CHAPTER – II

REVIEW OF RELATED LITERATURE

"The literature in any field forms the foundation upon which all future work will be built. If we fail to build the foundation of knowledge provided by the review of literature, our work is like to be shallow and naive and will often duplicate work that has already been done better by some one else".

- W.R. Borg.

A review of related literature develops the insight of the investigator; it gives an understanding of the previous work done in the field, and thus, enable the researcher to get the front of his problem. Review of related literature is an intellectual pursuit “essential to the development of the problem and to the deviation of an effective approach to its isolation.”

The importance of related literature can not be denied in any research. It works as a guidepost not only with regard to the quantum of work done in the field but also enables us to perceive the gap and Lacuna in the concern field of research. The similar or related studies carried out by research workers at various levels is called review of related literature.

The importance of keeping the latest information is emphasized by C.V. Good in the following lines – “The competent physician must keep constantly abreast of the latest discoveries in the field of medicine, the successful lawyer must be able to readily located information pertinent to the case at hand previously. The
careful student of education, the research workers and the investigator should become familiar with the location and use of the sources of educational information."

Having realized the importance of related studies the investigator tried his best to study the related literature, but due to lack of sources and time, it was not possible for the investigator to go through the entire published and unpublished research in this field of connected with his search, still an attempt has been made to study the literature connected with the investigation in hand as far as possible. Some of the studies connected both in India and abroad and were related with the field in which the investigator wants to make some contributions are given below due to their relation with the present study.

2.1 STUDIES ABROAD:

Miles (1964) identified educational organisation as an important factor in adaptability. Miles not only presented and rationale for change, but also listed many examples for change in American school. Some valuable works have done in the Centre for the Advanced Study of Educational Administration, University of Oregon.

Miller (1965) has developed an inventory on teacher innovativeness. According to him inadequate Teacher Education programmes are great inhabiting factors in inculcating innovativeness in teachers. He emphasized that bringing about the derived change in education, the teacher should be changed from and further if the teacher is to be made change prone his education has to be so first. Feeling that
change proneness is an attitude for the success of an innovation. He developed an inventory on change proneness. He observed that Teachers are not prepared for the change. They show, something, a great reluctance to accept the existing challenge. Teachers do not spend a lot of time and energy on their jobs, are furthered by their images of unachieved potential and are searching for help in learning new approaches to their goals of educating young and being a colleague of the parents. He also found that inadequate knowledge about the process of change is a major obstacle to the improvement of education. He stressed that the summer institutes and workshops are the brightest hope to date and this is helpful in imparting new and stimulating experience. According to him, the factors fostering change, especially in the American Society have been (1) Acceptance of democratic way (2) The acceptance of the principles of equality of opportunity (3) Belief in material progress and (4) Belief in the importance of education.

There are certain other specific factors which also support the educational change, if these are the factors fostering change in society in general. Again, Miller (1965) identifies these factors as: (1) The Cold War, (2) The growing demand for knowledge, (3) pressures from agencies outside the realm of professional education and (4) advance in behavioural science. Miller also found that long range planning for change is very essential. He quotes the significant work of Lippit and Associates (done in the University of Michigan) as one of the seniors and sustained research efforts on the role of classroom teachers. He states “This important area for study remains largely updated by researches in the dynamics of change”.

Binetstock (1965) warned educators against the hazards relying too much upon the findings of researchers in other fields when dealing with change in
education. The reason drawn out was that adoption of new practices is not necessarily influenced by the some factors nor thus if follows the same course. But it can be easily derived that knowledge so gained from any of the fields is certainly helpful in planning researches in others by way of ‘transfer of learning’. Researches done in other areas can provide models and motivations to the education practitioners.

Rogers (1965) advocated that an individual teacher influences the innovativeness of the school system. Allowing teachers to attend out of town educational meetings, workshops, conferences where they may be exposed new ideas, may be wise instruments for initiating change.

Chesler and Fox (1967) reported that teachers need to feel involved and potent in their organizations in order to support educational change, they must know that they have the backing of their fellow teachers and their administrations if they are willing to try new ideas. Since change may involve public attention and risk, teachers who feel that they do not have support are less likely to go out for change of their own than more secure teachers. The teacher must feel capable to perform a new role if required by the innovation.

B.O. Smith’s ‘Teacher for the real world’ (1969) guided much of Teachers education in the 1970s. Basing his proposals on the assumptions that the problems of educating teachers for disadvantaged youth are the same as the problems of preparing teachers for all children (p. 12), Smith called for complete reform in Teacher education. He advocated knowledge of the structure of each discipline to the taught. His proposed training would emphasize, the knowledge of theory that
teachers need to interpret common teaching situations and practical knowledge for action in familiar situation. Theoretical knowledge should be taught situationaly that is, through the study of recorded educational events (protocols) identified as frequently occurring teaching situations. Teacher would receive training in specific teaching skills and learn to analyse their own performance as a source of feedback.

**James Report (1972)** disclosed that entry to teaching in the State System without training remained possible until 1982. An apprenticeship into the rigors of the social disciplines and social inquiry was without doubt an inspiration of theory based Teacher education and its successors models of curriculum reforms and teacher research movement. Introduction of disciplines of psychology, sociology, philosophy and history of education into the Teacher education curriculum has carried the recent debate to the furthest and extreme and where in the need to have initial Teacher training has come under fire.

Summarizing a national conference on research and development in teacher education **Hall (1979)**. Thus speculated on needed research directions: “The overriding directions and issues include the need for pluralism in terms of membership in teacher education research activities; and multidimensional topics, methodologies, institutions, role groups, and conceptual models for research. In very few areas of teacher education are there solid empirical findings or coherent concepts ad theories to guide future research efforts. There is definite need for description, analysis, exploration, mapping and theory-building.

**Mittler (1987)** views that the scale and complexity of changes taking place in the field of special needs and the necessary transformation of the teacher training
curriculum imply an agenda for Teacher training that is nothing less than retraining and supporting every teacher in the country in working with pupils with special needs.\textsuperscript{4} Hence the Teacher training programmes have to be flexible preparing teachers for different educational settings and catering to a population with multiple and complex educational needs.

The 1987 and 1988 RATE (Research About Teacher Education) Studies, published by the American Association of Colleges for Teacher Education (AACTE), reported that approximately 50 per cent of the faculty had published nothing in professional lifetimes; 25 percent had ten publications or more. The RATE studies indicate that some departments or specializations within Teacher education for example, foundation faculty publish much more than the elementary and secondary education faculty. These studies indicate also that younger faculty are publishing at a pace suggesting that they will surpass their older colleagues. Younger Education faculty value scholarship more highly than mature faculty and believe their potential for scholarship to be higher as well. This may be due to the fact that the pressure for publishing, which was minimal in the past, has increased substantially in recent years. In this context of reform critics often depict Teacher education programmes and faculty as both the cause of all school problems and the source of many of its solutions.

Hillgate Group (1989) in his study commended that Teacher training as intellectually inadequate, irrelevant and biased. In its place, it wants direct entry into schools with the full training of the new entrants carried out by teachers. Thus, the content of Teacher training would be the skills required in the classroom, eliminating "Pseudo-subjects," uncomprehended smatterings and shameless'
propaganda". The group reduces the CATE criteria—personal qualities, professional skills and academic subject expertise to the minimum. In a way, it reverts the debate to the early part of Teacher training concept of the monitory system.

**Overbangh's (1990) study** in Texas University on school facilities: the relationship of the physical enrolment to teacher professionalism revealed that except for space utilization, the teachers were satisfied with all the physical environmental aspects of their schools' instructional areas. They ranked classroom furnishing, classroom equipment and ambient features as most important environmental features which are positively related with the professionalism.

**Tisher and Widden's (1990) review** of Teacher education in 12 countries is more specific in identifying the weakness of Teacher education programme: "The review shows a lack of balance between theory and practice, teacher educators do not always practice what they preach. In-service education is often unrelated to school issues and efficiently carried out; pre-service programmes do not always produce effective teachers; the socialising effect of schools militate against what is done in college, pre-service training courses; trainees emerge from programme with negative attitudes to pupils; practice teaching supervisions have no clear idea as to their roles; and practice teaching is less effective than we generally believe. National and local governments provide inadequate finances for Teacher education, hinder progress, have no clear commitment to in-service education attempt to influence with the context of training programmes, and jettison criteria for teacher certification in order to meet shortfalls in teacher recruitment. More exhortations about what Teacher education should do occur than do changes to produce more efficient and defective programs." Least the findings convey a grossly pessimistic view of
Teacher education, Tisher and Widden provide also a positive side to their report. "A closer look reveals a more encouraging picture, at least in some countries. More qualified and committed people now enter teacher training, pre-service training competencies increase throughout their training and they develop more realistic ideas of what they can do as teachers, teaching skills are enhanced during pre-service activities, and in-service is found to be especially effective where teachers have some ownership of their professional development activities."

Dickson (1992) conducted "A study of Factors related to adoption and diffusion of innovation in the Malawi Teachers' Colleges". The study investigates some of the personnel and instructional media by lecturers in the Malawi Teachers' Colleges. The study involved all the lecturers in the eight Malawi Primary Teachers Training Colleges who taught in the colleges during the second term of the 1990-91 academic year; Principals of the colleges and the Co-ordinators of the Malawi Special Training Education Programmes. Data and methodological triangulation were used in data collection and analysis. Data analysis for the study indicated that despite lecturers' favourable attitudes about the effective instruction and learning potential of using media, there was low instructional media utilization, especially with electronic equipment. This findings was probably due to a number of factors including the way media was introduced into the Teachers Colleges as part of innovation to improve the quality Primary Teacher Education; lack of adequate education and training opportunities provided to the lecturers, inadequate support service provided to the colleges by the Ministry of Education and Culture; high percentage of non-functional prices of hardware and unavailability of software.
Jeffery A. Cantor in ERIC-ASHE, Report (1995) titled, "Experimental Learning in Higher Education", expresses his unhappiness with the Teacher education programme which he says empathically must be examined and reported, if necessary, to provide those needed intellectual challenges to its cadres of prospective teachers to mould them into life long learners with the requisite skills and knowledge ready for the challenges.

Murry (1996) argues in regard to professional knowledge, it "must put together an encompassing, systematic, and authoritative body of knowledge about teaching as well as about the education of teachers." Erant (1994) puts it even more forcefully. "The power and the status of professional workers depend to a significant extent on their claims to unique forms of expertise which are not shared with other occupational groups and which are valued by society. Teacher-education. Erant argues, needs a map of professional knowledge, for at least four reasons: (a) to correct the oversimplified notions about Teacher education that are in circulation, (b) to illuminate the debate about theory-practice links and the role of experimental learning, (c) to highlight aspects of knowledge that have been somewhat neglected in Teacher education programme, and (d) shed light on the growing debate about competency-based approaches to professional standards and qualifications.

Tzu-Chien and Yih-Reuz-Jung (2002) Meta Cognitive scaffolding helps in promoting teachers to self monitor and be reflective. This can be done through self assessment checklist and instructional note books.

Berliver (2002), in his "Personal response to those who bash teacher educator" documents the changes that have occurred in Teacher education. He
emphasizes two aspects that "are greatly under-appreciated, namely the acquisition by teachers of a professional language for describing classroom interaction, and the course of development leading to accomplished performance as a teachers."

Berliner's concluding observations are particularly insightful: "I certainly do not want to go on record as saying that we teacher educators always run high quality programs, because we do not. And what I say in defence of teacher education does not mean that we can not improve what we do. My comments simply reflect my belief that high quality teacher education is a profoundly challenging, indispensable introductory component in the lengthy development needed for the demonstration of accomplished performance by teachers. I believe the mental aspects of learning to teach, from pre-service, through induction, on to in-service education, have not been given enough attention as we contemplate what teachers need in the way of education and training."6

2.2 STUDIES IN INDIA

Dr. M.B. Buch of M.S University of Baroda did commendable work in the field of research in Education. He broad out for the first time, "A Survey of Research in Education" in 1974, second survey of research in education, in 1979. Third survey in 1987 and the fourth survey in 1991. Buch's third survey of research in education (1987) reveals: It is well known fact that Teacher education is the precursor of education as an independent subject of study at the university level. Even now, the main preoccupation of a large number of university departments in the country continues to be Teacher education. It is but natural, therefore, that
educational researches have conducted a good number of studies on Teacher education. Research in area made a modest beginning with only four studies during 1951 and 1960. However, the progress was quite impressive and received a big impetus during the decade 1971-80 which witnessed the establishment of the National Council of Teacher Education followed by the establishment of the State Boards of Teacher Education in a number of states. During this period, the UGC also set up a panel on Teacher Education to Steer the programme of research and development in Teacher education at various university departments and colleges. The result of all these efforts has been that as many as 146 studies on Teacher education were completed during this decades. The trend has got further strengthened and 45 more studies have been completed during the last two years.

There are 276 studies at Ph.D. level, and 134 at project level. Out of the Ph.D. studies, 245 are in education, 26 in psychology and six in other disciplines. The most explored area in Teacher education is pre-service education, having 248 studies, while 110 studies have been done in in-service education. There are 36 studies that have tried to prove both pre-service and in-service education.

The major purpose of most of the studies has been determination of the status of the variables. Next in the rank comes prediction of the variables. Determination of the causes occupies third position. Gross cultural studies constitute 40 per cent and longitudinal studies six per cent of the total. Among the different methods of research followed, nearly 49 per cent can be classified as survey studies, 26 per cent as experimental, eight per cent age case studies, nine percentage historical, and six percent as exploratory studies. There are only two studies that had a review of the literature in Teacher education as their major objective. In most of the studies
students of different courses and teachers formed the controlled factors studied under higher education. In secondary Teacher education, the controlled factors were student-teachers, teacher-educators, students, parents and students, supervisors and learning materials. Researchers have paid little attention to developmental and evaluation studies. There is a need to go in for such studies so as to provide guidelines for future Teacher education programme.7

Joseph (1967) conducted a detailed survey of the 19 Training institutions in the state of Kerela and found that (1) On an average over 70% of the applicants were women, (2) Over 86% of the staff trainees preferred enrolment of less than hundred. (3) Among the different subjects taught in the Training colleges ‘psychology’ was regarded by more than three fourth of staff and students as the most useful subject and current problem in Indian education, as the least important by 80% staff members and 60% of the students (4) There is a strong feeling to include contents in the curriculum of Training Colleges (5) The students regarded group discussions, conferences and supervised study as very effective teaching methods, (6) Over 80% of the staff and students favoured greater emphasis to practical aspect of the training.

Marr E, Singh L.C. and others conducted a study of three Colleges of Education in Punjab in 1969 to study the actual functioning of their programmes and to determine their strength and weakness. The data was collected through interview, observations and study records. Some of the findings of the study were : (i) Both staff and students agreed that syllabus was predominantly theoretical and pleaded for change, (ii) The evaluation of student teaching on the basis of two final lessons was considered unsound, and it was advocated to assess the performance through out the years, (iii) 50% of mark in each paper was allocated for internal assessment.
there was no attempt to co-ordinate the internal awards, (iv) usually the teacher educators followed lecture method, (v) Lecturers expressed difficulties in adopting innovations due to lack of proper educational background and study habits of students and waste of time.

With a view to finding out innovative practices and analyzing factors affecting innovations leading to change, Zaveri (1969) observed in progressive schools in Karie district of Gujarat that even though various types of difficulties were faced by the change agents, they tried to face resistance. The resulting change was welcomed by teachers as it finally developed team spirit, built up school climate and created convictions. The teachers linked and welcomed change on the change helped them to develop new value systems and provided opportunities and challenges to them. She further observed that innovative practices are adopted in the areas of teaching practices, examinations, curricular activities, school management, the head master and social relations, the school buildings, teaching learning process, and co-curricular activities.

Srivastava (1970) conducted a study on evaluation of practice teaching in Teacher Training Institutions. The data pertaining to the prospectus, syllabus, examination, observation and evaluation schedules, were collected and an exploratory interview with a few heads of Teacher training institutions and student teachers were taken. Questionnaire to 80 heads and 200 student-teachers were administered. The major findings are (1) Practice Teaching formed as essential and compulsory items in all Teacher preparation programmes (2) The Marks allotted for practice teaching range from a little less than 30% to one hundred percent of the marks in theory (3) There is a great deal of agreement with regard to number of
teaching subjects required to be opted for practice teaching, but no such agreement as regards the number of lessons a student-teacher has to teach. (4) All most all the institutions declare the result of examinations in the theory and practice separately. (5) The contents of the sessional work evaluation were many and varied as theory work, visual education and craft, psychology practical, extra curricular activities. (6) Majority of Teacher educators were not satisfied with the system of practice teaching evaluation in their own institutions. (7) The Teacher educators maintained that the student teachers who came to know about their day to day performance in practice teaching tried to improve their performance irrespective of their good or bad grades. (8) About 70.8% of student teachers developed unfavourable attitude towards practice teaching. (9) Teacher educators were divided on whether or not to give feedback in terms of knowledge of results to the student teachers.

Saikia (1971) studied the course for Effectiveness of the Teacher Training Programmes (at secondary level) in Assam, and suggested some remedial measures. 50 untrained and 100 trained teachers were investigated along with 134 candidates studying in the B.T. Department of Gauhati University. The study reveals that (1) As a group the trained teachers were found to be somewhat methodical in their teaching, (2) Their teaching methods different from what was taught during their training, (4) The practical side of training was not given due care, (5) Making student teachers study of variety of subjects within one year affecting training rather harmfully. The investigator further suggested certain changes for qualitative improvement of the training programme. Some of them are: (i) Revision of syllabus (ii) Admission by selection (iii) Change in the method of teaching and evaluation
Gupta (1971) conducted a study on Admission Procedure in Elementary and Secondary TTI s, NCERT, New Delhi. The purpose of the study was to study the existing admission procedures in TTI s and to suggest a suitable selection procedure so that the best candidates are admitted to the training colleges. The findings of the study are: for admission to an elementary TTI (i) The minimum qualification is matriculation or HSLC, (2) Age limit is 15 to 30 years for freshers and up to 45 years for untrained teachers, and (3) The admission are given on the credits gained on written tests, interview, academic record and teaching experience. For the admission to the secondary TTI s (i) The minimum qualification is Bachelor degree with 45% marks (ii) Age limit is 18 to 30 years and (iii) Over and above the consideration of credits on written test, interview, academic records and teaching experience, some instructions like to administer intelligence tests for admission.

Sarma (1973) tried to evaluate the Practice Teaching Programme of Post Graduate Teacher Education with a sample of 1080 student teachers of U.P. and 135 trained working teachers is secondary schools. The tools employed were questionnaire, interview schedule and on the spot observation. Some of the significant findings of the study are (1) demonstration lessons were given in the entire Teacher training institutions, but in some it was only on paper and not in practice, (2) 31% members thought these lessons essentials. A majority of student teachers thought them very useful, (3) the period of induction was too short, especially in affiliated colleges. Fifty lessons were generally given in two or three spells, and this organizations was regarded 'best' by 68% members of the staff, (4)
practice teaching was done very hurriedly. Non-teaching works like maintaining diaries, giving tests etc. were rarely done by the student-teachers and they did not take part in the activities of the practising schools, (5) criticism lessons were prescribed in all the institutes and their evaluation counted towards final assessment (6) 98% trained teachers thought that practice teaching gave confidence and power to adopt teaching to varying conditions, helped to understand children and to solve day to day classroom problems.

Sharma (1973) conducted a critical study of compulsory courses, theory of education offered by Indian universities for the B.Ed./ B.T. degrees. The sample was quite large comprising of 2100 trained teachers of UP, 30 B.Ed syllabi of different universities in India and a Jury of 10 experts. The tools employed by him were questionnaire and opinionnaire. Some salient findings of this study are : (1) Out of 30 universities 27 have not explicitly stated the aims of compulsory theory papers, and the remaining three had stated the aims vaguely (2) The number of compulsory theory papers are generally ranged between four and six, and it varied from one university to another without any clear purpose or sound logical basis (3) There was no uniform policy adopted by the universities with regard to the littles of the compulsory theory papers (4) Indian Universities did not seem to have adopted a uniform policy regarding combinations of theory courses as section of a single papers, (5) a large number of secondary school trained teachers mentioned that subject knowledge helped them most and training helped them least in becoming successful teachers and (6) while nearly 55% of the teachers found their training only “Some what useful” about 39% found it “Really useful”.
Sarma, M. (1982) studied “Progress and Problems of Teacher Education in India”. The aims of the study were (i) to examine the growth pattern of Teacher education in India and (ii) to identify the problems of Teacher education in the country. The problem and development of Teacher education was examined on the basis of the data collected from reports and journals on Teacher Education. The information was collected in the light of the modern concept of Teacher education, the qualities of a teacher, and the Teachers role in modern society and pre-service and in-service Teacher education programmes. Progress and programmes of Teacher education during the Five Year Plans in India also examined. The main findings of the study were: (1) Even after a large of sixteen years, from the publication of the Education Commission Report (1966) Teacher education programme had not undergone any marked improvement, (2) Methods of teaching and evaluation being used in training institutions were traditional, (3) There were evidences to show that there was a lack of research data in the field of Teacher Education (4) There was dire need of organizing refresher courses, short term in-service courses in special subject, practical training workshops and professional conferences at both the levels (Primary and secondary) of Teacher education programme (5) If education has to meet the demand of our time and of coming decades, the organization, context and methods of Teacher education must be constantly involved (6) Search for new education strategies and concepts should be undertaken, taking account of the special social and cultural conditions under which the school and the teacher must perform their basic functions (7) Since it was not possible to equip the student-teachers with knowledge for his whole professional life, the initial preparation for the profession in the form of pre-service education and training should be considered
only as the first fundamental stage in the process of continuous education of teachers.

Sinha (1982) conducted a study on “An Evaluation Study on Teacher Education in Bihar”. The main objectives of the study were: (1) to evaluate various innovation 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 44 primary education colleges out of a total of 84 colleges and all the ten secondary Teacher educations colleges in Bihar. A questionnaire consisting of 40 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: (1) At the primary level, about 60% of the teacher educators were trained graduates and their performance was not satisfactory, (2) Over 77% colleges had no building of their own while 65% colleges had their own buildings in poor conditions, (3) A majority of colleges had inadequate staff, library, equipments, and laboratory, (4) recent innovations in Teacher education had not been incorporated in to the system (5) In-service programmes were not carried on effectively and there was little attention paid to follow up programmes. (6) The evaluation process had remained traditional (7) Practice teaching in colleges of education was being neglected by the method master.
Humambujam (1983) conducted "A Critical Study of Teacher Education at the Secondary Level in Tamilnadu." The objectives of the study were: (1) to conduct a survey of Teacher education at secondary level and make a critical appraisal of the B.Ed. programme in Tamilnadu at its operational set up (ii) To report briefly on historical background and the evaluation of Teacher education at the secondary level in India especially in Tamilnadu (iii) To report a comparative study of the compulsory Teacher Education Programmes the secondary level in advanced countries abroad, with reference to that in India and in Tamilnadu, and (iv) To locate the deficiencies of the syllabus, if any, and suggest remedies. The data were collected from all the colleges of Education in Tamilnadu through a comprehensive questionnaire regarding the functional aspects of Teacher education, the opinion of Teacher educators on various aspects and their suggestions for implementations and remedies for the defects or shortcomings in the programme. An interview schedule was also used for collecting data. The major findings of the study were: (1) The state government controlled the recruitment of all the teachers, educators was secured 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 Tamilnadu was appropriate and fulfilled the recommitments 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 for the staff involved in it. (5) To improve the quality of Teacher Education programme, the cooperating school 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 programme, (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.

Kakad (1983) studied “Secondary Teacher Education Curricula – An Analytical Study and Developing Teacher Education Programme.” The objectives of the study were: (1) To analyse existing B.Ed curricula of various representative universities of four different regions of the nation. (2) To study the common and uncommon aspects of Secondary Teacher Training Programmes (STEP) analytically. (3) To know the changes that were expected in (4) To develop a secondary Teacher education programme. The sample for the study was B.Ed. syllabus of 24 universities, IATE, the NCERT and the L.T. course of U.P. The tools used were an interview schedule and a comprehensive questionnaire prepared by the researcher. The main findings of the study were: (1) The duration of the STEP should be of 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) Co-curricular activities, (3) There should be content courses along with the school subject methodology, (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 exchanged of teachers between
colleges of education and secondary schools (9) There should be examination in theory and practicals. (10) Separate results in theory and practical should be declared. Assessment of theory papers should be in marks. Evaluation of practicals, sessional work and other aspects may be graded.

Nayak (1988) conducted "A Study of the Quality of Prospective Teachers and Selection Procedures in Practice for Admission to the B.Ed Course in Orissa."

The objectives of the study were: (1) to study the quality of prospective teachers in terms of their attitudes towards the teaching profession and towards children and their value pattern of mental health and socio-economic background (2) to study the selection procedures in practice for admission to B.Ed. course in Orissa. For the final analysis, 550 B.Ed students of six Teacher training colleges affiliated to the Utkal University were randomly selected. Further out of the total sample of 550 B.Ed students, it comprised 420 freshers and 130 untrained working teachers. The main findings of the study were: (i) It was found that there were 70% quality recruits as per the three variables i.e. motivation to join B.Ed. course, attitude towards school teaching profession and attitude towards children (ii) There were approximately recruits as per the next variables of personality namely, social values and mental health, and 57% of quality recruits according to the socio-economic status variables (iii) There was a tendency of a large number of quality recruits being admitted by the private colleges as compared to government colleges, (iv) The selection procedures of admission for the B.Ed. course adopted by all the TTCs have not made it possible to recruit a significantly number of quality recruits.

Yellappa (1997) in his study entitled "A Study on Secondary Teacher Education Curriculum at B.Ed. level in Bangalore and Mysore Universities" found
that 112 Teacher educators out of 200 samples wanted the duration of B.Ed course to be extended to about two years. The reasons given are: (1) The present duration is short, there is a heavy load of syllabus for the one year B.Ed. pattern, (2) There is lack of time for practice teaching and micro-teaching. Inclusion of internship in B.Ed. is another opinion expressed by the respondents.

FACILITIES:

Pande (1980) in his critical study, has observed that no Teacher training department had separate building, even for teaching the subjects like science, history, geography etc. They did not have tutorial section too. The trainees coming from other places had to face hardships for want of lodging facilities. More than 77% colleges had no building of their own while 65% were in poor conditions. Majority of the colleges had inadequate staff, library, and laboratory equipment (Sinha 1982).

Seetharamu and Sharda (1984) made status study of institution of primary and secondary teacher education respectively of Bangalore City with respect to admission procedure, physical facilities and financial status and found that status in regard to admission procedure, physical facilities and financial status was moderate one. Kumar et al., (1986) tried to find out motivating factors due to which teacher joined the summer-school-cum-correspondence courses of the NCERT for the B.Ed degree. The factors were found to be compulsions rather than interests. All these studies painted a dismal picture of teacher education so far as the qualitative aspect was concerned. Dearth of required physical facilities and adequate financial provisions were the major findings.
Yadav (2002), made an study on PMOST and SOPT programme for teachers and found that teachers gained in their knowledge in terms of academic awareness and transfer training to classroom practice of teachers. However, this study reflected on the inadequacies of physical facilities, non-availability of training materials in time and absence of media support training others.

STUDIES IN THE CONTEXT OF INSTITUTIONS:


Gogate (1985) went a step further and made a case study of Teacher education in Maharastra at different levels. The study revealed that there was a Teacher education programme for elementary and secondary teachers in the regions but none for university and college teachers. But these may not be true for all regions. There are some universities in India that have introduced Teacher education programmes for college teachers. Kadwadkar (1984) made a study of this aspect and traced the growth of professional courses for college teachers in India.

Butla (1987) made a study of in-service programmes conducted by Secondary Teacher Training Colleges of Gujarat State with respect to number of programmes conducted. Arya (1986) studied the extension education activities organized by the Northern Teachers Colleges in Thailand. All these inquiries have
either historically or through the survey method studied the growth of teacher education institutions.

To survey the existing Teacher education programme with respect to admissions, teaching staff and facilities available have their relevance because they expose the gap between what exists at present and what is required. It is only on this basis that planning of an effective Teacher education programme can be done at different levels of education and at different stages.

ATTITUDE:

Sarawat (1976), Singh (1978), Malhotra (1978), Verma (1979) have conducted that teachers with higher academic background have unfavourable attitude for Teacher training programme (Sarawat). Further, Teacher training having favourable socio-economic background, urban residence, parental education, presence of teacher member in the family, political affiliation and even academic qualification could not develop positive attitude for the teaching professional (Verma). It means devotions and liking for the profession can not be created by external constraints. Singh’s findings also did not show any positive attitude formation through the programme of teacher training. Only Malhotra’s observation indicates rather favourable professional attitude of the science graduates than those of arts and commerce graduates. Considering the researches undertaken so far, no elements which contribute in developing the positive attitude for the teaching profession have been investigated.
Pillai's (1987) observations are interesting and throw light on attitudinal aspect of the teaching profession: “Many join the teacher's college to spend one more year leisurely and to find out a partner. Some other might choose to become clerks, cashiers and even conductors after the training”.

Ganapathy, S. (1992) made an attempt to study the self concept of student teachers and their attitude towards the teaching profession and found the findings: Both male and female student teachers had a positive concept and a favourable attitude towards the teaching profession.

**CURRICULUM:**

The curriculum, in specific, is a medium that translates socio-educational philosophies into teaching procedures and teaching outcomes. These studies also provides an insight the kind of curriculum that is needed for having a Teacher-education programme that will cater to the needs of teachers in particular and education of children in general.

Arora (1986) evaluated the B.Ed. Teacher education curriculum of the universities of Punjab, Haryana and Chandigarh, keeping in view the needs of science teachers in schools. Pradhananga (1986) examine the syllabi of elementary Teacher education institutions of Nepal with respect to instructional programme and coordination between different components of theory and practice teaching. He elicited the views of administrators, experts, headmasters, teachers and student-teachers. The researchers did not find the curriculum suited to the needs of the
schools teaching programmes. They found a great gap between theory and practice teaching.

**Bhatia (1987)** evaluated new B.Ed. curriculum in the college of education affiliated to the university of Bombay and found that: (i) There were some important changes in the new B.Ed. Syllabus on the one hand, while on the other hand, quite a few topics were repeated; (ii) Implementation of the new curriculum was found to be difficult; (iii) The revision of the curriculum had not brought about any serious changes to help produce a quality teacher; (iv) Teacher educators unanimously agreed that the area of practice teaching was the most important part of B.Ed. curriculum. They felt micro-teaching should be taken more seriously; (v) Practical work was a useful part of the curriculum and should be organized more seriously; (vi) method masters should observe practice lessons; (vii) Schools attached to the training colleges should be used as experimental schools; (viii) a large majority found the B.Ed. curriculum mechanical and book oriented; (ix) the study indicated that the theory load should be cut down and the ratio of the theory and practice teaching should be fifty : fifty.

**Srinivasacharyuly (1990)** in a study on improvement of B.Ed. programme in India explained that to raise the falling standards in B.Ed programme, some measures have to be taken such as all admission in stipulated time, entrance tests based on entry behaviour of student-teacher, hold a discussion with colleges of education while any policy making decision and innovative programme for teacher educators.
Bhosle, V. (1992) evaluated the new curriculum of Teacher education and concluded that majority of principals, teacher-educators, student-teachers and teachers were of view that the new curriculum was suitable for developing teaching competencies among the student-teachers.

Mishra and Panda (1996) observed relative influence of Teacher Training Programme on Teacher Personality, feelings of stress and burn out. Regarding teachers stress feelings, the difference between extreme points were higher in untrained teachers followed by B.Ed. male and female teachers and C.T. trained male teachers.

A study conducted by K.R.P. Singh (Singh and Rana, 1999) regarding the usefulness of specific areas / topics in the theoretical content of training, revealed that 95% of the in-service teachers reading Philosophy of Education in terms of schools of thought was a waste of time. Some topics in educational psychology such as definition of psychology and its historical development were rated as futile and the teachers attached more significance to their application to classroom teaching. The study also indicated that educational technology was a valued subject but its teaching was limited to theoretical content without any emphasis on its practical aspects. The in-service teachers attached highest value to the practice teaching aspect of training but felt that it was complete without certain necessary components such as classroom management, discipline, guidance, evaluation, co-curricular activities etc.

Gopalan (2004) conducted detailed and in-depth studies in recent years have shown that the quality of pre-service and in-service education programme in India is
deteriorating and the professional commitment and overall competence of teachers leave much to be desired.

**TEACHING:**

Passi *et al.,* (1986) studied the effect of training in models of teaching on the competence of student teachers and their willingness to use the same in their classrooms. It was found that training had a positive effect on the product variables of competence and willingness. Such studies represent a well come trend in two ways. One is that they are a departure from a purely behaviouristic orientation in Teacher education, and secondly, they help in recognizing the fact that there are different models of Teacher education with respect to different aspects of teaching. Studies in training of teachers in models of teaching need to be designed to find out how far training in particular teaching model improves the conceptual level of the trainees, their teaching styles, adoption of various skills and transfer and reutilization of the same in different situations. The researchers need to find out specially the number of demonstrations, Practice sessions and coaching exposures that would help the student-teacher master a particular teaching model.10

Chaudhury (1988) conducted a study to find out the efficacy of Concept Attainment Model (CAM) in training pre-service teachers. He found that the Concept Attainment Model was found to be effective in teaching concept in science to students. However, though it developed critical thinking and the students were actively involved, most teachers and students felt that it was time consuming and bright students participated. There was a disagreement as to whether CAM was
better than the traditional teaching method employed by the regular teachers. However, most students felt that they would like to be taught at least some of the topics through CAM.

Chailendra Rathod (2004) conducted a study on identification of the gaps between the teaching styles of the teachers and the learning styles of the students at secondary level and exploring the positivities of bringing these gaps through technology. The study revealed that the teaching styles of all teachers differed significantly. The average learning styles of the whole class did not differ significantly with respect to their mathematics, science and English teacher’s teaching styles, whereas, a significant difference was found with respect to the teaching style of social studies teachers. Teachers were rarely found using the Kinesthetic teaching style. The study finally demonstrates the utility of various media, namely Computer, Multimedia, Projecting and Non-Projecting Media to address the needs of a variety of teachers and learners. The study, after all, revealed that some of the innovative techniques are to be adopted in bridging the gap between the teaching and learning styles.

2.3 CONCLUSION:

It is evident that total number of 63 research studies have been reviewed in India and abroad on various thrust areas of Teacher Education. Out of these 42 have been carried out in India and 21 in abroad. Further it has been also found out that 6 studies are directly related to the present study because they have been carried out to identify the factors leading to the identification of nature and status of the secondary
Teacher Education Institutions in India. However, no study has been conducted so far to appraise the Teacher Training Colleges in Assam. Hence, the present study is timely and relevant.

The preceding surveys and discussions highlighted many useful studies on related matters pertaining to the Teacher education in India as well as on the foreign countries, and equipped the researcher in preparing a systematic plan, formulating an adequate structure, and designing a worthwhile starting for the present study. It is realized that sincere and careful study of the published and unpublished materials made this research endeavour more meaningful and helped the investigator to serve the purpose of the present investigation.

In concluding part it is tuned with the observation of Yadav (2003) that as may as 479 studies were conducted by various institutions on teacher education reported by Buch M.B. (1974, 1979, 1987, 1991 and NCERT (1997). It is strange that most of the findings of the research studies were not taken into consideration in formulation of teacher education policies for its improvement.

Effective formulation of any policy is not possible until it is supported by empirical findings which is true in the case of Teacher education. So, efforts should be made to share and disseminate the findings of studies to the policy makers.

Most of the studies reviewed above have been conducted on Teacher education in general. Some studies are in respect of institutional context, Teacher attitude in regard to teaching profession, physical facilities, curriculum transaction and other related Programs of Teacher Education. Some studies revealed short comings and inadequacies in terms of emerging trends in B.Ed. course (curriculum)
and forwarded suggestions for its improvement. Some shortcomings are: mismatch between Teacher education and Teacher practice; it fails to equip the trainees with necessary practical skills for a variety of situations; that it is mechanistic and stereotype; that there is inadequate monitoring and it lacks professional regiour. Study covered areas like training needs improving competency, curriculum relevance, Teacher knowledge of content and pedagogy etc. But study thrust areas like status or value/ nature of Teacher training institution in North East, especially in Assam have not yet been done. It is therefore, investigator has undertaken the present study to find out the lacunae and address the same.
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