CHAPTER TWO

REVIEW OF RELATED LITERATURE

In this chapter the review of the earlier works done in the area of teacher education is presented. The studies of the development of teacher education covering the aspects of pre-service and in-service are being attempted.

State Institute of Education (SIE) Gujarat 1966 made the studies of Primary Teacher Training Institution of Gujarat revealed the following findings that (i) more physical facilities were needed for the trainees, as these institutions were residential units; (ii) all the institutions had adequate number of basic trained staff members (iii) no institution had a science laboratory, (iv) there was no reading facility in these institutions; (v) there was a great need for adequate reading room for students and staff members (vi) fifty percent of the staff members needed refresher courses and (vii) there was no proper planning done in these institutions.

Srivastava A.S. (1966)* made an ambitious study on the growth and organisation of in-service programme in India revealed significant improvement


in attitude of the teachers towards the profession after every inservice programme. It also found out the contributing factors for the effectiveness of the programme such as (i) standing of the college; (ii) quality of the training college staff; (iii) quality of the extension staff; (iv) practical utility of the programmes and (v) co-operation of the state departments of education and inspectorate staff.

In 1967 Joseph K.J.* made a comprehensive study on the teacher education for secondary education in Kerala. The main findings were; (i) the trends that stood out were gradual improvement in the qualification of the trainees; (ii) only 35% of the staff members satisfied the minimum qualification laid down by the university; (iii) no uniformity in practice teaching as well as practical works; (iv) the libraries in the training colleges were generally poor in their stock of books and journals; (v) the method of teaching was most often lecture followed by dictation of notes; (vi) most of the training colleges were unsatisfactory from the point of view of accommodation, furniture and sanitary facilities; (vii) with regard to the duration of practice teaching, the majority of staff members felt that at least thirty days were needed; while the majority of students felt that twenty to thirty days were enough; (viii) on the question of practicability of methods taught in training colleges only 15.2% of the staff and 11% of students considered them quite practical.

Banerjee J.C.(1967)** Conducted a Study on the Training

of Primary Teachers in India reported the following observations:-(i) The need to make vigorous attempts to make the programme on the right track; (ii) basic education attached great value to the child and real development would take place only under conditions of freedom; (iii) the training colleges had to play a great role in changing the old patterns of education.

Mallaya A.V. (1968)* on the study of Teachers' Training in Madhya Pradesh found that (i) the Pre-primary teachers' training facilities were insufficient; (ii) the need to improve existing facilities at Primary and Secondary levels; (iii) need for the proper dissemination of research findings; (iv) inclusion of agriculture, co-operation and rural upliftment activities; (v) evaluation techniques were mostly routine type and provided large variations in external and internal assessment; (vi) need for adequate libraries and (vii) need for the training inspectors.

The study of the impact of extension services departments on School Improvement in Haryana by Shanker (1969)** found that (i) seventy percent of heads and


teachers thought that the extension services proved useful; (ii) extension services enabled the heads and teachers to start experimental projects; (iii) a fair majority felt that the various activities undertaken were organised keeping in view of the needs of the schools; (iv) there a result of extension service programmes, teachers and heads started taking more interest in school work (v) while there were some positive results; they were not commensurated with the expenditure made; (vi) there was a greater need for more follow up programmes to assess the implementation of new ideas, methods and techniques.

Gumashta B.K.(1969)* revealed on the Study of Contribution of Christian Missionary Institutes to Indian Education that the missionary education made efforts for the establishment and development of training of teachers during the year 1800 to 1900 A.D.

Kamalamma (1969)** observed in the study of History and Problem of Primary Education Kerala that the provision of special teachers unsatisfactory and a very few teachers had taken the advantage of refresher courses and inservice training.


Srivastava R.C. (1970)* on the study of evaluation of practice teaching in teacher training institutions in Central Institute of Education New Delhi; found that (i) the majority of the institutions had some system of internal assessment and most of the institutions did not give more than fifty percent of the total marks for practice teaching in internal assessment; (ii) the systems of evaluating practice teaching were either all internal or all external examinations or combined (iii) about 76.8 percent of student teachers developed unfavourable attitude towards practice teaching.

The study of the progress of education in Assam 1882-1937, Renu Devi (1971)** discovered that the small percentage of the trained teachers for the entire period of the survey revealed a sorry state of affairs. Government also closed down some training schools for a number of years.

Saikia (1971)** on the study of the problems of Secondary Teacher Education with special reference


to Assam found that (i) the relationship between the training institute and practice teaching school seemed strained; (ii) the wastage in teacher training colleges in India varied between 10% to 40% (iii) the growth of untrained teachers was partly due to the rapid growth of secondary schools; (iv) phenomenal growth of the member of teacher education institutions and departments for inservice education of the teachers.

Chakravarti A. (1972)* found on the study of "History of Education in Assam 1826-1717" that the professional education did not progress due to financial stringency.

Das L. (1973)** observed in the study of 'Development of Secondary Education in Assam from 1874-1927' that the christian missionaries were pioneers in organising the training of female teachers.

Mithal H.C. (1973)*** in the study of 'Professionals in India 1881-1961' found that (i) during 1902-1922, teacher education was in the process of development, (ii) the period 1922-1937 teacher education was devoted in the graduate level; (iii) 1937-47 the Central Advisory Board of Education appointed a Committee to consider the problems of training

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recruitment and service conditions of teachers. Sargent Plan further re-emphasised the teacher education. (iv) The important development in teacher education during 1747-66 was 'All the Secondary Education Commission' visited the international team of experts and established an All India Association of Training College. In 1958 the Central Institute of English Hyderabad and College of Education Kurukshetra were established. The Government had established a number of research institutions in education, which were grouped together into National Institute of Education under NCERT 1961.

Shishak (1973)* showed on his study on Higher Education for Nagaland that (i) only thirty percent of the elementary teachers have received any training and about twenty percent of the high school teachers have B.T.(Bachelor of Teaching) degrees; (ii) as many as 5,128 teachers were seriously deficient in general education especially in spoken and written English which is the medium of instruction.

Desai D.V.(1974)** on "A study of the Development of Secondary Teachers Education in Gujarat State since 1947 reported the following :- (i) the increase of teacher training college in the state from one in 1947 to forty in 1972 (ii) the intake capacity rose from 100 in 1947 to forty in 1972 (iii) the percentage of trained teachers in the state in

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1960-61 was 59.2 which rose to 83.5 percent in 1972-73, which was higher than that in India, (iv) The inservice facilities were provided only after independence. (v) The weightage to internal assessment increased differently, range beginning from 17.5 to 100 percent.

In "A critical study of the development of teacher education in Rajasthan" by Bhardwaj G.N.(1974)* reported that (i) thirteen out of twenty institutions were run by state governments, one by the NCERT, and four were aided by the state Government (ii) seventy percent of the institutions were residential, while thirty percent were partly residential (iii) the criteria for selection were written tests, interview, academic records, teaching experience and credit for co-curricular activities, (iv) besides lecture method, assignment, seminars, symposium, supervised study, tutorials and discussion were also used.

Arora K & others (1974)** on 'National Survey of Teacher Education at Elementary Level' revealed the following major findings (i) 54.71 percent institutions were residential and 63.18 percent were run by the state government, (ii) most of the syllabus were prescribed by the State Department of Education, most of the theory papers were different. More than 50% of the institutions had demonstration and practising schools inside the campus but they were


ill-equipped (iii) Poor physical facilities were observed in many respects viz :- lack of science laboratories, inadequate buildings and accommodations.

Kohli V.K. (1974) * on 'A critical evaluation of curriculum for teacher education at B.Ed. level in Punjab observed that (i) Sessional work was useful but it had to be organised in a more serious manner. (ii) Theory should be reduced to fifty percent and practical work should be increased accordingly. (iii) Block practice teaching could better be replaced by practice of internship under the charge of practising school; (iv) need was felt to extend the duration of training to two years.

Marker N.A. (1975) ** on 'Survey of Teacher Education in the State of Maharashtra' found (i) There were substantial increase in the college of education since independence. (ii) Increase in the number of trained teacher; (iii) There was no long term plan of development of teacher education by the Department of Education. (iv) The Syllabus was revised infrequently. (v) Students were dissatisfied with the teaching in B.Ed and evaluation, as there was no significant improvement in the quality of the teacher education at secondary level.


Lakdawala U.T. (1977)* Observed that women teachers working in the secondary schools of greater Bombay, though conscious of the need to grow professionally; did not avail themselves of the facilities because of the shortage of time and lack of incentives.

Gupta. M.D. (1978)** Studied the status of Secondary School teachers of Uttar Pradesh which revealed nearly 86.7% were trained out of which 70% were in favour of having a code of conduct for teachers. It was also found that teachers in the rural areas command more respect than the teachers in the urban areas.

Buch & Singh (1978) *** In the Third All India Education Survey revealed that (i) only 13.68% of the Primary School Teachers, 20.76% of the Secondary School Teachers had participated in some kind of inservice education programme during the two years preceding the survey. (ii) It also revealed the magnitude of the task to be accomplished in terms of an inservice education.

Goyal & Chopra (1979) * on their study of the problems bearing on teacher education in the context of the 10+2 pattern found that (i) the B.Ed Syllabus in all the Universities of Maharashtra was not revised to suit the needs of the new curriculum. (ii) The need of the revision of the course in view of the new addition to the course; (iii) and teachers under training were not well-prepared in the area of health and physical education.

Sharma M (1982) ** showed in the study of 'progress and problems of teacher education in India' that (i) Even after a lapse of sixteen years from the publication of Education Commission Report (1964-66), teacher education programme had not undergone any marked improvement. (ii) Methods of teaching and evaluation being used in training institutions were traditional, (iii) The dire need of the organisation of inservice courses time and again (iv) The need of preservice education as the fundamental for continuous education of the teachers.

Singh L.C. (1982) *** on the Third National Survey of Secondary Teacher Education in India found that (i) during 1963 to 1971, 42.5% additional teacher education


institutions came into existence; 83% were co-educational (ii) 35.90% had their extension service departments. (iii) The medium of instruction used was English in 56.8% of the total institutions.

Hemambujan K. (1983)* conducted a study on the teacher education at secondary level in Tamil Nadu revealed that (i) The State Government controlled the recruitment of all teacher education, selection was done on the reservation basis; the service of teacher education was insecure and their salary was strictly paid (ii) The comprehensive B.Ed curriculum was not effectively implemented due to time shortage, semester internal assessment etc. (iii) The revised B.Ed Syllabus in force in Tamil Nadu was appropriate and fulfilled the requirements on the professional side, but lacked in content knowledge of the academic subjects. (iv) The teacher education followed the latest methods in teacher education programme due to the proper facilities prevalent in their colleges of education. (v) Many colleges of education had hostels for trainees and some had hostels for staff too.

Mohanty S.B (1984) * found out on a study of students teaching programmes in Colleges of Education with special reference to innovation that (i) Training of techniques, observation, maintenance of classroom discipline and organisation of functions and festivals were found in all the colleges; (i) The manner in which criticism lessons were held was not proper; (iv) The practice teaching programmes stressed on delivery of lessons and not other activities expected from a student; (v) Supervisors did not observe lessons completely. They rarely discussed their observations in the lesson plans with the trainees. (vi) The evaluation was of doubtful validity as no evaluation criteria were explicitly stated (vii) School and college co-operation was found poor in almost all institutions under study (viii) Micro-teaching and team supervision of criticism were the only two innovations practised in the colleges.

Tali R. (1984) ** revealed in the study of the problems faced by High School Teachers and their attitude towards teaching profession in Nagaland that (i) 37% were trained and 32% of the teachers reported to have attended


inservice training (ii) 24% of the teachers were said to have joined the job because of interest and on their own choice (iii) 81% were of the opinion that strict appointment of teachers and training should be done.

Dash J. (1985)* found on the study of the development of teacher education programme with reference to motivation, cost structure and quality in Orissa that (i) The private training colleges were established mostly with commercial motives and parochial feelings; (ii) Inadequate physical facilities, inefficient teachers, poor quality of trainees, unsuitable practice teaching and undue expansion of training college were reflected in the teacher training programmes. (iii) Faulty admission procedure of trainees and their negative attitude towards the teaching profession were other indications of poor performance of the training programme (iv) The provision of in-service education of teachers was inadequate (v) The lecture method dominated in teacher training programme.

Gogate S.P.: (1985)** in the study of teacher education in Marathwada found the following major findings viz:- (i) Diploma in Education (D.Ed) a two-years course was the training qualification prescribed for pre-primary


school teachers in Maharashtra. B.Ed. a one-year course was prescribed for secondary school teachers. Diploma in Higher Education (DHE) was prescribed for Junior College (xi & xii) teachers (ii) No training qualification was prescribed for college and university teachers (iii)Percentage of trained primary teachers were 93.6 and 88.3 in Maharashtra and Marathwada whereas secondary teachers percentage were 72.2 and 95.1 respectively (iv) Most colleges lacked good library and co-operation from the practising students.

Mishra A. : (1986) * in the study of the growth of Teacher Education for Women and problems with special reference to Uttar Pradesh revealed the following major findings (i) There was a steady growth in the number of training institutions for women, specially in Post-independence India (ii) The facilities such as library, furniture, building and staff had grown and examination results showed improvements.

Butala M. (1987) ** observed in his inquiry


into inservice educational programmes by Secondary Teachers Training College of Gujarat State in 1987 (i) that during 1980 - 1985 only nine colleges conducted in service college programmes; (ii) on average of a college conducted about 33 programmes; (iii) Teacher preferred the programmes on working days and on summer vacations; (iv) participants indicated their achievements in terms of updating their content knowledge and developing the skills as well; (v) The co-ordinators felt the need of organising such programmes by SIE, Regional Colleges of Education and National Council of Educational Research and Training.

As many as 24 studies of teacher education in historical perspective in India and other countries like Bangladesh and Thailand have been completed. The National Council Educational Research and Training has conducted a number of surveys of institutions of teacher education as part of general surveys of elementary and secondary education programmes. This effort has been supplemented by the State Council of Educational Research and Training at the State levels. All these surveys painted a dismal picture of teacher education
so far as the qualitative aspect was concerned. Dearth of required physical facilities and adequate financial provisions, and inadequate number of inservice education programmes were the major findings.

In the above review, altogether thirty three studies conducted in the area of teacher education have been reviewed. It is observed that so far no study has been conducted in the area of the development of teacher education in Nagaland State. Hence, the present study is undertaken.