-service and continuing teacher education programmes.

Sharma (2010) while reviewing teacher education in his paper proposed that more emphasis on practice teaching should be given, refresher courses must be organized and research work in teacher education should be strengthened. Das (2010) reported that in addition to instructions, teachers need to innovate and conduct research for their self renewal, keep abreast with changes in education, develop expertise for effective implementation of every new innovation. In this regard action research on the part of teacher-educator can be considered most essential.

He again reported that another question that needs consideration is what should be the role of in-service education in teacher preparation/professional growth of teachers. If pre-service teacher education is considered inadequate, should it be followed by a compulsory specified programme of in-service education? For example, if the duration of one year of pre-service teacher education is considered inadequate for professional preparation of the teacher, can a specified programme of in-service teacher education be made compulsory for him/her which should be completed within two/three years, without which he/she will not allowed to continue as a teacher? In what way in-service teacher education be organized so that it may contribute towards professional growth of teachers?

Pandey (2010) reported that it is worth mentioning that a teacher cannot be trained all at once for the whole carrier. In the present context of phenomenal growth of knowledge of teachers need regular in-service training at regular intervals. Anand (2010) reported that while accepting the accountability of Teacher Education, NCTE has proposed a compulsory in-service teacher training programme for every teacher once in five years. It is definitely a right step in the right direction. A step ahead, we should make in-service Teacher Education programme obligatory on the part of Teacher Education institutions as a condition for their recognition. In this context, a serious thought needs to be given to the scheme of things to be
carried out in-service programmes to fall in line with the requirements of accountability of Teacher Education.

5. Fifth objective of the study was to study the process of curriculum transaction. Indirectly some studies were conducted on this issue but all these researches were not related with only SFCE.

Hemabujan (1983) conducted a critical study of Teacher Education at secondary level in Tamil Nadu and found that the revised B.Ed. syllabus in force in Tamil Nadu was appropriate and fulfilled the requirements on the professional side, but lacked in the content knowledge of the academic subjects. Kakkad (1983) studied the Secondary Teacher Education Curriculum as An Analytical Study and Developing Teacher Education Program and reported that the duration of the STEP should be two academic sessions. The aspects of STEP should be (a) Educational Theory, (b) Practice Teaching, (c) Community Work, (d) Work Experience, (e) Session Work, (f) Co-curricular Activities. Bahera (1989) conducted another study regarding problems of teacher education programmes undertaken by private agencies in Orissa. It was a qualitative study and it was to give suggestions for qualitative improvement regarding curricular, co-curricular activities and other facilities. Nagpure (1991) showed that innovative methods like team teaching and models of teaching were rarely tried out in the colleges of education and about 30% colleges of education had opted population education, continuing education and distance education.

Pattered (1992) concluded that lecture, assignment, discussion and seminar methods were used while case study and project methods were used as innovative methods. Bhosale (1992) made a critical study of the new curriculum of teacher education developed by all the universities in the state of Maharashtra. The majority of principals, teacher-educators and student-teachers were of the opinion that the new curriculum was suitable for developing teaching competence among the student-teachers. Behari (1998) found that the methodology of teaching paper was more helpful than foundation papers taken together in developing abilities, especially skills, but practice teaching or practical skills in teaching were found to be more helpful than the rest of the teacher education programme in developing abilities especially skills. Dramatics as the activity and discussions as a mode of transactions of programme were found to be more helpful. It was observed that a theory practice link was missing in teacher education programme and therefore the student-teachers were not able to link what they had learnt.

Walia (1992) reported that the curriculum of secondary teacher education lacked uniformity and clear-cut definition. Rout (2010) revealed that there were wider gaps between
objectives of the programmes and organizational constraints besides other aspects. The author suggested a set of future course of action in order to make the programme effective on the basis of the research findings. Tewari (2010) pointed out that trend report of the reviews of researches in the field of teacher education revealed wide gap in theory and practice and considered responsible for not so much quality in the research work which is hampering both the quality and strength of research work. Some weak points of researches conducted so far have also been identified and at the end emerging areas of research in teacher education the changed circumstances have also been suggested.

Umashree and Kannadi (2010) emphasized the compulsory nature of practice teaching and theory and put forth suggestions to recognize practice teaching. Umashree and Kothari (2010) viewed that for a teacher education programme to be successful, it is required that the theoretical aspects get internalized through appropriate practical experiences. A conspicuous absence in the present day teacher education programme is that of reflective component and has led to the divorce between theory and practice. The colleges are not in a position to equip the future teacher in the latest method, techniques and strategies for imparting instruction including media devices and educational hardware. Das (2010) observed that most of the Teacher Training Colleges are following lecture method. So, for enhancing qualitative improvement it is necessary to develop a newer and better teaching/training methodology.

Pandey (2010) reported that the practice teaching is the backbone of any teacher preparation programme but unfortunately it is the most neglected area of teacher education programme with the result that present training colleges failed miserably to kindle among their students a sense of pride and commitment in their profession, and we the educators are the chief culprits. We all are well aware that practice teaching is done in haste and often the teaching of student-teachers remains unsupervised. The entire practice teaching programme is geared to the traditional function of transmission of information only. No training is given to teachers to motivate, guide students, inculcate values among them, produce learning material, comment, and evaluate lessons given through radio, T.V. or any other media of communication. He suggested that curriculum of teacher education programme needs thorough revision keeping in view the flow of information technology and explosion of knowledge in twenty-first century. Use of multimedia should be encouraged in training colleges. New topics relevant to the needs of future society should be included instead of teaching old stereotype topics.

Rout (2010) reported that the revealed ill planned and ill organization of student teaching programme in Haryana is due to indifferent activities of the practicing schools to-
wards the programme. Critical study of teacher education at Secondary level in Tamil Nadu revealed non inclusion of content knowledge in the B.Ed. curriculum and time constraints as the major factors in implementing the curriculum Hemabujan, (1983), Srivastava (1982) while studying effectiveness of Teacher Education Programme in Avadh University (U.P.) reported that the average working days during an academic year is only 118 and this has resulted in limiting curriculum transaction. Works of Bhatia (1987) revealed that new B.Ed. curriculum in Bombay University are mechanical, bookish and doubtful in producing quality teachers. Hence, the research findings are yet to support the existing B.Ed. curriculum.

Rout (2010) observed that paper II i.e; Educational Psychology needs more number of teaching periods than other subject/papers. This indicated content load in the paper II is higher than other areas. Less number of classes required and actually taken in the content cum methods of teaching indicates relating less importance to theoretical knowledge in pedagogy. Again, about 20 working days are actually spent for practice teaching although nearly two months are marked for the purpose. Hence, time spent in curriculum transaction is not in accordance with the weightages assigned to different components of the curriculum.

Umashree and Kothari (2010) reported that the requisites of a teacher education programme are to provide for theoretical insights about the educational basis of teaching and developing the required professional skills and competencies, values and attitudes. For a teacher education programme to be successful it is required that the theoretical aspects get internalized through appropriate practice experience. A conspicuous absence in the present teacher education programme is that of ‘reflective component’. The absence of this ‘reflective component’ had led to the divorce between theory and practice. ‘Reflective component’ includes the cognitive as well as the action elements which need to be undertaken in order to link theoretical principles with the practice in the actual field in a better fashion. This will enable the student-teachers to view theory and practice aspect of teaching as two halves of the same-whole.

6. Sixth objective of the study was to study the practicum provided to students. Some studies were found related to this objective. Most of the researches reported unsuitable & malfunctioning practical aspects of secondary teacher education programme.

Kakkad (1983) suggested that there should be two subjects for methodology of teaching and number of lessons should be 15 in each subject. Internship in teaching should be introduced for a period of three months. Bhosale (1992) found that the number of lessons to be taught by the student-teachers was not the same in all the universities. Some of the optional papers and the nature of practical work were also different with respect to the
curricula. Behari (1998) found that the methodology of teaching paper was more helpful than foundation papers taken together in developing abilities, especially skills, but practice teaching or practical skills in teaching were found to be more helpful than the rest of the teacher education programme in developing abilities especially skills. Dramatics as the activity and discussions as a mode of transactions of programme were found to be more helpful. It was observed that a theory practice link was missing in teacher education programme and therefore the student-teachers were not able to link what they had learnt. Fortune et al. (1965) found that 60 percent of the participating students reported their micro teaching experience either very or extremely valuable.

Sharma (1977) found that the trainees who had undergone Micro Teaching treatment showed favorable attitudes towards the programme. Sparks and Georgia (1984) reported that teachers could make significant changes in their teaching behavior after only 10 hours of training and that peer observation appeared to be more effective in helping teachers to change behavior than trainer-provided coaching results also showed the teachers, attitudes towards changes were related to their improvements in teaching behavior. Fisher (1993) assessed the effects of a yearlong clinical supervision internship on the attitudes and teaching behaviours of pre-service teachers. It addressed the issue raised in a number of national reports on restructuring education to increase the length of the internship experience aspect of teacher training. Sharma (2006) found that discipline and sex of the pupil teachers does not contribute towards teaching aptitude of pupil teachers. Reddy (2007) found that the majority of the student-teachers have favorable attitude towards Micro Teaching. 64.5% of the student-teachers were favorable and remaining 34.5% of the student-teachers are disposing towards Micro Teaching. Zayapragassarazan (2007) found that majority of teacher trainees had favorable perception towards teaching practice programme. The male and female student-teachers had shown a favorable perception towards teaching practice programme. The undergraduate and post-graduate student-teacher had favorable perception of 64% and 65% respectively. The perception of the rural and urban student-teachers towards teaching practice programme was found to be 64% and 68% respectively.

Mishra (2010) has given a historical base of the teacher training programme in India and highlighted certain skills which must be taken care of while providing training to the prospective teachers for effective transaction. These are, skill of introducing lesson, skill of questioning, skill of reinforcement, skill of using black board, skill of explanation, skill of illustration with example and others, which will enable teacher to be efficient and will ensure success to the teacher training programme. Mukherjee (2010) has presented a modified
strategy for skill practice of student-teachers which was tried out in 1992-93 session and designated it as simulated Macro Practice (SMP). Findings revealed that SMP has been proved to be an effective strategy which must lay its impact on field practice it as a booster capsule for effective student teaching.

Pandey (2010) suggested that there is need to put greater stress on the functional aspect training. The duration of practice teaching should be increased to six months of rigorous internship in some allotted schools. During this period the trainee should be in full supervision of practicing school’s principal and do all the work right from taking attendance to conduct of examination, and organization of co-curricular activities. She suggested that all the trainees should teach at least five lessons using sophisticated educational technology available in training college in simulated situations.

Das (2010) reported that the NCERT in its handbook—“Internship in Teaching” has clearly indicated that this programme should be properly designed in order to provide each pupil-teacher with a broad and comprehensive experience in the development of teaching competency far beyond the practice teaching. Internship places the pupil-teacher in the school situation as a fulltime apprentice for eight to twelve weeks in which he is initiated in the art of teaching. The pupil-teacher works in the practicing school or better called cooperating school as a full time teacher and participates in other activities of the school; because it is felt that teacher training can never become effective unless the schools become active partners in the teacher education and internee in these schools made to feel as regular teacher for, at least, the duration of his stay there. In fact the co-operating schools serve as links between laboratory condition (teacher-education institutions) and real conditions (schools or colleges). Researches in this area provide awareness as to how close a training setting approximate the workplace and how transfer of teaching skill can be facilitated in the pupil-teachers. Most of the cooperating teachers (81 percent) are not sincere and regular in supervising the lessons of pupil-teachers. They never observe the entire lesson and evaluate the pupil-teacher’s teaching in a prescribed proforma. The heads of cooperating schools are not also vigilant about the supervision work expected to be done by their teachers as a result, pupil-teachers do not get intime feedback to improve their teaching skills.

Bhatanagar (1988) reported that he reviewed 39 studies on student teaching programme and other practical works relating to B.Ed. Examination from 1952 to 1978 and concluded that the organisation of student teaching programme as the weakest component in teacher education programme. Studies undertaken on student teaching programme in Orissa revealed defective organisation of the programme, poor supervision system, lack of co-
operation between school and college teachers and use of few selected methods of teaching as the major constraint in organisation of this programme. Mohanty, (1984); Rao, (1985) have reported non-attainment of objectives of practicals due to lack of time. Shah (1986) surveyed management of student teaching programme in India, taking samples from 46 training colleges representing 13 different states and revealed that overall picture on organisation of criticism lesson is not impressive. Yadav (1980) reported weak link between teachers of practicing school and teacher-educators, want of minimum facilities in the practicing schools and use of only lecture methods by method teachers as the major constraints in effective organization of student teaching performance. Bhatia (1987) has concluded to cutdown the theory load to 50 percent of the time spent and supervision of practice lessons by method teachers only. He further observed ill organization of practical’s. Rajameenakshi (1988) reported increase in mean teaching competency of pupil teachers through organization of more number of demonstration lessons, practice in micro teaching and low pupil teacher ratio. Rout (1989) has observed non availability of component method teachers in different disciplines is reflected on poor performance of pupil teachers. Umashree and Kannadi (2010) revealed that although lesson planning and supervision of practice teaching are two important components of practice teaching in schools, this study was limited to supervision of practice teaching. Supervision during practice teaching is mainly done by teacher-educator, school subject teacher and the peer group. For obvious reasons the student-teachers’ choice fell on teacher-educators. Despite the difference in acceptance of peer group supervision, the student-teachers however agreed that certain time peer group feedback helped them to counteract the adverse evaluation by teacher-educator.

Umashree and Kannadi (2010) revealed that Practicum component of teacher education programme is wherein student-teachers learn to translate theory into practice. There is a need for teacher education to be recognized with a deliberate shift in focus towards practical aspect i.e. practice teaching, without in any manner diluting the importance of theory. The importance of practice teaching lies in the fact that it exposes student-teachers to the actual situation. Skills should blend into the teaching process in such a way that a driver negotiating a turn makes it an enjoyable experience for the passengers rather than throwing them off-balance. This can be done under the constant guidance of a teacher-educator who is in co-ordination with fellow teacher-educators, subject specialists, aware about the realities of school situation and can prompt the student to “internalize” the skills rather than “using” them. In the absence of a well-formulated code for evaluation, and the system itself centering
Review of Related Literature

around examination makes it inevitable that student-teachers concentrate on achieving higher grades rather than qualifying as a teacher.

7. Seventh objective of the study was to find out the evaluation procedure adopted to evaluate students. A few conceptual as well as empirical studies were carried on this issue and almost all studies indicate the need to improve theory and practical aspects.

Hemabujan (1983) reported that the comprehensive B.Ed. curriculum was not effectively implemented due to time shortage, semester internal assessment etc. Kakkad (1983) reported that there should be examination in theory and practical. Separate results in theory and practical should be declared. Assessment for theory papers should be in marks. Evaluations of practical, session work and other aspects may be in grades. Patted (1992) found that for assessment of annual lessons, the mean of the two examiners was taken into consideration. Das (2010) examined the evaluative procedure adopted in secondary teacher education in Gujarat. He reported that diversity existed in the evaluation process in teacher-training colleges. The quality of education no doubt depends upon the evaluation system. The present evaluation system followed in the training colleges could not be considered valid and reliable which also are the factors of fall of educational standard of teacher education. Teacher-educators should make detailed discussion on evaluation system before commencement of training activities. Our examination system in teacher education should be revised. There should be a continuous evaluation of learning with regular feedback to the students so that they are continuously informed of their shortcomings and helped by the teacher to overcome them. The final grading of students should reflect the ability of the student to be a good teacher. A national level committee may consider now the examination system in teacher education can be reformed.

Pandey (2010) reported that the present educational system suffers greatly because of unscientific summative evaluation system. We have been talking much about the continuous comprehensive evaluation and it needs to be implemented right at the teacher preparation stage itself. Semester system can be uniformly implemented throughout the country and teacher trainees should be evaluated continuously not only scholastic areas but also on non-scholastic, co-curricular areas where the whole behavior and mannerism of trainee is under constant observation. This may help inculcating among them values a teacher is expected to reflect in society. Pandey (2010) further suggested that all the teacher training colleges should essentially be residential and the scheme of CCE should be implemented right at B.Ed. level. The teacher should be evaluated on both scholastic, and non-scholastic achievement and conduct in the college during their stay besides regular summative evaluation. Anand (2010)
reported that as far as evaluation in Teacher Education is concerned, generally it means the examination of teacher trainees at the end of academic session of their teacher training course. This is considered to be in line with the requirements of certificate and degree culture prevailing in the society. At best, it serves a very limited purpose. For the desired accountability of Teacher Education, evaluation is required to be viewed in its very wider perspective.

8. Eighth objective of the study was to find out numbers of hours distributed in the timetable. No study was found depicting this aspect.

9. Ninth objective of the study was the process of feedback provided. It has been found that there is also a dearth of studies on this aspect particularly descriptive survey. There are many studies available on feedback which are experimental in nature and most of these are related with micro teaching, teaching competency and teaching effectiveness of student-teachers at the secondary teacher education level.

Joshi (1991) studied the concept of professional accountability of teacher-educators at secondary level with a view to evaluate their performance. It was concluded that no one technique/method should be used for appraisal; rather, students' ratings, self-ratings, administrator and peer ratings, classroom environment, systematic observation, personal attributes, contract plan using student gain, and performance tests should be used. Many of these studied the effect of different modes of feedback Young, (1970); Dosajh, (1974); Passi, (1997); Ray, (1990); Singh, (1988); Das, (1991); Goyal, (1985); Lewis, (2003).

10. Tenth objective of the study was to find out infrastructural facilities provided. A large number of studies were found on this issue but most of the researches were done at M.Ed level. At doctorate level some studies were found and almost all reported lack of various types of essential facilities in secondary teacher education institutes.

The first study in India about opening private training colleges was conducted by Dash in 1985. In the findings it was very clear that these colleges were opened mostly with commercial motives and parochial feelings with inadequate physical facilities. Patted (1992) studied whether the selection procedure, the changed syllabi, the innovations, and the evaluation procedure have any impact of qualitative improvement of secondary teacher education programme in Karnataka. The report concluded that most of the colleges had their own buildings, classrooms, psycho-lab, audio-visual room, ladies' lounge, books and journals, and SUPW facilities. NCTE (2001) reported that teacher education institutions were lacking the minimum basic facilities like classrooms, furniture, equipment etc. Besides required number of qualified staff were also not available in most of the institutions in
Assam. Das (2010) reported that there are about more than 360 teacher education Colleges in the country, many of which are run by private management. The state Govt. and university are running a few teacher Colleges. Private Colleges have their own problems, no doubt. But the colleges run on commercial basis with no commitment to impart qualitative education. Teaching staff, equipments, management of infrastructure are not at all adequate for imparting qualitative education. The colleges are not in a position to equip the future teacher in the latest method, techniques and strategies for imparting instruction including media devices and educational hardware. In this connection the existing status of secondary teacher education in Assam may be mentioned. There has been a mush-room growth of B.Ed. colleges under private management. At present number of such colleges have come up upto about 35 in the state. Barring a few almost all are found to be below standard so far as equipments, staff and training facilities are concerned.

In this way literature suggested that teacher education institutions were lacking various things required to enhance its quality. As in the last decade a large number of such colleges have been opened in each state of India. With quantitative increment quality has reduced. The educationists put a debate of the same and questioned the quality of these institutes. Various newspaper readings Garg, (2007); Bhakoo, (2007); Chawla, (2007); Dhaliwal, (2007); Joshi, (2010); Kumar, (2010); Mohan, (2007); Sidhu, (2005); Tribune News Service, Chandigarh, (2007); Patel, (2006); presented the same. Keeping all these factors in mind the present study was designed.

However research on private higher education has been conducted in some universities abroad. These cover the issues like role of affective domain in teacher development preparing for the first Ontario teacher qualifying test (Bovver 2003), school privatization (Rhim 2002), teacher education programs in colleges of education (Walton 2003), educational technology in award-winning teacher education programs (Hofer, 2003), encouraging reflective thinking in teacher education students (Raltson, 2003), building an environment conducive to explore disabilities and differences in an introductory teacher education class (Lewis 2003), the relationship between grade point average at admission to teacher education and subsequent pedagogical measures (Oldenkamp, 2003), effects of teacher education, class size and time on task on students development etc (Hill, 2003).

A large number of studies Devi, (1988); Srivastsva, (1989); Mohanty, (1990); Raina, (1990); Sharma et.al. (1991); Shah, (1991); Sabharwal, (1991); Ramachandran, (1991); Budhisagar et.al (1991); Yadav (1992); Tessew et.al. (1992); Sohoni et.al. (1992); Sharma et.al. (1992); Sabesan (1995); Bhatia et.al (2004) have been conducted on personality
characteristics of trainees. A few studies (Bordoloi, 1990; Roy, 1991) have been conducted on elementary teacher education. The investigators (Patted 1992; Bhosale, 1992; Behari, 1998) studied the quantitative and qualitative aspects of various teacher education institutions in various states of India. A few studies were found which directly examined the few or more aspects of curriculum transaction as well as related aspects in various teacher education institutions of India.

2.3.3 Review of Section C

11. The eleventh objective of the study (section C) was to study the perception of the stakeholders (students and parents) towards self financing colleges of education. There was hardly any study which examined the same thing. Some studies were found regarding attitude of student-teachers towards micro teaching such as Fortune, et al. (1965), Sharma (1984), Reddy (2007). Some studies examined the attitude of student-teachers towards teaching profession such as Dhadwal (1981), Raina (1981), Singh (1990), Ganapathy (1992), Shukla (1997), Trehan (1998), Mistry (2010) evaluated the attitude of student-teachers towards teaching behavior. A few studies assessed the attitude of teachers towards in-service training such as Sali (2003), Depaul et al. (2003). Sharma (1977) found that the trainees who had undergone Micro Teaching treatment showed favorable attitudes towards the programme. Zayapragassarazan (2007) found that majority of teacher trainees had favorable perception towards teaching practice programme. While reviewing the literature the investigator found that some of the studies were not related with present objective like Sharma (1984), Bhanwari (1986), Fisher (1993), Nease (2000), Kapoor (2000), Kaur (2008), Anand, Das (2010), Das, Mukherjee (2010), Umashree and Kothari (2010). Kapoor (2000) and Trehan (1998) examined the attitude of school teachers towards teaching profession. There were studies which focussed the attitude of teacher trainees towards various aspects of education like Dhadwal (1981), Sharma (1977), Reddy (2007), Ganapathy (1992), Mistry (2010), Zayapragassarazan (2007), Mukherjee (2010), Sharma (2006), Kaur (2008). But no study was found which examined the attitude of parents regarding self financing college of education.