CHAPTER 2

REVIEW OF THE LITERATURE

Previous chapter, namely, introduction dealt with Historical Background, Establishment of NCTE, Theoretical study of the problem, Highlights the corruption in NCTE, Statement of the Problem, objectivities of the study, Hypothesis of the study, Delimitations of the study, need and importance of the study. Chapter in hand, namely Review of the literature provided opportunities to review studies already conducted in the field. It helped the researcher in knowing strengths and weaknesses of the earlier studies and in designing her study in a better way. Considerable researches have been done on school teachers pertaining to their socio-economic background, qualifications, job satisfaction, and the problems they face etc. but in India little research has been done on teacher educators. The limited number of studies on teacher educators may be due to recent spurt of teacher education as part of colleges and universities. This indicates the insignificance given to teacher educators by researchers where as there is dire need for sizeable and significant literature on teacher educators as they shape the future teachers. The topic undertaken was quite a new one. It was not attempted by research scholars therefore; the researcher could not find any research study related to NCTE. She reviewed research studies conducted in India and abroad on similar problems. In succeeding lines a review of the research studies have been presented.
2.1 General Studies


The attempt, in this investigation, was to study closely, the system of preparation of secondary school teachers in Kerala.

A detailed survey of the nineteen training institutions in the state was conducted to find out, analyse and study the conditions prevailing in them.

This was done through collection of detailed information about all aspects of the institutions, viz., plant, facilities and working conditions, which was followed up with visits to all these institutions. The second part of the study was to collect and analyse the view of the training college staff members on the views of the training college staff members about the qualification and experience in the training institutions. The third part of the study was the collection, analysis and study of the views of 600 students constituting more than twenty five percent of the total student strength of training colleges in the state. Details were also collected about the trainees in all the colleges for a period of five years (1960-61 to 1965-66).

It was found that throughout the years (1960-61 to 1965-66) the number of applicants for the seats in the training colleges, for which selections were made by the training colleges themselves, consistently exceeded the number of places available. On an average, over seventy percent of the applicants were women. The average age of trainees in 1965-66 was found to be 24.1 years.
student who went up the educational ladder without failure could enter a training college at the age of twenty plus and the difference found between this and the average (24.1) was to be explained otherwise. In the present study, it was found that out of the 600 trainees, 82.5 percent qualified for admission to an examination earlier than the latest examination before admission. About 43.5 percent were found to have qualified a year earlier and over twenty percent qualified more than three years prior to admission. Over sixty percent of the trainees decided to enter the profession only after graduation. The analysis of the qualifications of the trainees showed that first class degree holders constituted only 2.6 percent and second class holders, only eighteen percent of the total trainees and that eight out of every ten were third class degree holders. Only 2.1 percent of the trainees had post-graduate qualifications, but over sixty percent of them were third class degree holders. The trends that stood out were the gradual improvement in the qualifications of the trainees, improvement in the qualifications of women, increase in the number of women among science graduates, the gradual increase among better qualified women and the general increase in the number of science graduates. As far as teaching experience was concerned, it was found that the years went by, trainees with less and less experience in teaching were coming to the colleges. More than half the trainees were from the group with income ‘less than Rs. 2000 a year’. Out of the different optional combinations available, over 1600 students opted for one of these groups – English and history, mathematics and physical science, English and mathematics, English and physical science, and English and natural science. The
total number of the staff members in the training colleges (excluding instructors in craft and physical education) was 125 out of which thirty five were women. The analyses of the qualifications revealed that twenty four percent of the staff members had taken all their degrees in third class only. It was found that only thirty five (Twenty eight percent) of the staff members satisfied the minimum qualifications laid down by the university for appointment in the colleges. Practice teaching was done in a total of 188 schools for a minimum of fifteen periods in the optional subjects. In the number of periods of practice teaching as well as in the number of subjects for practice teaching and in different items of practical work there was no uniformity. The libraries in the training colleges were generally poor in their stock of books and journals, and unsatisfactory in their service. The method of teaching was most often lecture, followed by dictation of notes. Group work was comparatively unknown. Most training colleges were unsatisfactory from the point of view of accommodation, furniture and sanitary facilities. The average tuition fee charged by the government colleges was Rs. 150, while the amount charged by the private colleges was Rs. 420. Similarly, government colleges, on the average, charged Rs. 24.50 as special fee, whereas the private colleges charged Rs. 107. The private training colleges collected more than three times what the government colleges collected. The views of 600 training college students and 135 training college staff members yielded the following findings. About three-fourths of students as well as staff members favoured the pattern in which professional education succeeded general education leading to
graduations. Almost the same percentage favoured separate institutions for different levels of training. With regard to the size of the training institutions, over eighty five percent of staff trainees preferred enrolment of less than hundred. Nine out of ten students as well as the staff members preferred coeducational institutions. Among the different subjects taught in training colleges, psychology was regarded by more than three-fourths of staff and students as the most useful subject. The paper, ‘Current Problems in Indian Education’ was considered by over eighty two percent of the staff and sixty two percent of the students as the least useful subject. There was a strong feeling that content also should be included in the curriculum of training colleges. From the practicability point of view, only lectures were rated very high. The students also regarded group discussions, conferences and supervised study as very effective teaching methods. The staff and students, alike felt that the aim of practice teaching should be to give the trainee some experience of real classroom situation. With regard to the duration of practice teaching, the majority of staff members felt that atleast thirty days were needed, while the majority of students felt that twenty to thirty days were enough. In the supervision and evaluation of practice teaching, the training college staff was not prepared to share much responsibility with the school staff, but the students, on the contrary, had greater confidence in the capacity of the school staff to do this. On the question of practicability of methods taught in training colleges, only 15.2 percent of the staff and eleven percent of the students considered them quite practical. The majority of training college staff was of the view that fewer than fifty percent of the
teacher trainees were properly motivated to enter the teaching profession and they called for better selection of candidates for training. On the question of relative emphasis to be given to theory and practice, over eighty percent of the staff and students favoured greater emphasis to practical aspects of the training.


The purpose was to study the existing admission procedures in the teacher training institutions and to suggest a suitable selection procedure so that the best candidates are admitted to the training colleges.

All the teacher training institutions in India, both at elementary and secondary levels, were requested to send their existing admission rules. Within the country, the questionnaires were sent to as many as 1,131 principals of elementary teacher training institutions and 375 colleges of education. Out of these, 475 (forty two percent) principals of elementary teacher training institutions and 203 (fifty seven percent) of colleges of education responded. Interview schedules were prepared for carrying out the case studies of some of the institutions.

The findings are as follows:

For admission to an elementary teacher training institution:
(i) minimum qualification is matriculation or S.S.L.C., (ii) age limit is fifteen to thirty years for freshers, and upto forty five years for untrained teachers; and (iii) the admissions are given on
the basis of credits gained on written tests, interview, academic record and teaching experience.
For the admission to the secondary teacher training institutions. (i) the minimum qualification is B.A. with forty to forty five percent marks; (ii) age limit is eighteen to thirty years; and (iii) over and above the consideration of credits on written tests, interview, academic record and teaching experience, some institutions like to administer intelligence tests for admission.

SIE (Poona-Maharashtra, 1971) conducted a Study to evaluate the workload of teacher educators in junior colleges of education.

The objectives of the study were: (i) to find out the extent to which the subjects taken at the graduate level, both academic and professional, by teacher educators form the basis of their teaching assignments in junior colleges of education and (ii) to verify the reasonableness of the prevailing complaints about overwork.

The sample of the study comprised all the teacher educations of twenty eight junior colleges which were selected on a stratified random basis. A questionnaire pertaining to general information regarding workload was used for collecting data.

The main findings were as follows: (i) The average number of teacher educators per junior college came to 8.4. More than sixty eight percent teacher educators were permanent. (ii) Out of 202 teacher educators, nearly two-thirds were trained graduates and one-fifth were special teachers. (iii) Nearly one-third of the teacher educators did not teach the subjects which were opted by them at the first degree. (iv) About sixteen percent of the teacher educators
taught subjects which they had opted at the professional degree only. (v) Science ranked first where teacher educators had opted this subject at both the degrees - first and professional. (vi) A teacher educator worked for 6.75 hours daily: this included the time which he utilized for reading.

GUPTA, S.P. (Dept. of Teacher Education, NCERT-1979) conducted a study of the in-service teaching needs of the secondary teacher-educations.

The objectives of the investigation were: (i) to study the relationship between the qualification and the in-service education proneness of secondary teacher-educators, (ii) to study the relationship between the professional experience and the in-service education proneness of secondary teacher-educators, (iii) to identify the type of in-service education courses preferred by secondary teacher-educators in view of the emerging curriculum changes at the school level and the corresponding changes in the teacher education curriculum, and (iv) to identify the specific units under each of the curricular areas identified at (iii) above, and (v) to study the congruence between the qualifications and the instructional allocation.

The sample comprised 16 principals/vice-principals/professors, 13 senior lecturers/reader, 103 lecturers/assistant professors and 6 tutors/others from twenty-eight colleges of education. The tool used for data collection was a specially prepared questionnaire. The techniques used to analyse the data were chi-square test and content analysis.
The findings of the investigation were: (i) There was some measure of association, though not very strong, between the qualifications of secondary teacher-educators and their in-service education proneness. (ii) There was a small measure of association between the teaching experience and the in-service education proneness of teacher-educators. (iii) In view of the emerging curricular changes at the school level and subsequently at the teacher education level, the in-service education courses required by secondary teacher-educators were identified: (a) socially useful productive work, (b) vocationalization, (c) working with the community, (d) non-formal education, and (e) pedagogical and methodological subject. (iv) By and large, there was congruence between the qualifications and the instructional allocation, except in the case of those secondary teacher-educators who were involved in the teaching of Methodology of Teaching Geography as they did not have any degree in geography.


The objectives of the study were: (i) to measure the attitudes of secondary school teachers towards children and school work, (ii) to collect teachers’ personal data regarding their academic qualifications, sex, teaching experience and subjects taught, (iii) to construct a questionnaire for determining their role perceptions, and (iv) to find out the relationship between their attitudes and five types of role perceptions.
The sample consisted of 600 trained graduate/post-graduate teachers (398 male and 202 female) teaching humanities and sciences to the secondary classes in the secondary and higher secondary schools of Ajmer, Jaipur and Tonk districts of Rajasthan. The tools used were Quality Point of Teachers, Teaching Experience, Minnesota Teacher Attitude Inventory and Teachers’ Role Perception Inventory. The investigator prepared a list of social situations and problems teacher had to face regarding their pupils and some actions they usually performed to solve those problems. Based on the comments of a hundred educationists and social scientists a preliminary form of the inventory was compiled for the try-out. The inventory was administered to a hundred teachers selected at random from the higher secondary schools of Jaipur. The final form of the inventory had twenty-five problems or situations. Frequency polygons, ogives, coefficient of correlation and t-test were used to analyse the data.

The findings of the study were: (i) Teacher’s quality was inversely related to the referrer role. (ii) Teachers quality point was inversely related to the disciplinarian role. (iii) There was no relationship between teaching experience and the motivator role. (iv) There was no discrimination between teachers with high or low experience in their perception of the counselor role. (v) Teachers’ attitude was inversely related to the adviser role, referrer role, motivator role, and disciplinarian role. (v) The high quality point group chose the referrer role more often and more consistently than the medium quality point group. (vii) The quality point did not seem to affect the teachers’ perception of their role. (viii) The high,
medium and low experience groups of teachers did not mutually differ from one another in their perception of any of the five types of roles. The length of teaching experience was not a factor influencing the teachers’ role perception. (ix) There were no significant differences among the high, medium and low attitude groups on the roles of the motivator and the counselor. (x) The male teachers were better than the female teachers on adviser and disciplinarian roles. The female teachers were better than the male teachers on the motivator and counselor roles. (xi) Science teachers were superior to arts teachers in respect of referrer, motivator and disciplinarian roles. Both arts and science teachers were the same in respect of adviser and counselor roles.

**PATHAK, V.B.** (Ph.D. Edu., BHU, 1979) conducted a research entitled “Teacher Education in Eastern U.P.: a Quantitative and Qualitative Analysis”

The specific objectives of the study were: (i) to find out the quantitative expansion of teacher education in eastern Uttar Pradesh, (ii) to evaluate the quality of teacher education, and (iii) to find out the quality of teacher-educators and to locate their problems.

The investigation utilized descriptive survey technique for evaluating the teacher education programme in eastern U.P. The four tools used for collecting data were a general information questionnaire to survey teacher education, one for the teacher educators, and another for student-teachers along with a Hindi adaptation of the Minnesota Teacher Attitude Inventory. A sample of sixteen teacher education institutions with 1,182 respondent
student-teachers and 100 teacher-educators was selected. The institutions were selected randomly from among the thirty-three. An attempt was made to include almost all the student-teachers and teacher-educators from these institutions. Classification of variables and percentages were the main statistics employed for data analysis.

The main findings of the study were: (i) Physical facilities and equipment were, by and large, quite inadequate in most institutions. (ii) There was a rapid increase in the number of teacher education institutions during the seventies; the number rose from sixteen in 1973 to thirty-three in 1978. (iii) Eighty-three per cent teacher-educators were males. Demographically the group was dominated by rural-born, high caste male Hindu teachers in the age group 30-40. The weaker sections of the society were beginning to be represented very slowly. (iv) Most of them were second divisioners: 12 per cent had doctoral degrees and 18 per cent had a first class M.Ed. degree. (v) Their attitude toward the profession as assessed by MTAI was, by and large, unfavourable, only 18 per cent had a positive attitude. (vi) Most students (77.67 per cent) came from the rural areas, of whom 71.60 per cent were male; the proportion of women students from the rural areas was disproportionately low and that from the urban areas high, the reverse being the case with the males. (vii) The most dominant motive for entering the teaching profession was the opportunity to pursue studies throughout life. The other viable motives were the opportunity to work honestly and an interest in teaching; however, the weakest motive was the opportunity to give a new direction to the society. (viii) The student-teachers had a fairly good self-concept. (ix) Analysis of the curricula of the three
universities in eastern Uttar Pradesh revealed that the courses of study and co-curricular activities were traditional and superficial, the instructional programmes being pursued in a slipshod manner; innovations were, by the large, unknown and unpracticed. (x) The quality of the output as judged by the examination results was poor so far as the knowledge foundation of educational theory and practice was concerned; about 71 per cent got a third division in theory; however, it was considered satisfactory in respect of competence to teach in the classroom situation. (xi) The quality of the input and the output of teacher training institutions varied from university to university; the state of the residential universities was better than that of the departments of education in the affiliated colleges.


The main objectives of the study were: (i) to measure attitudes, job satisfaction, adjustment and professional interests of teacher-educators of different categories based on sex, age, qualification and experience, (ii) to find out the difference in attitude, job satisfaction, adjustment and professional interests among groups of teacher-educators based on sex, age, qualification and experience, (iii) to find out the relationship among attitude, job satisfaction, adjustment and professional interests of teacher-educators of different categories, and (iv) to predict job satisfaction of teacher-educators
by treating their attitudes, adjustment and professional interests as independent variables.

The sample consisted of 314 teacher-educators working in thirty-eight institutions, which included men and women of different age groups possessing different qualifications and teaching experience. The tools used were a self-constructed attitude scale, Indiresan’s Job Satisfaction Inventory, Bell’s Adjustment Inventory and a self-developed inquiry form for professional interests of teacher-educators. Mean, standard deviations, t-test, analysis of variance, product moment correlation, multiple linear regression analysis were used for statistical interpretation.

The major findings of the study were: (i) A large majority of the teacher educators were favourably inclined towards their profession and were satisfied in the job. However, they were not well adjustment and had low professional interest. (ii) The attitude and job satisfaction of different groups did not differ significantly. (iii) A majority of the teacher-educators had low interest in the profession. (iv) Emotional stability among the teacher educators increased with age. (v) Professional interest among teacher-educators increased with teaching experience in a school. (vi) Attitude, job satisfaction and occupational adjustment among teacher-educators were associated with one another, whereas social and emotional adjustment and professional interests were not related with other variables. (vii) Job satisfaction could be prediction by attitude and occupation adjustment but not by other variables.

The investigation was designed to find out the effectiveness of the teacher training programmes in the colleges affiliated to Avadh University, Faizabad. The sample for the study included all the ten teacher training departments in the colleges affiliated to Avadh University. Data were collected with the help of questionnaires from forty-five secondary school teachers, 929 teacher-trainees, sixty-four teacher-educators, ten heads of the teacher training departments and two principals.

The findings of the study were: (i) The teacher training departments did not have adequate buildings or equipment. (ii) None of them had hostels for girl students. The hostel facilities for boys were not satisfactory. (iii) Quite a few teacher-educators were not adequately qualified to supervise teaching practice in the subjects in which they were supervising the lessons. (iv) None of the teacher training departments had provision for extension services. (v) The process of admission was too lengthy and took more than two months for completion. (vi) The duration of the training course had become very short and covered only 118 working days. (vii) None of the training departments had their own practicing schools. (viii) The time spent on practice-in-teaching was too short as schools were not available for a longer time. (ix) The examination for practice-in-teaching had become a farce as the examiners did not observe the lessons for adequate time. (x) The majority of the respondents were not satisfied with the efficiency of the training programmes.
GCPI (Allahabad-1981) conducted a study entitled “A Study of Relationship of Academic Achievement with Attitude towards Teaching among Teacher-trainees”.

The main objective of the study was to find out the relationship between academic achievement and attitude towards teaching among the teacher-trainees enrolled in the L.T. course.

All the ninety teacher-trainees enrolled in the L.T. course (general) of the Government Central Pedagogical Institute, Allahabad, during the 1980-81 session, constituted the sample. The Ahluwalia Teacher Attitude Inventory was employed for finding the attitude of the teacher-trainees towards teaching and their academic achievement was taken from their entrance records in the L.T. course. Product moment correlation was computed between the academic achievement score and the score for the attitude towards teaching.

The findings of the study showed no relationship between academic achievement and attitude towards teaching among the teacher-trainees.

SRIVASTAVA, KANTI MOHAN (Ph.D. Edu. Avadh U., 1982), conducted research on the topic “Effectiveness of the Teacher Education Programme.”

The investigation was an attempt to find out the effectiveness of the teacher education programme of Avadh University. The main objectives of the study were (i) to study the actual position of resources, existing conditions and working of the teacher-education
programme, (ii) to study the quantitative and qualitative characteristics of the programme’s end-product, (iii) to study the effect of the programme on teacher aptitude of student-teachers, (iv) to study opinions regarding quality and sufficiency of existing conditions and working of the programme from the point of view of organization of professional education of secondary teachers, (v) to study opinions regarding utility of the programme from the point of view of the teacher’s job, and (vi) to ascertain the most desirable changes needed for making the programme effective.

The study was a normative survey. All the teacher-education departments of the ten affiliated colleges of Avadh University situated in five districts of Faizabad Division – Faizabad, Gonda, Bahraich, Saltanpur and Pratapgarh – were included in the study. The sample consisted of ten college principals, 76 teacher educators, 929 student teachers, 175 secondary teachers who had been trained by these departments, 38 secondary school principals, and eight educational administrators. The data were collected with the help of two questionnaires, two interview schedules, four rating scales (all prepared by the investigator), one Test of Teaching Aptitude prepared by Dr. Jai Prakash and Dr. R.P. Srivastava, observation of institutions, and content analysis of the university, college and government records.

The major findings were:

1. The ten colleges having a teacher-education department were unequal in size and facilities and none were initially opened with the intention of providing facilities for teacher education. The colleges were no the government grant list; hence there was no
problem of staff salary payment. Except SC and ST student-trainees, all others were required to pay fees. 2. The teacher-educator-student ratio was 1:14, which was higher than prescribed by the government. 3. Sixty per cent of the departments did not have educators in all school subjects on their staff. 4. All the teacher-educators belonged to UP and were upper-caste Hindus and married. Not all of them had double postgraduate degree; less than ten per cent of them had a doctorate degree. Most of them were committed to the profession but were unable to take part in extra-professional activities due to various college and personal engagements. The educators were not very clear about the objectives of the programme. 5. Facilities for non-teaching staff was inadequate. 6. As regards departmental administration, the departments were not independent entities. Trainees, participation in administration was prevalent at all places. 7. Coordination between the department and secondary schools, other training schools and departments, and the community was lacking. 8. Admission rules, as prescribed by the state government were followed, which had many drawbacks. 9. The whole programme comprised theory teaching, practice teaching and sessional work. Average working days were only 118. There was little uniformity in organizing practice teaching and sessional work in the various departments. 10. Separate divisions were given for theory and practical (practice teaching and sessional work) examinations. 11. The future plans of the departments were opening of M.Ed./M.A. (Edu.) classes, construction of buildings for library, hostel, the department itself and extension of library and other facilities. 12. The output of the programme was not at par with the
capacity of production. Wastage of more than nine per cent was observed. 13. Students under training were mostly 18 to 25 years of age, upper-caste Hindus of UP. Three-fourths of them were from rural areas. As regards living conditions and finances, female trainees were in a better position. Only two-thirds of the sample gave first preference to the teaching profession, whereas more than 14 per cent gave no preference to it. About one-third were not willing to leave the profession in future. 14. As revealed by the examination results, teaching efficiency was found to be higher among trainees as compared to professional knowledge. Only 48 per cent of the trainees were found to be of the average or higher teaching aptitude category after training. 15. There was no significant contribution of the programme in developing teaching aptitude among trainees as revealed by the comparative study of means of pretest and post-test scores using single group design. 16. In the opinion of college principals and teacher-educators, the existing conditions and working of the programme were not good on all points. Regarding utility of the programme for secondary teacher’, the opinion expressed by educational administrators, school and college principals, and secondary teachers was of the ‘least useful’ category, whereas for teacher-educators it was of the ‘generally useful’ category. 17. Immediately desired changes in the programme were in its curriculum, organization of practice teaching admission and evaluation procedures, establishment of independent colleges of education, teacher-educators’ orientation and research facilities.
GUPTA, B.C. (Ph.D. Edu., Nag. U., 1982) evaluated the innovative practices of teaching in the colleges of education in his Ph.D. work:

The main objective of the study was to evaluate the effectiveness of the innovative methods in the direction of better learning and higher achievement in colleges of education. The methods of lecture-cum-discussion, discussion, symposium, seminar, workshop, assignment and supervised study were experimented upon in the colleges of education at Sardar Shahar, Ajmer, Bikaner, Gulabpura, Jaipur, Jodhpur and Dabok. Control and experimental groups of fifty students each were formed in each of the seven colleges. The groups were equated on age, sex, intelligence, pre-achievement level, and educational qualifications. Each method was experimented upon in one of the seven colleges. Education and social change, the meaning of education, philosophy and its relationship with education, educational sociology, infectious diseases and their treatment, the laws and theories of learning and the teaching methods of Hindi prose were the seven topics from the syllabus selected for teaching by the innovative methods in serial order at the seven colleges selected. Unit tests were prepared in each of the selected topics and these were administered to both the control and the experimental group after the teaching was over. The control group was taught by the routine lecture method and the experimental group by the innovative method. Each of the groups of fifty students was divided into three subgroups according to their I.Q. – higher, average and lower. The scores obtained by each group were compared by computing means, standard deviations and t-values.
The results showed that the methods of discussion, symposium and supervised study were more effective than the lecture method at both 1 per cent and 5 per cent levels of significance. The discussion method proved to be very helpful to the lower intelligence group, the symposium method also gave better results and proved to be definitely more useful to the average group. The workshop method proved to be definitely superior in the case of the general group as well as the higher intelligence group. Nothing could be categorically said about the assignment method. The supervised study method gave better results at both the places. By and large, it was inferred that all the innovative methods, except the lecture-cum-discussion method, had established their comparative merit against the lecture method.

**SINGH, L.C. (NCERT 1982)** find the following in third national survey of secondary teacher education in India.

Realizing the utility of collection periodically the basic data in teacher education, the Department of Teacher Education, NCERT, conducted the third national survey of teacher education institutions at the secondary level in 1971. The major objective of the survey was to know the status of secondary teacher education institutions with regard to their theoretical and practical instructional programmes, student population, staff, finances, physical facilities.

A comprehensive questionnaire was prepared to collect the required information for the three consecutive academic sessions 1968-69, 1969-70 and 1970-71 from 381 institutions that existed in
April 1971. However, only 68 per cent institutions supplied the survey data on which the final report was prepared.

The main findings of the survey were: (i) During 1963 and 1971, 42.5 per cent additional teacher education institutions (TEIs) came into existence. On April 1971, the total number of TEIs was 381(ii) In 1971 77.6 per cent TEIs were functioning as independent institutions and 22.4 per cent as sections of postgraduate colleges or university departments. 83.0 per cent TEIs were coeducational and 63.0 per cent were privately managed (aided or unaided). (iii) As many as fifty-eight universities exercised academic control over 93.82 per cent TEIs in 1971 while three State Departments of Education controlled 6.17 per cent TEIs. (iv) As such, 64.09 per cent institutions offered only B.Ed./B.T./L.T. whereas 15.44 per cent can both B.Ed. and M.Ed., 20.46 per cent offered other courses like Diploma in Education, M.Phil. Ph. D. and D.Lit. and 10.81 per cent TEIs offered courses for elementary teachers in addition to B.Ed./B.T. Also, 35.90 per cent institutions had their own departments of extension services. (v) The average enrolment of B.Ed. students per institution increased from 129.8 in 1968-69 to 137.1 in 1970-71. On an average 45 per cent students admitted to B.Ed. were freshers. The dropout rate was approximately 6 per cent per year. Pass percentage remained steady, around 90 per cent. (vi) The students, both with graduate and postgraduate qualifications, were admitted to B.Ed. in 1970-71. They had better divisions than those admitted in previous two sessions. Average age of B.Ed. students also showed an upward trend over the three sessions. (vii) English as medium of instruction was used in 56.8 per cent TEIs
while as medium of examination in 71.8 per cent institutions. Hindi and some regional languages were also used as instructional and examination media by some of the TEIs. (viii) Large variations were noticed regarding the number of theory papers offered by various TEIs. Principals of education and educational psychology were offered by all the responding institutions as compulsory papers. Orientation programme was organized by most of the institutions for general orientation of student-teachers. Among the methods of teaching followed in TEIs, the lecture method was the most popular one. In addition, assignment, tutorials, seminars, etc., were also practiced as teaching methods. The majority of the institutions offered two teaching subjects for the practice teaching programme. The total number of lessons ranged from forty to sixty; block teaching practice was the most popular pattern. The majority of the institutions organized practice teaching on full days while the remaining had it on half days. Most of the institutions had one or two attached demonstration schools. The lesson plans prepared by student-teachers were checked and approved by method masters in 79.9 per cent TEIs Supervision of full teaching period was done in 58.7 per cent institutions. (ix) Maximum marks allotted to theory, practice teaching and practical work ranged from 400 to 750, 100 to 400 and 50 to 450 respectively, in most of the institutions. Assessment of these three aspects of the curriculum was invariably both internal and external. Internal assessment was based on periodical tests and/or assignments. (x) Government grants, managements’ contribution and fees from students were the main sources of income for the majority of the TEIs. Salaries of the
teaching and non-teaching staff was the main item of budget expenditure. Thirty-nine per cent TEIs provided financial help to student-teachers in the form of scholarships, stipends and freeships. (xi) The teacher-educator and student-teacher ration, on an average, was 1:12. (xii) Regarding academic qualifications of teacher-educators, 6 per cent had Ph.D., 78.4 per cent had postgraduates.

**Sinha, P. (Ph.D. Edu., Pat. U., 1982)** had an evaluative study of teacher education in Bihar in his Ph.d. work.

The main objectives of the study were: (i) evaluate various innovative programmes in the field of teacher education in Bihar, and (ii) to examine the impact of these programmes on the quality of output.

The study was based on a randomly selected sample of forty-four primary teacher education colleges out of a total of eighty-four colleges and all the ten secondary teacher education colleges in Bihar. A questionnaire, consisting of forty items seeking personal data, institutional data, information about teachers, students, syllabus, and evaluation process, was prepared for the study and was sent to the principals and the teacher-educators of the colleges selected in the sample. The investigator personally visited the colleges and collected data. The principals and the senior teacher-educators were also interviewed to verify the entries in the questionnaire and missing items of information were thus supplemented.
The main findings of the study were: (i) At the primary level, about 60 per cent of the teacher-educators were trained graduates and their performance was not satisfactory. (ii) Over 77 per cent colleges had no building of their own while 65 per cent colleges had their own buildings in poor condition. (iii) A majority of the colleges had inadequate staff, library, equipments and laboratory. (iv) Recent innovations in teacher education had not been incorporated into the system. (v) In-service programmes were not carried on effectively and there was little attention paid to follow up programmes. (vi) The evaluation process had remained traditional. (vii) Practice teaching in colleges of education was being neglected by the method masters.


The objectives of the study were (i) to conduct a survey of teacher education at secondary level and make a critical appraisal of the B.Ed. Programme in Tamil Nadu, at its operational set-up. (ii) to report briefly on the historical background and the evolution of teacher education at the secondary level in India and especially in Tamil Nadu, (iii) to report a comparative study of the contemporary teacher education programmes at the secondary level in advanced countries abroad, with reference to that in India and in Tamil Nadu, and (iv) to locate the deficiencies in the system here, if any, and suggest remedies.

The data were 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 suggestions for improvement and remedies for the defects or shortcomings in the programme. An interview schedule was also used for collecting data.

The findings of the study were: 1. The state government controlled the recruitment of all the teacher educators. Selection was done on the reservation basis; the service of teacher educators was secure and their salaries were directly paid. 2. The comprehensive B.Ed. curriculum was not effectively implemented due to time shortage, semester internal assessment, etc. 3. The revised B.Ed. syllabus in force in Tamil Nadu was appropriate and fulfilled the requirements on the professional side, but lacked in content knowledge of the academic subjects. 4. In some of the colleges of education there was no selection committee, nor were the staff involved in it. 5. To improve the quality of teacher education programme, the cooperating schools and colleges of education needed to work in harmony. 6. Teacher educators followed the latest methods in teacher education programmes due to the proper facilities prevalent in their colleges of education. 7. Many colleges of education had hostels for the trainees and some had hostels for staff too. Some colleges of education had compulsory residential programmes. 8. The financial resources of the colleges of education included tuition fees and special fees, remitted to them by the trainees. 9. Work-experience was provided to the trainees through NSS programmes.

The objectives of the study were (i) to analyse existing B.Ed. curricula of various representative universities of four different regions of the nation, (ii) to study the common and uncommon aspects of secondary teacher education programmes analytically, (iii) to know the changes that were expected in STEP, and (iv) to develop a Secondary Teacher Education Programme (STEP).

The sample for the study was B.Ed. syllabi of 24 universities, the IATE, the NCERT and the L.T. course of UP. The tools used were an interview schedule and a comprehensive questionnaire prepared by the researcher.

Following were the main findings of this study: 1. The duration of the STEP should be two academic sessions. 2. The aspects of STEP should be, (a) educational theory (b) practice teaching, (c) community work, (d) work experience, (e) sessional work, (f) cocurricular activities. 3. There should be content courses along with the school subject methodology paper. 4. There should be two subjects for methodology of teaching and the number of lessons should be 15 for each subject. 5. Internship in teaching should be introduced for a period of three months. 6. There should be a provision for urban and rural teaching in the STEP. 7. There should be provision for theory and practical action research or classroom research in STEP. 8. There should occasionally be exchange of teachers between colleges of education and secondary schools. 9.
There should be examination in theory and practicals. 10. Separate results in theory and practicals should be declared. Assessment of theory papers should be in marks. Evaluation of practicals, sessional work and other aspects may be in grades.

**KADWADKAR, S.D.** (Ph.D. Edu., Kar. U., 1984), made a critical enquiry into professional courses for college teachers in India in his research work.

The objectives of the study were (i) to analyse and evaluate selected professional courses for college teachers, (ii) to examine the functioning of these courses, and (iii) to offer suggestions for the improvement of courses and procedures for their implementation. The study was limited to the postgraduate diploma in higher education course of Madurai University and the diploma in higher education course of Bombay University.

Three approaches were used for evaluating the courses and their functioning. A list of 27 specific professional abilities required by the college teacher for successful teaching and evaluation was prepared using the systems analysis approach and was used for the evaluation of course components in terms of their value in acquiring professional abilities. An instrument was designed, using a model intended to represent the acquisition of a professional ability in the form of a plan. The stability coefficient of the instrument was found to be 0.925\((n=15)\). This was administered to 15 teacher candidates about to complete the postgraduate diploma course of Madurai University and 75 diploma-course students of Bombay University. A comprehensive enquiry form was developed to collect the views of
teacher educators handling the courses. The responses of 90 teacher candidates to the instrument and eight teacher educators to the enquiry form were used as the basis for evaluating the courses and their functioning.

The major findings of the study were: 1. Theoretical information relating to ‘planning for teaching’ ability and some components of ‘teaching and testing’ abilities was given in a global way and related practical work was either not prescribed or not given due weightage. 2. No specific information relating to the ability, ‘dealing with behavioural problems of students in the classroom’, was given. 3. Some theoretical information relating to ‘action research’ ability was given but no related practical work was attempted. 4. No or very little scope was given to demonstrate professional abilities.

The main implications of the study are: (1) The courses should be modified so as to make them performance-based. (2) The micro-teaching approach should be used to upgrade the teaching competence of teacher candidates. (3) More weightage should be given to practical work.


The objectives of the study were (i) to study the provisions of student teaching programmes in colleges of education in respect of objectives, pre-practice teaching preparation, practice teaching, supervision, evaluation, school/college cooperation, resources and
innovations and (ii) to make case studies of innovations in student teaching programmes.

The study was conducted on the population of all the 19 teacher-training colleges of Orissa State. All the principals (100 per cent) and 118 (75 per cent) of the lecturers of these teacher-training colleges were the respondents of the study. The investigator prepared two questionnaires, one for principals and the other for lecturers, and one observation schedule, one interview schedule and one proforma. Data were collected by mail as well as through personal visits to the teacher-training institutions. The responses to the questionnaires were analysed through percentages and the data collected through other tools were analysed qualitatively.

The findings of the study were: 1. Training in techniques of observation, maintenance of classroom discipline and organization of functions and festivals were found in all colleges. 2. The manner in which criticism lessons were held was not proper. 3. Various methods of teaching were not used in teaching lessons. 4. The practice-teaching programme stressed delivery of lessons and not other activities expected from a student-teacher. 5. Supervisors did not observe lessons completely. They rarely discussed their observations in lesson-plan journals with the trainees. 6. The evaluation was of doubtful validity as on evaluation criteria were explicitly stated. 7. School-college co-operation was found poor in almost all institutions under study. 8. The colleges lacked qualified method masters. 9. The lecture method of teaching was in vogue. Microteaching and team supervision of criticism lessons were the only two innovations practiced in three colleges. 10. In all respects,
the functioning of government institutions was better than that of private institutions.


The major objective of this investigation were (i) to study the relative efficacy of competency-based teacher education in the pre-service education programme of secondary school teachers, (ii) to identify factors influencing competency achievement such as social status, economic status and level of education, and (iii) to find out the relationship between an individual’s self-esteem and competency achievement.

Competencies were spelled out in behavioural terms for the units in the elective subject, ‘Institutional Planning and Administration’, of the B.Ed. course of the Madras University, and these were designed to identify both knowledge and performance competencies. Knowledge competencies consisted of knowledge about concepts, knowledge about application of concepts and knowledge about specific examples about those applications. The competency list was validated by a panel of five educationists. For the experimental study, all the students of two government colleges of education at Pudukottai and Orathand, numbering 200 were involved. They were male students in the age group 21-26. Five treatment groups with 40 student-teachers in each group were formed by random selection. The first group received instruction through the traditional lecture method with occasional dictating of
notes. The second group learnt through small group discussions that were pre-planned. Source materials were supplied. The third group mastered the subject-matter through the conduct of seminars followed by discussions, the researcher or one of the student-teachers moderating the whole session. The fourth group was engaged in directed self-study, supported by a resource centre and weekly discussion led by the researcher. The last group studied by means of the self-instructional modules that were based on a competencies approach. Students were permitted to proceed at varying speeds. The actual experiment lasted for five months. Validated criterion-referenced tests were used for pretests as well as post-tests for all the groups. The criterion-referenced tests were based on identified explicit competencies. To find out the relationship between an individual’s self-esteem and achievement, Rosenberg’s Self-Esteem Scale was used. A check-list was utilized to find out the social and economic backgroup of the students and their general educational level with subject specialization. At the end of the experiment, the participants’ attitude to the programme was ascertained through a five-point scale. An attitude scale was also used to study the attitude of student-teachers towards the teacher-preparation programme.

The major findings of the study were: 1 Competency-based instruction proved suitable for teaching selected units in Institutional Planning and Administration. 2. The seminar method seemed to be an effective method as it compared favourably with the competency-based approach. 3. The lecture method was effective as a group method. 4. Directed self-study did not compare well with other
methods. 5. There was a significant relation between self-esteem and acquisition of competencies. 6. Attitude towards teaching methods had a favourable correlation with acquisition of competencies. 7. The study proved that teacher education programmes could be made more effective through a competency-based approach.


The major objectives of the study were (i) to compare teacher effectiveness of male and female teachers of urban and rural areas, (ii) to compare their intelligence, socio-economic status, attitude towards teaching profession and adjustment, (iii) to find out the relationship between teacher effectiveness and the selected correlates, viz., intelligence, adjustment, attitude and SES, and (iv) to determine the combined effect of the correlates on teacher effectiveness.

The sample comprised 330 teachers of urban and rural areas from 22 intermediate colleges of Varanasi, Gorakhpur and Jaunpur districts. The tools used were the teacher Attitude Inventory, Teacher Adjustment Inventory, SES Scale, Samoohik Mansik Yogya Pariksha (1/61) and Teacher Effectiveness Rating Scale.

The major findings were: 1. No significant difference in the mean scores of male and female teachers in their effectiveness was observed. 2. The difference in the mean intelligence scores of male and female teachers was not significant. 3. It was revealed that the rural female teachers had secured comparatively better scores than
the rural male teachers in teacher effectiveness. 4. The difference in the mean scores of urban male and female teachers was found to be non-significant on the SES Scale. 5. There was a non-significant difference in the mean scores of male and female teachers belonging to rural and urban areas in their attitude towards teaching. 6. There was non-significant difference in the mean scores of adjustment of male and female teachers. 7. The scores of rural male and female teachers in teaching effectiveness appeared to be correlated significantly with only two variable- intelligence and attitude towards the teaching profession. 8. A low relationship between intelligence and socio-economic status was observed. It was, however, not significant. 9. The teacher-effectiveness scores of rural male and female teachers appeared to be significantly related with intelligence, socio-economic status and adjustment. 10. Intelligence showed a moderate and significant relationship with socio-economic status and adjustment of the urban teachers, irrespective of sex.

2.2 Studies Generated from NET

Sharma A.P. (Retired Professor of Educational Philosophy, IASE, Vidya Bhawan, Udaipur, India) highlighted the corruption in NCTE in his study entitled “Corruption Rampant In NCTE” (Generated from NET- Posted by Dr. Keshav on 20th March, 2007)

It is a woeful story to tell that NCTE which was started to straighten the affairs of the Teacher Education in the country is limping badly on account of numberless corrupt practices in vogue at different levels of its working. At the very outset, when it took off, it appeared that it would surely work to help improve the working of
Teacher Education and bring new dimensions to it that would generate effectiveness and meaningful productivity. All went well for a couple of years and most of the people working for it put their best efforts to regulate the system that had gathered lot of dust in the years after Independence. It did not mean that before Independence all was good. As the system was never intercepted by any agency that far it gathered slowly many corrupt practices. In want of adequate vision the system gradually started getting polluted and gathered lot of moss after a few years of Independence.

After Independence a good number of Teachers Colleges were opened. Most of them possessed a mission to provide good training to the future teachers with the hope that when they pass out they may cultivate some of the best qualities among their students. Perhaps first two decades after Independence were the best years in all respects in the history of Teacher Education in the country. It generated lot of confidence among teachers. As a result the teaching profession was seen with great respect as its magnitude had elevated.

But after two decades of freedom the system started getting weak as some of the privately owned teachers colleges started working for their own benefits forgetting the main objectives of teacher education. Such teachers colleges were badly involved with corrupt practices in various ways. It involved changing their working pattern, great cut in the salaries of the teachers, providing inadequate facilities to the students at all levels, offering poor library services, and extracting money from the students by adopting different ways and means.
The initial spell of NCTE that had influenced the working of the teachers colleges positively did not last long. On account of the changes in the Government at the Center, numberless changes in the setup of NCTE ensued. Consequently it started declining gradually, more so because the rope, which was gradually tightened against the corrupt practices of teachers colleges, got loosened on account of poor vision of the custodians of NCTE at all levels. As a cumulative result of that looseness NCTE started succumbing to the pressures of the high ups and politicians. As a result it started compromising with the corrupt practices forgetting its initial role, which was to straighten the affairs of the teachers colleges at all levels.

Therefore, he limited his opinion to the area of experts visits to inspect the newly created teachers’ colleges” only.

1. As limitless teachers colleges have been opened in the last three or four years, standard has steeply falling down in respect of teaching, recruitment of the faculty members and infrastructure facilities, which are absolutely essential for any teachers college. I would like to assign its cause to a considerable extent to the process of the selection of experts by the regional offices of NCTE. Initially when this exercise started, NCTE was very judicious in choosing its experts who were really trustworthy and academically as well as morally very sound. It is so unfortunate that in the last couple of years a great percentage of the experts are the people who are not only academically poor but also morally low. They have no
real alliance or interest with the progress of Teacher Education.

2. An expert, who either belongs to History, or Mathematics or Sociology discipline, and who does not know anything about the working of a teachers college, cannot do any justice in inspecting a proposed teachers college. Many of the experts enlisted in the last three or four years are totally unaware about the functioning of teachers colleges. As a result their visits to the newly proposed teachers colleges are merely a pastime and a good means of earning money. When the managers of the newly proposed colleges come across such unworthy experts, who are basically greedy and who don’t possess any basic knowledge about the working of teachers colleges, they don’t hesitate to offer huge sums of money to get reports in their favor. Consequently, these sorts of experts without any hesitation endorse their recommendations in favour of the college, which provide them good facilities and lubricate their palms with lots of money. It has resulted in opening a great number of poorly equipped teachers colleges functioning even in one or two small rooms where subsistence is absolutely difficult.

3. Most of these poorly equipped teachers colleges are functioning as privately owned colleges, which have hardly any adequate building or library facilities. Such colleges have scanty number of teaching and non-teaching staff on their rolls. One can imagine how poorly such teachers colleges
must have been functioning in want of adequate vision and experience required to run these colleges. In want of adequate staff there cannot be any functioning of a college, especially of a teachers college. These colleges are the creation of the experts’ reports, which obviously result on account of either accepting huge sums of money or on account of inadequate knowledge about the working of teachers colleges or both.

4. One of the reasons of the mushroom growth of poor teachers colleges in the country is the placement of inexperienced and less-matured staff at a regional center, which is responsible to select the experts to visit the newly proposed teachers colleges. Totally inexperienced staff is not in a position to shortlist right kind of experts. Although it is difficult to select a right kind of expert, it is also necessary before choosing an expert that the Regional Offices collect reports about them by different ways and means so that they don’t make mistakes in selecting wrong people to work as experts. In the last two to three years it has been reported that the NCTE staff dealing with the newly created teachers colleges not only furnish every kind of information to the managers of the proposed colleges, they also accept huge sums of money from them by creating hurdles before them in various ways.

5. Once when a newly created teachers college becomes successful in offering money to the experts, it becomes easy for them to bribe the next team of experts that visit them to reconfirm their running. Thus, this process has been going on
and on, polluting the working of the teachers colleges and helping opening substandard colleges, which are likely to bring disaster to the country cumulatively in future.

6. How can a head of a teachers college whose services have been extended temporarily by a privately owned teachers college, can testify the authenticity of a newly proposed teachers college, when he/she is constantly violating NCTE norms in term of recruitment of staff and payments of salaries to them? As he/she has been appointed by the management on a low fixed salary, their becoming NCTE experts to approve or disapprove a newly proposed teachers college, easily provides them a chance to accept envelops from the managers of the newly proposed teachers colleges.

7. It is also reported that recently very senior and responsible people in NCTE sometimes telephone to the team of the experts appointed to inspect a newly proposed teachers college. The high ups, who come under the political pressure, simply tell the team, ‘Please take care of the newly proposed teachers college.’ That certainly affects the conduct of even the right kind of expert who is forced to think twice before writing the report after talking to the senior person from NCTE on phone.

It is therefore, imperative that the selection of the right kind of experts must be taken in view and no one from senior positions should influence their decisions. It can happen only when the
Chairperson of NCTE is weather-proof and without caring for personal interests or fearing to lose his position, he acts very honestly. The Regional Centers needs to be over-hauled and the corrupt personal must be removed or transferred. It is not difficult to identify such base people for there is always a small percentage of honest people working in NCTE. They can easily identify such culprits. Actually the damage has already been done to the status and working of the Teachers Colleges by the poor and ineffective working of NCTE. If right position is to be retraced, it is necessary that only honest people should be appointed to handle the affairs of NCTE at all levels. In want of it, as it looks today, NCTE is bound to shatter in a very near future. If some people are really serious to eradicate the bad practices rampant in NCTE, ways and means can always be discovered to rectify them.

Swarup Smriti (Ph.D., former Prof. & Director, Center of Special Education, SNDT Women’s University, Mumbai), conducted a study entitled “Evaluation Of Joint Col-NAAC Work In Quality Assurance In Teacher Education” and submitted the report to Dr. Kanwar Asha, Vice President and Program Director, Commonwealth of Learning).

EXECUTIVE SUMMARY:
This report presents the impact of the partnership of Commonwealth of Learning (COL) and National Assessment and Accreditation Council (NAAC) on Quality Assurance in Higher Education in India and other Commonwealth countries.
The Commonwealth of Learning (COL), Canada and National Assessment and Accreditation Council (NAAC), India signed a Memorandum of Understanding (MoU) on 5th Nov, 2004 to collaborate and work jointly towards Quality Assurance in Higher Education.

**Collaborative Activities:**

The collaborative activities as mentioned in the MOU are as follows:

1. Compilation and dissemination of best practices and innovations in various higher education institutions including those offering teacher education courses by alternate modes.
2. Collection and publication of best practices and innovations in teacher training programs and professional development of teachers.
3. Evolving process based quality indicators for different modes of higher education programs.
5. Facilitating capacity building in quality assurance and flexible forms of higher education.
6. Facilitating promotion of quality enhancement and institutional excellence in higher education institutions.
7. Providing a forum for dissemination and sharing of innovations and Best Practices.
8. Collaborating with other nodal agencies for liberal as well as professional education with a view to undertake various joint activities.
Accomplishments:
The COL-NAAC partnership resulted in the accomplishment of the following:

1. Organizing three Round Table Meetings/Workshops
2. Development and publication of QA material, namely
   a) Innovations in Teacher Education: International Practices of Quality Assurance
   b) Quality Indicators for Teacher Education
   c) Quality Assurance in higher Education- an introduction
   d) Assessors handbook
   e) Quality Assurance Toolkit for Teacher Education Institutions

Extended Activities:
On the basis of the positive feedback received from the institutions of higher learning and other stake holders the COL-NAAC extended their activities to include:

1. Compilation and dissemination of Best Practices and Innovations in various higher education institutions including teacher education institutions (offering courses through alternate modes).
2. Evolving process based Quality Indicators for different modes of higher education programs including teacher education.
3. Facilitating capacity building in quality assurance in professionals working in higher education including teacher education.
4. Promotion of quality enhancement and excellence in institutions of higher learning.
5. Creating a forum for dissemination and sharing of innovative and best practices.

6. Networking and collaborating with NCTE to bring in quality culture and excellence in teacher education.

The following joint activities undertaken by COL-NAAC have resulted in achieving the above:

1. Field trial of the Quality indicators to test its feasibility and effectiveness.

2. Workshops for teacher educators for creating awareness about the QA practices and the use of QA material especially the Quality Assurance Toolkit for Teacher Education and its usage.

3. Use of Assessors Handbook and QA Toolkit for Teacher Education in capacity building of the QA personnel.

4. Meeting for policy makers and academic administrators to plan and develop capacity building strategies for teachers working in higher education in India and other commonwealth countries viz. Srilanka, Nigeria, Zambia, Uganda, Mauritius, Jamica by getting directly involved in the activities.

5. Publish and disseminate the QA material to various countries (It has been disseminated to 14 countries)

**Conclusions:**

The following conclusions were derived on the basis of the data collected during the course of the study:

1. The quantity and quality of QA material developed meets the National and International TE quality requirements.
2. The Quality Indicators for TE is an effective tool for internal quality improvement, quality management and quality assurance.

3. There has been a value addition to the existing partnership of NAAC with international organizations specifically with UNESCO and British Council and with quality assurance agencies of other Commonwealth countries. Within India also the network with NCTE, TEIs and other institutions of higher learning has been widened and strengthened.

4. The impact of NAAC- COL partnership has been significant in building capacities of TE policy makers, managers and teacher educators who have been trained by NAAC using ‘train the trainer’ model yielding a multiplier effect.

5. The TE system in India has become sensitive to the QA procedures. It has also affected the TE system in other countries through the TEIs who have tried out and adapted the toolkit according to their local needs. On the whole it has infused quality culture in the TEIs.

6. In India, the QA material has impacted the Rules and Regulations of NCTE by way of modifications for improving the standards of TE across all levels.

7. The participatory approach in developing the toolkit by involving the National and International experts at all stages has resulted in a quality product which has been widely accepted across the Commonwealth Countries.

8. The NAAC- COL partnership had a built-in flexibility in execution/implementation. This has enabled NAAC to achieve
the objectives of the MOU with regard to the quality of activities. This has also provided a scope for innovation and creativity to NAAC in bringing out publications. The same can be a model arrangement for future collaborations.

2. THE IMPACT STUDY

Introduction

Education is a fundamental right of every citizen of a country. So it is imperative to pursue “Education for All”, but the target should be to provide ‘Quality Education for All’. Quality of school education is directly linked to the quality of teachers. To strengthen the education system as a whole an army of quality teachers needs to be prepared. The quality of teachers and teacher education programs, for long, has drawn attention of policy makers, curriculum designers, academia and other stakeholders. Quality of a program can be assessed in terms of its standards, consistency and fitness for purpose - the purpose as perceived by a society in general and a community in particular. In the present context this refers to higher education in general and teacher education in particular.

Quality can be viewed from two perspectives the one as perceived by the ‘self’ and the other as perceived by ‘others’. The perception of ‘others’ is valued more as it affects the perception of the ‘self’. So there have to be some parameters against which the ‘self’ and ‘others’ both should be able to assess the quality of a program and its practice for quality assurance.

The National Assessment and Accreditation Council (India) and Commonwealth of Learning (Canada), joined hands to work
towards quality promotion, quality evaluation and quality sustenance in all institutions of higher learning including teacher education institutions in Commonwealth countries. Pursuant to this, NAAC (India) and COL (Canada) entered into an agreement by mutually signing a Memorandum of Understanding (MOU) on November 5th 2004 to collaborate on various activities relating to Quality Assurance in Higher Education.

**Areas of Collaboration**

The areas of collaboration that were agreed upon included:

1. Compilation and dissemination of best practices and innovations in various higher education institutions including those offering teacher education courses by alternate modes.
2. Collection and publication of best practices and innovations in teacher training programs and professional development of teachers.
3. Evolving process based quality indicators for different modes of higher education programs.
5. Facilitating capacity building in quality assurance and flexible forms of higher education.
6. Facilitating promotion for quality enhancement and institutional excellence of higher education institutions.
7. Providing a forum for dissemination and sharing of innovations and Best Practices.
8. Collaborating with other nodal agencies for liberal as well as professional education with a view to undertake various joint activities.

3. PROJECT CONTEXT

Output and Impact Indicators

The present report focuses on the evaluation outcome of following output and impact indicators:

1. Quality and quantity of relevant materials produced due to the COL-NAAC cooperation.
2. Extent to which NAAC could develop the right networks during the activity time.
3. Numbers of persons within an outside NAAC build up competencies in development of Quality Assurance materials, design and use of these materials for assuring quality in teacher education institutions and programmes.
4. Extent to which the Quality Assurance material produced and personnel oriented has influenced the teacher education system in India and other countries.
5. Extent to which the work carried out by COL and NAAC has influenced the policy of National Council for teacher education(NCTE) in India with regard to quality assurance in teacher education institutions.
6. Number of institutions which adapted/adopted or influenced by the joint work of COL and NAAC.
7. Number and extent of linkages developed by NAAC and COL with international agencies and institutions in commonwealth countries as outcome of the work.

4. **MONITORING AND EVALUATION PURPOSES**

The present study has been conducted to evaluate the joint COL-NAAC work in the area of Quality Assurance in Teacher Education during the period 2004-08 under a contract between COL and the consultant.

5. **MONITORING, EVALUATION DESIGN & IMPLEMENTATION**

This evaluation study, focused on the terms of reference (TOR) of the MOU signed between COL(Canada) and NAAC (India) and the activities planned and executed during the period of their partnership i.e., from 2004 to 2008.

The evaluation of the products and practices has been done both in absolute and relative terms with regard to the quality of products (in absolute terms) i.e., the perceived utility and the effectiveness/utility of products (in relative terms) i.e. the experienced utility.

**Modalities and tools used:**

The following tools were used for collection of data:

1. Documentary evidence
2. Interview schedules for:
   a) Policy makers
b) Contributors/teacher educators involved in the development of the QA material

c) Heads of teacher education institutions who have implemented the QA material

d) Other stakeholders such as students and research scholars.

**Procedure**

The procedure for the study included:

1. Visit to NAAC, Bangalore, and Teacher Education Institutions for collecting documentary evidence and first hand information.

2. Interview of policy makers, teacher educators and stakeholders for collecting individual views and experiences.

The primary and secondary information thus collected was collated for preparing this report.

**Limitations of the study**

The following conditions limit the scope of the study

1. The impact study is limited to the data collected from the persons concerned in NAAC, Heads of teacher education institutions, teacher educators and other stakeholders.

2. The data relates to their experience of the partnership outcomes, quality of QA material especially the Tool kit.

3. The impact of the QA material has been studied only during the past one academic year, after release of the Toolkit and other QA material.
4. Impact of the QA material on students and school systems could not be taken up due to time constraints and present scope of the study.

6. **FINDINGS**

The findings about the management and implementation of the activities; achievement of intended outputs/outcomes and unexpected outputs/outcomes are presented in the following five sections:

1. Evaluation of COL-NAAC joint activities in terms of quantity and quality of QA materials produced.
2. Impact on Policy (NCTE & State Governments)
3. Impact on QA practices of TEI’s
4. Impact on establishing linkages & networking with National and International agencies.
5. Impact on community awareness.

**Prof. Sethuraman R.** (Vice-Chancellor, SASTRA University, Thanjavur) in his article entitled - ‘Teacher education and the role of NCTE’, criticized the NCTE. (Published in “The Hindu- Education Plus Hyderabad” on Monday, October 20, 2008.)

Sudeep Banerjee Committee Report speaks volumes on the mal-functioning of the NCTE and the Government must act immediately.

Welcome measure: To prevent commercialisation of education, the NCTE was formed in 1993 with statutory powers.
The High Court of Calcutta recently held that nearly 75,000 certificates issued by the 142 Primary Teachers Training Institutes (PTTI) in West Bengal would be invalid in the absence of recognition by the National Council for Teacher Education (NCTE).

Of the 142 such institutes functioning in the State, 58 are run by the State Government and remaining are private. Several of such institutes had the recognition under the West Bengal Primary Education Act 2002. The amendment to the West Bengal Board of Primary Education Act was ratified by the Centre and it is the contention of the West Bengal Government that since the Act was ratified by the Centre, the approval of NCTE was not necessary.

Apart from the students now studying, around 1,42,000 students passed out of the 142 PTTIs since 1995, of which most of them are employed in the primary schools of the State.

If the order of the Calcutta High Court is given effect to, careers of teachers already employed will be in jeopardy. The leader of the West Bengal Primary Teachers Training Students’ Union demanded that the Government should think about out of court settlement on this issue.

The situation is not new to West Bengal.

**Institutes Derecognised**

A couple of years ago, when the High Court of Calcutta had de-recognised about 16 institutes conducting B. Ed. programmes for running the programmes without the NCTE’s approval, an ordinance
was promulgated amending the NCTE Act, 1993. During the six-month validity period of the ordinance, post-facto approvals were granted to such institutes operating in West Bengal on collection of Rs.12.50 crore by NCTE as compensation. The ordinance was not placed before the Parliament for ratification. Students and Teachers of West Bengal demand such type of approval in the present case also.

The first moot question is whether in the absence of ratification of ordinance by the Parliament, such approvals granted by the NCTE are valid.

Similar situation arose in different circumstances in the State of Bihar in 1989.

Private Sanskrit Schools were taken over by an ordinance in 1989 by the State Government, which was challenged and the matter was argued in the Supreme Court.

In 1998, Justice Sujatha V. Manohar held that ordinance cease to operate beyond the period provided for in the constitution, if the ordinance is not ratified by the Legislature or Parliament. The executive is not expected to take irreversible decisions in the form of ordinances unless the decisions are followed by a law enacted by legislature. Otherwise the constitutional check on the executive’s power to promulgate ordinance will become meaningless.
On the other hand, Justice Wadhma held that consequences following the Ordinance are of enduring nature unless reversed by the legislature.

In view of different opinion between the two Judges, the matter was referred to a larger Bench. The matter came up before a Constitution Bench on 23.11.2004 and it decided to post the matter before 7-Judges Bench.

Hence, the matter is still undecided as to whether non-placement of an ordinance before the Legislature/Parliament will nullify all the acts done under the ordinance.

Hence, the approvals granted to West Bengal institutions are likely to be questioned.

Further, the amendment to the Act was only to overrule the judgement of Calcutta High Court and it was incurable.

This point also stares at the face of NCTE.

The present scenario at West Bengal is more serious than compared to 2006 which resulted in issuance of ordinance, whose applicability is a matter before the Supreme Court.

Besides, the functioning of the NCTE is also not satisfactory. The Review Committee was constituted by the Ministry of Human Resource Development (MHRD) under the Chairmanship of Sudeep Banerjee, former Secretary, MHRD, to conduct an in depth study of the function of the NCTE and its Regional Committees in the wake of numerous complaints about the NCTE.

In its report the Committee has stated that (1) the NCTE paid scant attention to the quality of training and curriculum while fostering
privatisation in teacher education, (2) NCTE had failed in its endeavour, and (3) not only had the NCTE been derelict of its duties, the apex teacher education body had promoted commercialisation and unplanned proliferation of teacher education institutes.

Pre-occupied

NCTE has moved away from its mandate of ensuring quality teacher education and was pre-occupied with granting approvals, it noted.

On March 10, 2008, while replying to an unstarred question in Rajya Sabha, it has been replied that the Government is taking further action on the recommendations of the Committee to repeal the NCTE Act.

This assurance given to the Parliament was extended up to 13.11.08.

It is high time that the Central Government act and repeal the Act.

Disproportionate assets

Last year, one of the Regional Directors of NCTE was arrested for having disproportionate assets to his income running into crores of rupees, besides running three B. Ed. Colleges and one engineering college.

It is reported now that in Udaipur, a few days ago, in a raid conducted by CBI, the officials of the National Council for Teacher Education were nabbed for taking bribe for “tempering pares” to clear the affiliation of some institutes for B. Ed. Course. Further, it is
reported that bribe was exhorted by threatening the institute of negative reports. Such things are not uncommon.

With the tall order of the Supreme Court in mind and to prevent commercialisation of education, the NCTE was formed in 1993 with statutory powers. Sudeep Banerjee Committee Report speaks volumes on the mal-functioning of the NCTE, necessitating the Government must act immediately.

Dr. (Mrs) Kondapalli Rama (Deputy Adviser, National Assessment and Accreditation Council, Bangalore, India) conducted a research study on the topic “Transformational Value of ICTs in Teacher Education: Learnings from India” (Generated from NET- Jan 2010.)

She conducted in this research paper in an era where the world of education and learning are changing rapidly, bringing new realities and challenges to Teacher Education Institutions (TEI’s), through innovations in use of Information and Communication Technologies (ICT) has important implications. Today Teacher Education in India is being overhauled and redesigned to include the changes taking place across the world. New opportunities and possibilities especially those in electronic and other related applications for skill development outside formal learning arrangements stimulate the reform of the existing educational provisions.

The past decade has seen efforts made at different levels not merely to spread the use of computer and related technologies but
also to integrate the same in the core functioning of institutions i.e. teaching-learning. In this direction, the GOI has initiated several programmes starting with the Computer Assisted Learning and Teaching (CALT) in late 1980’s. Under this teacher educators were provided initial training in the use of computers.

This paper focuses on the success stories of Indian Teacher Education Institutions in ICT application, integration and use for and in the teacher training programmes, on issues and challenges associated with use of ICT in enhancing teacher quality and enabling and enhancing the ICT use in the associated schools. It also attempts to put forward the new opportunities and benefits to the system. This paper also attempts to look at the efforts put in by Government of India, the corporate interventions and the institutional efforts in Integrating ICT in teacher education with an aim to bring a transformation in teaching learning and improving teacher quality.

**Transformational Value of ICTs : Indian Experiences**

There is a large gap between the ICT culture expected and practiced. Sensing the deficiency of the lack of ICT educated human resources, the National Council for Teacher Education (NCTE) as a capacity building exercise in the first phase has started ICT literacy camps for teacher educators throughout India. The targeted TEI’s in the first phase were covered in the 100 countrywide camps and hands on interactive experience was provided through a series of self learning CDs developed by the NCTE. In this mode NCTE covered a large number of TEI’s and could motivate the teacher educators to use computers in various activities. Other initiatives of the
regulatory bodies include initiative of NCERT in conducting Computer Literacy Programmes under the CLASS project, organizing computer programmes for teachers from the vocational and technical education streams by the Indian Society for Technical Education (ISTE), organizing Management Information System series for Higher education teachers by the UGC, etc.

Apart for these statutory and Government organizations, various corporate sectors like INTEL, WIPRO and Azim Premji foundation etc. are actively involved in technology enabled teacher development. Some of the initiatives in providing Teacher Training through use of Technology and ICTs either within the institute or in distance or at the practice teaching schools are enumerated below:

The Collaborative Post Graduate Programme in Education (CPG)

CPG; first of its kind, pan-Indian intervention in elementary education at the post-graduate stage is launched at a time when the country has taken on the challenge of universalizing elementary education with a commitment to ensure quality education for all. It presents a novel and creative model of an interdisciplinary dual mode post-graduate programme in elementary education aimed at the professional training requirements of a wide range of functionaries in the area of elementary education: teachers, teacher educators, researchers, supervisors and resource staff.

It is an excellent illustration of the rigorous process of curriculum planning incorporating experiences and perspectives from multiple disciplines, programme designing for reflective study,
collaboration with multiple institutions, integration of contact and self-paced learning, self-study pedagogy through structured assignments and integration of field experiences (practice) with academic knowledge (theory).

Through collaboration the programme tries to mainstream field experiences and dispersed expertise into the knowledge base of elementary education. Contact teaching is so planned as to suit students engaged in library work, peer group collaborative work, establish the group of learners into a learning community, capable of sustaining a discussion through email and other exchanges.

The distance component is planned as a continuing interaction between faculty and the peer student group. It is sustained through print – material and assignments, and e-mail (extending to web/online based interaction).

**Green Teacher: Providing Continuous Learning Opportunity**

Centre for Environment Education (CEE) was established in August 1984 and has since been conducting in-service training programmes in environment, development education and communication to educators, communicators, teachers, teacher-trainers, forest officers, industries, communities, etc. in partnership with a number of national and international agencies. With increasing concern for mainstreaming EE in India it was decided to make it compulsory at all levels of education. This led to a demand for enmass teacher training in EE. In response CEE initiated the “Green Teacher” as one-year distance mode ‘Diploma in Environmental Education’ in partnership with the COL.
The course designed as a **continuing learning opportunity** in EE for **practicing teachers** is aimed to train teachers to effectively take up environmental concerns and issues in the classroom, and engage their students in practical, action-oriented Environmental Education (EE) activities and projects.

**Integrating ICT as a Core Course at the B.Ed. level in M.S. University, Baroda:**

Realising the importance of ICT in Education, a two credit compulsory course, namely, Information and Communication technology (ICT) was designed, developed and implemented in the B.Ed. programme offered by the Department of Education (CASE), faculty of Education and Psychology. The aim of this project is to integrate ICT in Education in Teacher Education.

The findings of the study conducted on the performance and need of the course shows that “the experience of institutionalization of ICT in education as a compulsory core course at the B.Ed. level (2002-2003) in the M.S. University of Baroda has been quite encouraging but challenging. For strengthening the course there is a need of upgrading the course curricula. The experience of CASE, Baroda strengthens the opinion that ICT in education is highly desirable and should be integrated as a compulsory core course at the B.Ed. level in all the TEI’s, if we have to develop a media culture in our teachers. The success of the programme, inspite of all the impeding factors- limited staff, inadequate laboratory facilities, maintenance problems, sizable class and limited audio visual and electronic support facilities, inadequate technological culture,
climate and attitude and that it could realize its objectives reasonably and satisfactorily shows the torch for other institutions to contextualise and replicate the experience.

Integration of ICT in Teaching – Learning Process in SNDT Girls’ School, Mumbai

SNDT Kanya Shala is a secondary school in Mumbai with about 500 students studying in standards V to X through Marathi medium.

In 1995, the School Improvement Programme was initiated with the financial support from the Rotary Club in Mumbai. Since 1997 computers were donated from MP/MLA funds and Rotarians created the Air-conditioned Computer Lab. They also donated the required software. So the infrastructure, Hardware and software, three important aspects of ICT Integration were taken care of.

In order to introduce the students to the ICT, a new teacher was appointed. The schoolteachers felt a little relieved that they do not have to teach ICT to the students (with their inadequate knowledge base). The new teacher was full time teacher having mastery over the content as well as the teaching skills.

The students learnt many application software and were enthused to use the skills for practical purposes. Hence they prepared invitation cards, thank you cards, charts, posters, used spread sheets for their own examination results, prepared PowerPoint shows on their own school and Class etc.

All the unit tests were computerized. The teachers took interest in using Computers in their own teaching. All the computer systems
in the lab were put on LAN and hence it was easier to work together as a group.

Department of Educational Technology of SNDT Women’s University developed 30 Interactive Multimedia Packages on 5 school subjects (Maths, Science, History, Geography and English). These 30 packages were introduced in the school and the students found them very interesting and interactive. They started using the computers for learning their own curricula. Teachers also found these packages very useful as difficult concepts were introduced through animations and graphics.

Use of Distributed Classroom Technology for distance teaching at SNDTU

Interwise Co. offers a technological solution, which could be used as “Distributed Classroom”. Maharashtra Knowledge Corporation Ltd. (MKCL), Pune has tried it out with their learners. Now MKCL and SNDT are planning to use it jointly. SNDT Women’s University (SNDTU), Mumbai plans to use it for their Center for Distance Education (CDE) so as to reach various study centers.

The first try out was conducted with the teaching staff of various departments and conducted institutions of SNDTU. Various skills of using this new technology were introduced and practiced during the sessions. Though all the teachers were highly educated, and professionally sound, they had to learn these new skills by giving it a try. Since they were all interested in learning this new technology
and apply it to their teaching-learning situations, this learning was enjoyable and therefore it was found easier to integrate.

**Conclusion**

Today education can be provided via satellite, this will save time, reduce unnecessary mobility and more. However to succeed, the digital divide need to be bridged.

Institutions could use the platform of satellite TV, radio, VSAT, etc. it could even create and use distance – learning centers. Communication technology can increase the range of subjects taught. Integrating ever-changing ICT is a challenge to the academia as it throws open new corridors for both teachers and learners. Its management requires leadership, which is very well accustomed to ICT as well as new processes of e-leadership. Planning, organizing, directing and coordinating of ICT for all sectors of education will be required. It will require a massive effort on the part of all educators.

Even small thing make a difference. Even if you cannot change people, you could make people aware of changes. Let us all come together and get ready to take up this challenge.

2.3 **Some Articles Related to Poor Teacher Education:**

*(Generated From NET-January 2009)*

Mehta Arun C., author of *EEI 2005-06* and professor of education management at NUEPA, Delhi: “Quite clearly the 8 lakh school teachers churned out annually by the country’s 8,000 teacher training colleges aren’t enough. That’s why desperate state
governments are already resorting to hiring under-qualified teachers. "Distribution of teachers by educational qualification reveals that 45.34 percent of teachers who impart elementary education in the country’s schools are higher secondary and below school leavers. A few are even below secondary level. Irrespective of the school type, only 0.40 percent of teachers have M.Phil and Ph D degrees,"

Thus the original sin of failure to build sufficient teacher training institutions is being compounded by the imposition of under-qualified and untrained teachers upon the school system. The driving force behind this phenomenon is the overriding objective of attaining higher primary school enrollment. With the target date (2010) of the Sarva Shiksha Abhiyaan (Education for All) programme drawing near, the first priority of the Union ministry of human resource development (HRD) and state governments is to meet the target of 100 percent enrollment for all children between six-14 years of age, damn learning outcomes.

Dr. Usha Devi, professor and head of the Centre for Human Resource Development at the Institute for Social and Economic Change (ISEC), Bangalore: "To achieve SSA enrollment targets, state governments have been hiring teachers, paying little attention to their qualifications, training and abilities. In fact government enthusiasm for higher enrollment figures has resulted in abysmal learning outcomes in government schools. For instance in Karnataka most class V government school students don’t possess basic reading and writing skills. Teacher quality and student learning levels are inter-dependent and poorly trained teachers in classrooms means that
children receive sub-standard education. Overlooking the quality of teachers inducted in the country’s schools is a very dangerous development."

The Annual Status of Education Report 2006 (ASER) published by the Mumbai-based NGO Pratham confirms poor learning outcomes in primary education even as gross enrollment has climbed to 95.3 percent. A people’s survey conducted by 20,000 volunteers (mainly college and university students) who visited 549 rural districts with 600 households surveyed in each district, ASER 2006 reveals that over 34 percent of children in classes III to V could not read a class I level text and 35 percent can’t do simple subtraction sums.