A Study of Present Situation of Monks’ Education in Thailand by Supapom Makechng (1999) is aimed at the study of monk education system in terms of:

(1) Present structure of monks’ education administration, (2) The status of the being
study monks, (3) The educational desire of monks, (4) The way of developing monks’ education.

Problems in Buddhism Education Instruction of Instructors and Upper Secondary School Students Bangkok Metropolis by Soda Chinavamich (1986) identified the important problems in current Thai Society the deterioration of moral and ethical conducts. Since Buddhism is the national religion and the foundation of morality and ethics of the Thai Society. Buddhism education has been added to the curriculum for the upper secondary school since 1981 with aim of facilitating students in learn Buddhism.

The study An Analytical Study of Secondary School Textbooks on Buddhism by Phramaha Niran Theerapanyo (Panyathcemsakun) (2002) is to analyse the relation between the books’ contents and the purpose of Buddhist curriculum including credits, periods, assessment and the students’ ages in both junior secondary school and senior secondary school according to junior secondary school curricula BA 1978 (Revision BA 1990) and senior secondary school curricula BA 1978 (Revision BA 1990).

The research study on Development of Buddhist Universities in Thailand by Mr. Manu Lordprank (1984) analysed the development of Buddhist Universities in Thailand in three aspects: curriculum and teaching, administration and social services. In addition, the trend of Buddhist Universities was also predicted.

The main purpose of the research entitled A Comparative Study of Buddhist Teaching Methods in the Dharmapada Commentary and Modern Learning Process as Child-Centered is to carry out a comparative study of the Buddhist teaching methods in the Dharmapada Commentary to Modern Learning Process as Child-Centered by Pramaha Tas Gunadussi (2004). There are five chapters in this research, which are as follows: Chapter 1: Background, Chapter 2: Buddhist teaching methods in the
Dharmapada commentary; Chapter 3: Modern Learning Process as Child-Centered; Chapter 4: A comparative study of the Dharmapada Commentary and Modern Learning Process as Child-Centered; and Chapter 5: The conclusion, discussion and guidelines for further studies.

The Analysis of Buddhist Dharma in Thai Language Related Skill Series Text Book One for Mathayomsuksa, One by Teraplhong Jaturophamich (1990). The purpose of the study is (1) to analyse the Buddhist Dharma in the Thai Language Related Skill Series Text Book. One for Mathayomsuksa, one (2) to study the Thai Language teachers’ opinions and problems of teaching and learning Dharma as shown in the contents of the text book.

In his study on “The Relationship between Buddhism Learning Achievement and Moral Reasoning in Mathayomsuksa three students of Nakhon Ratchasima province. The purpose of the research was to study the relationship between Buddhism Learning Achievement and Moral Reasoning in Mathayomsuksa three students of Nakhon Ratchasima province. This is done by Kasem Wanaporn (1991).

A Study of Achievement in Buddhism Education of Mathayomsuksa, Three Students by Using the Buddhist Teaching Methods by Anung Khumkhong (1997). (1) To compare the learning achievement between the pre-test and the post-test of Mathayomsuksa three students at Satracchalyaphum School by using the Buddhist Teaching Methods. (2) To study the students’ opinions toward learning by using the Buddhist Teaching Methods.

The purposes of the research study on A Study of the Ability in Using Buddhist Knowledge for Daily Life of Mathayomsuksa Six Students in Samut Sakhon
Province by Vanna Knungsocognaen (1991) is (1) to study the level of the ability in using Buddhist knowledge for daily life of Mathayomsuksa six students in Samut Sakhon Province. (2) to compare the ability in using Buddhist knowledge for daily life among boy students and girl students.

An Analysis of Problems of Instructing Buddhism in Mathayomsuksa 2 as Viewed by Teachers on Buddhism in Bangkok Metropolis by Kruansiri Prayong (1996) with the objective of the thesis was to study opinions of 220 teachers of Buddhism in Mathayomsuksa 2 level in Bangkok Metropolis on the problems of managing instructional activities and instructional media. A simple random sampling method was utilized for gathering data. The statistical techniques employed for analysis were percentage, arithmetic mean, standard deviation and t-test. The hypothesis test was set at the significant level of 0.05.

The objectives of the study Problem of Instructors in Buddhism Instruction on the Upper Secondary Schools of the Department of General Education in Nakhon Ratchasias Province by Phasuk Sriphairojaa (1995) is to study problems of 136 instructors in Buddhism instruction on the upper secondary schools towards subject, objective, curriculum structure, teaching behaviour, instructional media, measurement and evaluation, instruction environment, helping need and to compare the opinions about Buddhism subject curriculum and instructional problems among teach school size.

The purposes of the study on “The Relationship Among Attitude Towards Buddhism Learning and Buddhism Learning Achievement of Students at the Upper Secondary Level of Mathayomsuksa Curriculum 1981” by Saipin Sa-Ard-Aern
(1995) is to study the attitude toward Buddhism of high school students by comparing sex and class, and to study the relationship between the attitude toward Buddhism and the Buddhism achievement of high school students in Chon Buri Province.


In a review written by Sumit Kunagorn (1975) titled “Curriculum and Teaching”, it says that the curriculum and teaching of Prapariyattitham did not suit the current situation, because the curriculum and teaching of Prapariyattitham is not in keeping with the situation of the changing world. Monks and novices who have studied it cannot get more profit to teach and give discourses to the people. They need modern method of the curriculum and teaching to be sophisticated in the current situation.

In a review of the studies reported by Amnuay Lertechayantee (1990) titled “Educational Evaluation”, he described that teaching and learning which is administered for monks and novices is outdated, the government did not pay more attention to that. In the past the temple (Institute of Prapariyattitham) were Centres for education not only for monks and novices, but also, for the people. Nowadays, the government provides its own schools and curriculums for the people but for monks
and novices, the government let only religious department look after the budget, curriculum, teaching and learning. These are very slowly developed because only one department looks after it and most of its problems are still not solved yet. It is still the same as it was in the past.

In a review reported by Manop Ponpairin (1990) titled “Prapariyattitham Management” he offered an opinion how Buddhist affairs will be managed effectively. Actually Buddhism has settled through the foundation of lives of Thai people so far. Thai people follow Buddhist teaching, but Buddhist teaching must be taught by monks or novices who passed learning Prapariyattitham and had more experiences in teaching. He used to write an article about educational reformation of monks and novices to suggest the concerned department to administer the sophisticated and effective education for monks and novices, so that, they will teach and give discourses to the people, because they are the spiritual leaders in the society. So, when they are educated correctly and effectively, they will instruct people in the same way, too.

From the above studies it is evident that most of the studies were conducted independently on curriculum and teaching, educational evaluation and Prapariyattitham Management. But the studies related to input process and output of curriculum is absent. This is a major research gap. In order to contribute to this gap an evaluative study on Prapariyattitham Curriculum of Dharm Division with reference to inputs, process and output, i.e. objectives, curriculum, transactional approaches and attainment of objectives will be taken up.
The study of Mukhopadhyay et al. (1981) on Polytechnic Curriculum Evaluation Project of Gujarat conducted to achieve the following objectives: (i) to examine the adequacy of the contents, (ii) to analyse and validate the sequencing of contents, (iii) to identify the gaps and overlaps in the content organization, (iv) to collect teachers’ experiences and suggestions for content reorganization, (v) to assess the awareness of teaching-learning innovations in teachers, (vi) to determine the teaching strategies used by teachers in classrooms, laboratories, workshops and project works, (vii) to identify problems in using new teaching-learning strategies/techniques and suggest measures to improve the implementation of the curriculum, (vii) to determine the training needs of teachers in innovative teaching-learning strategies/techniques, (ix) to determine the learning strategies used by students in order to accomplish the curriculum objectives, (x) to survey the existing resources and compare them with curricular needs, (xi) to assess the degree of utilization of the existing resources and also factors contributing to under utilization, if any, and (xii) to suggest alternatives for increasing the utilization of the resources. The study was conducted on all the civil, mechanical, and electrical engineering courses. In all, 288 teachers and 888 students responded to the evaluation instrument. The instrument contained both structured and open-ended items. The data were tabulated and subjected to descriptive analysis, results presented primarily through descriptive tables. The major findings of the project were: (i) Eighty-six per cent teachers did not agree to the structure of the new curriculum. Twelve different topics were found irrelevant. Thirty-three topics were identified, which needed to be added, a few subjects needed resequencing to topics and also the treatments. (ii) About 74 per cent
teachers used demonstration method, 31 per cent used project method, 33 per cent used case studies in teaching, 19 per cent used seminars, 17 per cent used games and simulation, (iii) The percentage of teachers who prepared new experiments was 77.1, 89 per cent prepared lesson plans, 84 per cent prepared charts and 34.5 per cent prepared OHP transparencies, (iv) Thirty-eight per cent teachers used templates, 76 per cent used flip charts, 14.5 per cent used magnetic cutouts, 20 per cent used overhead projectors and 68.6 per cent used models. (v) There was need to train more teachers in project methods and case study approach. (vi) A large majority of students knew the objectives and attempted to achieve them. About 90.6 per cent students used the library. (vii) Three dimensional models and charts were adequately available across the subjects. (viii) 16 mm film projector, epidiascope and ink duplicators were also adequately available. (ix) Students as well as teachers felt the need of new instructional material produced by the CDC, Bhopal. (x) The instructional materials were not easily available.

Muttaqi (1981) conducted a study on Development of a Curriculum in Biology for Secondary Schools of Bangladesh. The general objective of the study was to develop an ecology curriculum which was suitable and effective in developing environmental literacy among the students of Grades VI, VII and VIII of some selected schools of Bangladesh. The study was both a developmental and an evaluative research. The first phase of the study consisted of the development of curriculum, curricular materials and their preliminary and formative evaluation. The second phase of the study comprised summative evaluation or evaluation of the developed materials in the real classroom situations. The design of the study
necessitated sampling in two phases, for the formative evaluation and for the summative evaluation. For formative evaluation the samples drawn were subject specialists (four), curriculum specialists (four), classroom teachers (twelve), headmasters (four), textbook writers (three) and parents (twelve) whereas for summative evaluation two urban and two rural schools, twelve classroom science teachers. On the basis of first phase of the study, the investigator developed renewed approach to art education which was implemented in the school. The data related to tryout were collected with the help of observation schedule, reactions and observations by teachers and students. only qualitative analysis was done to improve the general framework or art education. The major findings of the study were: (i) The effect of an inconsistent educational philosophy gave art education a low status in schools as an extra-curricular activity. (ii) The philosophy of aesthetics and art history analysed during the period 1947-79 was not based on democratic ideals. (iii) An examination of art education content revealed that education in the fine arts had no cultural history content and the activities were restricted to drawing and painting. (iv) Art-making contributed to the development of qualitative concept formation and qualitative problem-solving skills.

Ramdas (1981) undertaken a study on Curriculum Development in Science Relevant to the Indian School System. The objectives of the study were: (i) to formulate operational objectives to be achieved by science teachers in the classroom, (ii) to implement these objectives and to evaluate their effectiveness in terms of changes in teacher and pupil behaviour, and (iii) to develop and test strategies for curriculum change which would be suitable for Indian conditions. Two experiments
were conducted under this study. One was carried out with general science curriculum for Standards I to VII in fifteen primary schools situated in a rural area near Khiroda in Jalgaon district in Maharashtra. The other was carried out with physics curriculum in Standard IX in fifty selected secondary schools of the Bombay Municipal Corporation. The experiments were designed to demonstrate that without altering syllabus, textbooks and other material conditions in the schools, and only with some training inputs to the teachers, science teaching could be improved. Experimental and control groups were used for the study. In both the experiments, the teachers were given orientation in objective-based teaching strategies and more participatory teaching styles. Handbooks were prepared for teachers’ use. The experiment in the primary schools used a systematic observation sheet for observing classroom behaviour and an interview schedule for the teachers. In addition, attendance record and examination marks were used for evaluating the outcomes of the experiment. In the secondary schools written tests were prepared specially for the purpose. The study led to some broad generalizations. The comparison of the control and the experimental groups revealed: (i) Teachers showed some significant changes such as willingness to change their teaching methods and go beyond the textual material to include real life experiences and to encourage participation of pupils. (ii) An improvement in the pupils’ ability to apply concepts in physics to non-textual situations was also observed. (iii) There was no difference in the use of novel ideas of the experimental and the control groups. Pupils in the experimental group contributed more to discussions in the classroom; however, improvement of pupils in the skill of experimentation and other group activities was not significantly different in the two
groups compared. (iv) Suggestions were made to pay more attention to the actual process of education in the classroom and bring about a conceptual change in its role, to study in the field actual effectiveness of the curricula, and to adapt teaching methods and curricula to the changing needs of society.

Curriculum in Pre-School Education was done by Thakkar (1979). The main objectives of the investigation were: (i) to seek a rationale for a pre-school curriculum, (ii) to study the existing philosophies, methods and practices in the field, (iii) to carry out an initial exploratory survey of the pre-school curriculum in Bombay to elicit the awareness of a cognitive base to the curriculum in the schools, and (iv) to study the visual perception tasks involving not only perceptual discriminations and categorizations but also perceptual sequencing of thought processes, perceiving connection, etc., developing perceptual and language skills and also logical thought processes. Development of visual perception being a basis of form discrimination, the Visual Perception Test (VPT) consisted of pictorial representations of objects from an urban Indian child’s environment. The tasks included twenty-one pictures under ten different heads, namely, similarities, differences, size discriminations, what is missing, directions, things that go together, juxtaposition, identical inversion, spatial configuration, and hidden pictures. For administering the VPT, the sample was from the three groups of pre-schoolers from three different schools between the ages of three and a half to four and a half (in their first year at school). The three strata of urban Indian society considered were school A upper class (Rs. 1000 per month), school B middle class II (Rs. 800 – Rs. 1000 per month), and school C lower middle class III (Rs. 400 – Rs. 500 per month). The number of children included from the
three schools was fifty for the experimental group and fifty for the control group. First part of the experiment, E1, involved using the VPT as a teaching device for the fifty children of the experimental group in the three schools. Second part of the experiment, E2, tested the experimental and control groups by using six papers under six heads (using the most distinctly different concepts) to evaluate the differences in the performance of the two groups. To evaluate the influences of the factors, namely, school or socio-economic group effect, and their resulting interactions, a fixed effect model was adopted.

Thakore (1979) undertaken a study on Developing a Curriculum in Population Education for Secondary Teachers under Training. For developing a curriculum in population education for secondary teachers under training, the investigator made an elaborate study of all the relevant literature available both in the area of the curriculum theory and that of population education. In the investigation, the theory of curriculum has been applied for developing a curriculum in population education for secondary teachers under training for whom there was no precedent or parallel. The model for the process of curriculum development was innovated and its six phases were gone through. The curriculum thus developed was actually tried out for the whole academic year in the normal working conditions. For pretest and posttest measurements, the investigator constructed tools such as an attitude scale and an achievement test in population education. The measurement aspect of evaluation was complemented by the assessment aspect. Finally, the curriculum package was developed for the teacher trainees.
Tharyani (1979) made a Critical Study on the Effectiveness of the Revised Curriculum for Classes VIII, IX and X in Maharashtra State. The main objectives of the study were: (i) to examine the various measures taken by the Government of Maharashtra for the effective implementation of the new curriculum in Classes VIII, IX and X, (ii) to look at the existing facilities in both the rural and the urban schools in the State for effective implementation of the new curriculum, and (iii) to find out the difficulties experienced by schools in implementing the new curriculum. The methodology used for the study was the normative survey method. The technique of sampling used is simple random sampling.

The National Curriculum for Primary and Secondary Education – A Framework (1985) suggested through its core curriculum the horizontal and vertical mobility of learners, a greater degree of flexibility in content and design of learning experience suitable to the local situations. The emphasis is on instilling a nationally shared perception and values and creation of ethos and value system in which a common Indian identity can be strengthened. (i) Preservation of Indian cultural heritage and resources, (ii) Patriotism and pride for India’s freedom struggle, (iii) National integration, (iv) Protection of environment and conservation of nature, (v) Proper appreciation of the impact of scientific advancement, (vi) Contemporary social and economic issues and (vii) Respect for the Constitution and awareness of the fundamental rights and duties of citizens are the core values recommended in this curriculum.

1. Education for human values should be considered as a central core in the entire life of the school and outside school also.

2. Some aspects of human values can be dealt within the prescribed periods of the time table, but most of the vital aspects have to be kept in view and dealt within the whole school and home life as occasions arise.
3. Some of the aspects can be taken in the larger functions of the whole school like daily school prayer, social service camps, sports meet, festival days, special days in memory of great people, National Days, etc.

4. All teachers are teachers of human values at all times of school life, practising what they teach or preach and

5. Internalisation of value in thought, word and deed, is the goal and not mere knowledge of it.

**Curriculum Development in India: A Historical Perspective**

An important development in the field of school education during the past four decades or so has been the professionalisation of curriculum development, syllabus design and the preparation of instructional materials including textbooks and their evaluation. The NCERT emerged as a nodal agency at the national level in the area of school education. It was involved directly in the process of curriculum development and preparation of textbooks. This was gradually followed by the establishment of the State Institutes of Education, State Textbook Boards, and the State Councils of Educational Research and Training for providing technical support to research and development activities related to the formulation of curriculum and the preparation of textbooks at the state/union territory level.

The publication of *The Curriculum for the Ten Year School – A Framework* in 1975, and Higher Secondary Education and its Vocationalisation in 1976 by the NCERT gave concrete shape to the efforts for restructuring of school education and the adoption of the 10+2 pattern as recommended by the Education Commission.
(1964-66). The NCERT then developed supporting syllabi and textbooks to be used as models by states and union territories. The *Curriculum for the Ten Year School: A Framework* (1975) provided an impetus to the teaching of environmental studies, science and mathematics as part of the general education curriculum from the primary level. The reorientation of science teaching first initiated through the introduction of the new curriculum and the development of the activity based instructional materials, gradually developed into a national movement for popularising science among school children.

The *National Curriculum for Elementary and Secondary Education: A Framework* brought out by the NCERT in 1988 responded to the major thrusts and recommendations highlighted in the *National Policy on Education* (1986) and the *Programme of Action* (August 1986) by incorporating the socio-cultural, political and economic considerations as well as some important pedagogical concerns.

The pedagogical issues highlighted in the *National Policy on Education* (1986) were also adequately reflected in the 1988 curriculum framework. Emphasis was also laid on continuous and comprehensive evaluation as well as on utilisation of media and educational technology. In its totality, the curriculum framework of 1988 has contributed to the development of a national system of school education by ensuring uniformity of levels and standards. In addition to this, realisation of goals enshrined in the Indian Constitution was one of the major objectives of the 1988 curriculum. As in the year 1975, comprehensive guidelines were again developed for preparing detailed syllabi for different stages of school education. The state
governments also took steps for developing their own curricula, syllabi and instructional materials.

The basic features and main thrusts of the 1988 curriculum framework stem from the policy documents on education (NPE 1986, and POA 1986). While briefly reviewing the implementation of the various thrust areas, one finds that improvement was evident in a number of areas like strengthening and reconstructing of teacher education, National Literacy Mission, and improvement of Science Education in Schools, it is felt that much still needs to be done. Of the several thrust areas, only a few could be implemented and that too in a limited manner. A centrally sponsored scheme like ‘Operation Blackboard’ providing science kits, musical instruments, etc. as a one time support should have created much better impact. Obviously, efforts for developing a national system of education as envisaged by the policy makers have to be strengthened further.

Over the last decade, changes in every walk of human endeavour have been much greater in magnitude and impact as compared to those during the earlier five or six decades. The educational and social demands have changed. In fact, education and learning have undergone a transformation. India and many other countries have looked critically on their education systems and have come out with a frank and honest assessment thereof. The Challenge of Education (India, 1985), A National at Risk (USA, 1983) and Learning to Succeed (UK, 1993) have looked hard at their national systems of education. At the International level the UNESCO document (1996) Learning: The Treasure Within has also taken a critical look at the total educational scenario and made long range meaningful suggestions.
Within the ambit of systems and structures, curriculum design has an important role to play. It is generally accepted that in education, curriculum renewal and development is an ongoing process and no nation can afford to go slow in the matter. The curriculum must meet the learners’ needs, societal expectations, community aspirations and international comparisons. Moreover, unlike the review of the *National Policy on Education* (1986) and the *Programme of Action* in 1992, *National Curriculum for Elementary and Secondary Education: A Framework* (1988) did not undergo any review since it was published and therefore the present exercise became imperative. This is in accordance with the recommendation of the Ninth Five Year Plan (1997-2002) document (p. 123).

**Curricular Concerns of National Curriculum Framework 2000**

Curriculum development essentially is a ceaseless process of searching for qualitative improvement in education in response to the changes taking place in the society. As such, it is not a static but a dynamic phenomenon. A meaningful school curriculum has to be responsive to the society, reflecting the needs and aspirations of its learners. Even in the new millennium, some of the country’s important societal concerns would remain unchanged because these could not be addressed adequately in the past. At the same time, many new concerns have emerged in response to the fast changes in the social scenario of the country as well as the world. The curriculum has to lead to a kind of education that would fight against inequity and respond to the social, cultural, emotional, and economic needs of learners. This would not be possible just with the element of mediocrity and ordinariness in the entire educational
endeavour. Nothing short of excellence in every aspect of school education is the first imperative for meeting the multifarious challenges of today and tomorrow. In other words, the curriculum must stand on the three pillars of relevance, equity and excellence.

Vasant D. Bhat et al. (19 ) in his article entitled “Perception of Teachers on School Curriculum” pointed out that in any country, the educational system especially the school education is viewed as the cornerstone on which a firm foundation is gradually built-up for the proper growth and development of the nation. Under the broad concept of school education, the concept of ‘curriculum’ constitutes a large domain inclusive of the objectives of curriculum, the curricular areas/subjects denoted by content, the leaning experiences suitable for teaching/learning of content and the provision of evaluation of students’ learning outcomes. Under the auspices of the National Policy of Education 1986, the NCERT, after discussion at regional and national levels, brought out the document on curriculum framework, “National Curriculum Framework” in 2000. In this context, the perceptions borne out of experiences of teachers are important since it is a teacher who implements any curriculum and hence, it was decided to undertake a study of perceptions or teachers. The main purpose of this study was to collect the views, opinions and perceptions of teachers working at various levels of school education on those issues and aspects of a curriculum. Since the study intends to collect the perception of teachers on issues pertaining to the curriculum, the method followed in the study is one of survey. The effort was to describe the existing perception of teachers and the patterns and variations therein in terms of the background variables. Following multistage stratified random sampling design, data were collected from 471 teachers from five districts in Karnataka. The data were collected through structured questionnaires. The data collected were analysed using descriptive statistical techniques mainly of frequency and percentages. The major findings of the study are: The present curriculum, as perceived by the teachers, has failed to ensure the all round development of children, particularly in emotive and psychomotor domains. Even in the cognitive domain, the development is not to the extent one generally believes it to be. According to the teachers, the present school curriculum has not succeeded in developing the values in any of the twelve core areas. A large majority of teachers, irrespective of the level at which they are teaching, have favoured the national structure of 5+3+2 for the ten years of schooling. It was found through this study that the teachers, particularly at the lower primary level, favour the discontinuation of the ‘no detention policy’. Even though there were variations across levels of back-ground variables, the teachers think that the specification of MLLs have influenced favourably the quality of school education and they would like specification of MLLs beyond class V.
According to the teachers, except the teachers at upper primary level, the subjects under the non-cognitive areas do not form an integral part of the curriculum in practice in Karnataka. The findings reveal that the expectation of the curriculum framework of incorporating the non-cognitive areas into the curriculum is not being realised in its transaction. Teachers seem to be less confident and capable of transacting the non-cognitive areas. The infrastructure and the instructional resource support required in a school for transacting the non-cognitive areas are generally not available. Teachers have suggested an increase in the weightages assigned to the subjects under the cognitive area as compared to the non-cognitive area. The teachers in general opine that the textbooks at all levels accommodate for contextual conditions only to ‘some extent’. According to the teachers, the school curricula at all levels are overloaded. The curriculum load is considered to be more at the upper primary and secondary levels than at senior secondary level. Taking into account the views of teachers regarding the qualification/background knowledge required for teaching various subjects, a general trend in opinion emerges strongly in favour of higher qualification/background knowledge than what is prescribed at present. An overwhelming majority of teachers across different teaching levels and locale are in favour of continuation of the study of science and mathematics as core curricular areas up to secondary level. Teachers across different levels, overwhelming support the idea of a laboratory for mathematics and social sciences. Further, teachers irrespective of levels or locale favour strongly a practical examination in geography and mathematics at the secondary level.

**STUDIES RELATED TO CURRICULUM AND EVALUATION**

Rama Murthy (1958) in his study on Under-graduate Teacher Training Programme in Andhra Pradesh made an attempt to compare the programmes of Basic and Normal Schools, to assess other aspects such as the adequacy of facilities of the Institutions, made of selection, duration of the training institutions, mode of selection, duration of the training programme, assessment and evaluation. The study revealed that: all the training institutions were not converted into Basic Training Institutions, more importance was given to craft work and extra curricular activities in Basic Training Institutions than in Normal Schools, Professional theoretical subjects of study were the same in both types of training institutions. Basic Training Institutions lacked in the following facilities - land for agriculture, facilities for craft work and
teaching practice, Selection was done by a committee consisting of the head of the institution and the concerned inspecting officers of the department and the assessment of trainees was made through public examination system.

Parameswarappa (1960) attempted to study the existing conditions of teacher education both at the graduate and under-graduate levels in the state of Mysore. Following are the findings of his study: duration of the courses differed from place to place from one to two years, admission requirements were simple and the main consideration was on scholastic achievement and deputation. There were both Basic and Non-basic training institutions, The importance of practical work was realised and was given equal status in the examination, Following professional subjects were considered to be useful subjects for study - a) principles of education and psychology, b) organisation and management, c) methods of teaching - general, Instruction was also given in special methods like English, Kannada, Mathematics, Social Studies and General Science. Craft was given due importance in the course, Practice teaching was partly spread over and partly block system, The student teacher ratio was 15:1. All the lessons given by the students were supervised and assessed and Internal and external examinations were conducted for both theory and practice.

Kusum Latha Sharma (1964) made an investigation on 'A study of the Primary Teacher's Training Programme in Delhi in the Post-Independence period 1947-64'. The study aimed at finding out whether the teacher education programme catered to various needs of children in Delhi, whether there was any provision for co-curricular activities in the training education programme, whether rich and significant contents were lacking in the programme and whether there was any provision for bridging the
gap between theory and practice in the teacher education programme. The study revealed that: developments in the aim of Primary Teacher Training Programme were made so that it can be in consonance with the needs, interest and the emphasis of the 3 R's of the children, general as well as practical aims were defined so as to give a clear picture of the integrated personality of the future teacher, subject matter regarding the Basic School Curriculum was greatly emphasised to make the pupil teacher aware of the development of culturally determined patterns of behaviour, problems of multiple class teaching, large sized class, and evaluation were included under the paper, principles of teaching and School Curriculum, since 1947, the block teaching lessons were raised from 30 to 94 lessons, community work and living were made compulsory and evaluation in practice teaching lessons was improved to some extent specially from the point of view of presentation of subject matter.

State Institute of Education, Gujarath (1966) conducted a case study of Primary Teacher Training Institutions of Gujarat. The purpose of study was to know the position of TTIs of Gujarath. A case study performs was used to collect the data. The study revealed that: more physical facilities were needed for the trainees, as these institutions were residential units, all the institutions had adequate number of basic trained staff members, no institutions had a science laboratory there was no reading room facility in these institutions and there was no proper planning done in these institutions.

Upasani (1966) conducted a study on 'An Evaluation of the Existing Teacher Training Programme for Primary Teachers in the states of Maharastra with special references to rural areas'. The study was undertaken to: identify the major strengths
and weaknesses of the training programme, find out the extent of usefulness of external inspection, examine and analyse the opinions of the Parishad education officers and principals concerning (a) the adequacy of preparation of the newly trained primary teachers, b) the understandings, skills and abilities expected in the rural primary teachers and examine and analyse the existing teacher training programmes and to propose recommendations for improvement of these programmes.

Major findings of the study were: the training colleges did not succeed in developing in the primary teachers the values of a democratic culture, desirable personal and professional competence, rational outlook and spirit of internationalism, close contact with villagers and problems of reconstruction, parents, teachers and educationists felt that the existing curriculum did not succeed adequately in preparing the teachers for their profession, practices in the teacher education programme failed to achieve the fixed objectives, opportunities were not provided for pupil teachers to develop an understanding of the relation of education to the cultural, social and economic growth of the country, and to develop skills in using techniques of research, following weakness were pointed out in the syllabus under academic subjects - a) methods of teaching special subjects such as English, Hindi and Science were inadequate and the trainee teachers found it very difficult to teach these subjects effectively in primary schools, b) there was no provision for pupil teachers to select subjects of their own liking, c) the community activities were poorly conducted, d) much of the time of the teachers under training was spent in organising cultural programmes and other co-curricular activities, e) the system of giving marks to the pupil teachers for community life resulted in developing examination - mindedness rather than
encouraging a faithful adherence to the spirit of community life, f) pupil teachers were not helped to understand children through case studies and study of behaviour in groups and g) they were not helped to acquire adequate skills in setting new type tests and maintenance of cumulative records, guidance to trainees in preparing lessons was given indifferently, remarks of the trainee's practice lessons were found to be generally scrappy and void of any guidance and it was generally found that the trainees were not well prepared nor were they acquainted with the art of handling multiple classes.

Banerjee (1967) assessed the needs of primary teacher's training from the viewpoint of qualitative and quantitative aspects and to suggest remedies. The major findings of the study were: There were weaknesses and shortcomings in the professional education of primary teachers and rigorous attempts were needed to put the programme on the right track, Basic education attached great value to the child and real development would take place only under conditions of freedom, The school, the teacher, the training institutions had to place a great role in changing the old patterns of education in the new age and The number of student teachers, explosion of knowledge and democratic living a responsibility of unprecedented magnitude all these placed upon the training institutions.

Bhattacharya (1967) formulated the objectives of teacher education and ways and means of attainment of objectives in his study on current role of teacher education institutions in the school educational programmes. He suggested the following changes in the teacher education programme: emphasising content knowledge of teachers, arranging frequent criticism and demonstration lesson for specific purpose
and organising film shows, exhibitions and inspiring speeches of leaders emphasising
the national unity.

Das Gupta (1967) suggested the following improvements of teacher education:
supplementing the method of selecting candidates based on academic achievement
and interview by intelligent and disposition tests, providing more time for practice
teaching, providing opportunities to trainees to observe experienced teachers at work
and laying emphasis on tutorials, seminars, workshops, debates, library reading etc.

Mathur (1967) in his article on 'Vitalising Teacher Education' suggested one
year teacher education course with an increase in the number of working days and
working hours along with adequate facilities.

Mehrotra's (1967) Critical observations on Teacher Education Programme
were: the student teachers were not sufficiently intellectual, they were not realistic
and practical and there was no healthy education atmosphere in the institutions.

The study of Palsane and Ohanchicx (1967) stressed the importance of
practice teaching in teacher education programme. The study also revealed the need
for - rational approach in the selection of subjects, uniformity in quantity of work,
systematic re-orientation programme and
integrated evaluative process.

Mallayya (1968) studied the modern trends in teacher training programmes
and the problems of teacher training in Madhya Pradesh with a view to suggest ways
and means to make it more effective. The data were collected through official reports,
documents, magazines and visits to teacher training institutes to collect the view of
heads and other staff members. The study revealed that - the pre-primary teacher
training facilities were insufficient in Madhya Pradesh and Montessori training was costly and needed reorganisation, the existing teacher training facilities at the primary and, secondary levels which were considered sufficient, could be made more effective by strengthening science teachers' training at the three levels, rationalising the selection of candidates for training and introducing practical aspects of teacher training such as practice teaching, community life, preparation of teaching aids, games, sports and culture activities, evaluation techniques were mostly routine type and provided large variations in internal and external assessment, the T.T.I.s in the state did not have adequate library facilities, lack of co-ordination of three levels of teacher training and there was no provision for training the inspectors and school organisers.

Santhi Devi (1969) made an attempt to study the then existing conditions of the under-graduate Teacher Training Institutions in the city of Mysore. The major findings of the study were: stipends were given only to 10 per cent of the students based on merit, backwardness and need of the students, no research work was undertaken by the staff of the institutions, importance was given to craft, drama, games and excursion were the main extra-curricular activities conducted in the institutions, library facilities were not adequate, most institutions did not have any extension service programme, content knowledge of the trainees was very poor, though community living aspect formed a desirable part of the training programme, it remained weak in actual practice and demonstration lessons were not given properly by staff members.
Evaluating the practice teaching programmes in India, Srivastava (1970) observed that there was no consensus regarding the total time spent on practice-teaching. The majority of student teachers had developed unfavourable attitude towards practice-teaching.

As pointed out by Mehrotra (1974), practice teaching was ineffective due to defects in the supervising system where an atmosphere of tension has artificially prevailed and lack of clarity about supervisory role existed. Generally, the supervisory remarks would be so global that the trainees found it difficult to incorporate them in subsequent practice.

Gupta (1971) made a study of admission procedures in elementary and secondary teacher training institutions. The purpose of study was to examine the then existing admission procedures in the teacher training institutions and to suggest a suitable selection procedure so that the best candidates could be admitted to the training colleges. The major finding of the study were: the minimum qualification required for admission was matriculation of SSLC or SSC, age limit was 15 to 30 years for fresher and up to 35 years for untrained teachers and admissions were given on the basis of written test, interview, academic record and teaching experience.

Mehta (1972) conducted "A Factorial Analysis of Teaching - Ability of Graduate Pupil - teachers of Secondary Training Colleges' The main aim was the identification of the factor pattern of teaching ability of the graduate pupil teachers. Major findings of the study were: there was a general ability called teaching ability which was found as a factor high loaded with achievement variables of training, Eleven per cent were cognitive abilities, 7 per cent personality variables and the
remaining were values and bi-graphical variables. In women pupil-teachers, the contribution of personality variable was more than men. The high and low achievers showed significant differences on six personality variables.

Lakdwala and others (1972) conducted a survey on 'The study of the objective tool of Evaluation Practice-Teaching'. The major objectives of the study were: to study the effectiveness of the objective tool of evaluating teaching practice from the students' point of view in respect of planning and execution, and to study the effectiveness of the objective tool of evaluating practice teaching from the teacher educator" points of view. Following were the conclusions: the objective tool of evaluation proved to be useful to a majority of the students both in planning and execution. The scheme proved to be successful in making the teacher-educators more thorough and The scheme helped to develop objective judgement in teacher educators.

Ramphal Singh and Welberg (1973) conducted a study on 'Achievement and Behavioural outcomes as functions of pupil- preparation of classroom climate'. The objective of the study was to investigate the relationship between the climate' and achievement and behavioural outcomes. The study yielded high relationship between environmental scale and achievement. Coping analysis schedules were sufficiently high.

Marker (1976) made 'A Survey of Teacher Education in Maharashtra'. The survey was made both for qualitative and quantitative aspects of teacher education, viz., policy and planning, courses offered, physical plant and facilities, syllabus etc., The study yielded the following conclusions: Government colleges of education had
more facilities than private colleges, All the six universities of Maharashtra offer B.Ed., general course, The way in which the Teaching Practice was conducted was unsatisfactory.

A comparison of teaching sophistication and estimate of professional enhancement between eight week and sixteen week elementary student teaching by Davis (1976) indicated that the two groups were not significantly different on the variables studied. This implies that beyond a certain optimum duration further increase in the length of practice does not by itself raise competence.

Markar (1977) conducted a 'Survey on Teacher Education in the State of Maharashtra'. She used opinionnaire and interview schedule to gather evidences. The major recommendations of her survey were as follows: admission policy had to pay greater attention to the needs for trained teachers of the four divisions of Maharashtra and a strategy for the qualitative improvement of teacher education in Maharashtra had to be chalked out. The study also suggested for the establishment of Maharashtra Institute of Teacher Education (MITE) to carry out the strategy of development in Teacher Education.

Bharadwaj (1977) carried out a critical study of the development of teacher education in Rajasthan. The purpose of the study was to gather evidence regarding some of the significant trends in teacher education in Rajasthan, in terms of the following issues with the teacher education institutions: organisation and administration, enrolment and admission and student-teachers professional academic performance. The major recommendations of the study were: the institutions should not train teachers in isolation and there should be no complaint about 'trapping into
teaching’. Central training council should be established in order to integrate the training institutions, and Admissions should be centralised in the university to avoid malpractice.

Sujatha (1979) conducted 'an enquiry into under-graduate Teacher Training Programme in the state of Karnataka'. The objectives of the study were: to determine the most desirable set of objectives for teacher education in general and primary teacher education in particular, to examine to what extent the existing inputs such as the course of study, the institutional plant, teachers, equipment, etc., were adequate to realise the formulated objectives and to evaluate the extent of the efficiency of the programme in preparing competent and efficient teachers in terms of selected areas of teachers efficiency. Data were collected through questionnaires and a teacher efficiency inventory. The findings of the study were: The general objectives of teacher education were to help the pupil teacher, to become conversant with the basic theories of teaching and learning and of the learning process, to become conversant with the foundations of education, to develop a positive attitude towards the teaching profession, to acquaint themselves with the meaning of democracy and its implications for education and develop the desire to inculcate these ideas in their pupils, to acquire the knowledge of modern evaluation techniques, curriculum planning and development, to realise the importance and significance of guidance in schools and also develop skills to offer guidance to pupils and to know different types of school organisation and administration. The objectives of under-graduate teacher education were to help pupil-teachers to acquire the knowledge of the developmental needs of the elementary school children at various stages of growth, to acquire the
knowledge of aims and objectives of primary education in general and the specific objectives of primary education in general and the specific objectives of teaching school subjects at the primary level in particular, to have an adequate acquaintance with the content of the different subjects of the school syllabus were expected to teach, to develop and use instructional materials including audio-visual aids, to realise the need and importance of work experience and acquire proficiency in some crafts, to continue and use a variety of effective teaching-learning procedures suited to primary school children to be active participants in community activities like adult education, PTA etc., and to have the knowledge of various co-curricular activities suited to the primary school children and make them capable of organising supervising and participating in such activities, Seventy per cent supervisors and 65 per cent superintendents felt that the curricular offerings were just adequate to attain the objectives. The facilities provided in the TTIs in respect of teaching personnel, admission procedure, institutional plant, time allotment to the teaching of different subjects and practice teaching were not adequate to carry out the curricular programme effectively. The performance of the trainees in the teachers' efficiency inventory showed that the training programme had failed to develop a teacher of desired quality.

Yashodhara (1979) conducted a study of some attitudinal and proficiency changes achieved through education. It was designed to find out the changes in the selected attitudes and proficiencies brought about in student teachers through the pre-service teacher education programme, the extent to which the intelligence, social intelligence, subject scholarship and sex (taken separately) effect the changes in
respect of the attitudes and proficiencies and the extent of interaction, effect of intelligence and subject scholarship, and social intelligence and sex on the changes. The Mysore Teacher Attitude Scale and the Mysore Teacher Assessment Tool were used to collect the data. The major findings of the study were: The student teachers made significant gains in each of the four attitudes and three proficiencies in all the six colleges of education. There was significant positive relationship between the initial and final positions of the student teachers on each of the attitudes and proficiencies, Intelligence was significantly related to the final attitude towards school in general and towards school work but not to the attitude towards teaching as a profession and professional growth. Social intelligence was related to all attitudes except professional growth, Subject scholarship was related to only one of the four attitudes, viz., attitude towards school in general.

Bhatnagar (1979) carried out an investigation on organisational climate of the Teacher Training Institutions of Uttar Pradesh and its relationship with their effectiveness. The study revealed that the overall picture of teacher training institutions was not impressive, the men's training colleges had better social support than women's training colleges, the organisational climate affected the effectiveness of the institution and each training institution had a unique kind of climate.

Pathak (1979) conducted a study on Teaching Education in Eastern U.P.: a Quantitative and qualitative analysis. The principal objectives of the study were: to find out the quantitative expansion of teacher education in eastern Uttar Pradesh, to evaluate the quality of teacher education and to find out the quality of teacher education and to locate their problems. The main findings of the study were: physical
facilities and equipment were quite, the student teachers had a fairly good self concept. The quality of output was poor as the knowledge of educational theory and practice was concerned. The quality of input and output of teaching training institutions varied from university to university. The residential universities were better than the department of education in the affiliated colleges.

Sharma (1979) made a study on 'Effectiveness of pre-service Teacher Training Programme at Elementary Level in Rajasthan'. The main objectives of the study were: to identify and analyse some of the prospective classroom behaviour patterns, various perspectives and perceptions and intellectual and emotional qualities of teachers on the basis of the opinion of teacher-educators, to study the classroom behaviour patterns of trained and untrained teachers working in the field of elementary education, and to know supervisor's opinion about the classroom behaviour patterns of trained and untrained teachers. The major findings of the study were: the trained teachers had a definite superiority over the untrained teachers, the trained teachers differed significantly from the untrained teachers in respect of co-operative aptitude and moral character, the trained teachers talked slightly more in the classrooms than the untrained teachers and the trained teachers were superior to the untrained teachers in all aspects.

Bhatnagar (1980) conducted an investigation on 'Studies and Literature on Student Teaching and other practical work in the B.Ed., programme in India - A Review. The major objective of the study was to analyse the contents of studies and literature on student teaching and other practical work in the B.E.d., programme and to suggest the future perspective of studies in these areas. Major findings of the study
were: Most of the studies and literature were available in the form of books, seminar documents, commission reports and guide books. They covered different areas like evaluation of student teaching and supervision of student teaching with special reference to secondary education. The studies were not concentrated on the practical work of B.Ed., programmes. There was not much work on elementary teacher education. These studies emphasised the need for a comprehensive network of school activities to be included in student-teaching programmes. The study highlighted the negligence of teacher training institutions and their rigid structures. A few studies revealed that student teaching was the weakest link in the teacher-education programme at primary as well as secondary level. Microteaching is a popular concept of teacher training programmes, gained ground in the seventies.

Mohan (1980) conducted a study to find out the effectiveness of the teacher training programmes in the colleges affiliated to Avadh University, Faizabad. The major findings of the study were: The teacher training departments did not have adequate buildings or equipment, Few teacher-educators were not qualified to supervise teaching practice in the subject in which they were supervising the lessons, The process of admission was too lengthy and took more than two months for completion. The duration of the course was very short. Majority of the respondents were not satisfied with the efficiency of the training programme.

Sinha (1980) conducted a study on 'The Impact of Teacher Education Programme on the professional efficiency of the teachers'. The main objectives of the study were to find out the impact of teacher education programme on the effectiveness in classroom teaching, teachers competence to perform non-teaching
roles such as maintaining good interpersonal relationship with students, colleagues and principals, doing office work, giving guidance to students, participating in activities of associations, committees and community life and participating in co-curricular activities. The main findings of the study were as follows: The trained teachers were better than the untrained teachers in the knowledge of the subjects, preparation for teaching, self-confidence, voice, pronunciation, facial expression and in actual classroom teaching taken as a whole. The trained teachers were better than untrained teachers with reference to the aims of the lesson, its appropriateness, its organisation, the use of teaching devices, presentation, questioning, answering student's questions, the use of blackboard and other teaching aids, eliciting student's co-operation and participation and effective closure. There was no significant difference in the competence of the two groups of teachers to manage the classroom discipline and to maintain a congenial climate for the teaching learning activity. The two categories of teachers did not differ significantly, in maintaining interpersonal relations, cooperating with the principal, doing office work, guiding student's participation in the activities like association, committees, community life and co-curricular activities.

Balachandran (1981) conducted study on 'Teaching Effectiveness and Student Evaluation of Teaching. The main objectives of the study were: to construct a rating scale to evaluate teaching effectiveness of college teachers by their students, and to find out the feedback effect of student evaluation on teachers in terms of their teaching effectiveness. The major findings of the study were: the evaluation feed-back based on student's rating helped teachers significantly improve their teaching
effectiveness irrespective of sex or subject of teachers, the factors of teaching effectiveness identified were subject mastery and intellectual kindling, responsiveness, integrity and communicating ability, commitment to teaching, impartiality, motivation, concern for the student progress and informal academic help.

Sinha (1982) made 'An Evaluative study of Teacher Education in Bihar'. The important objectives of the study were: to evaluate various innovative programmes in the field of teacher education in Bihar and to examine the impact of these programmes on the quality of output. The major findings of the study were: At the primary level, about 60% of the teacher-educators were trained graduates and their performance was not satisfactory, Over 77% colleges had no buildings of their own while 65% colleges and their own buildings in poor condition. Majority of the colleges had inadequate staff, library, equipment and laboratory, Recent innovation in teacher education had not been incorporated into the system. In-service programmes were not carried on effectively and little attention was paid to follow-up programmes. The valuation process had remained traditional. Practice teaching in colleges of education was being neglected by the method masters.

Gupta (1982) made an evaluation of the innovative practices of teaching in the colleges of education. The main objective of the study to evaluate the effectiveness of the innovative methods in the direction of better learning and higher achievement in colleges of education. The results showed that the methods of discussion, symposium and supervised study were more effective than the lecture method. Discussion Method proved to be very helpful to the lower intelligence group. Symposium Method proved
to be useful to the average group. Workshop Method proved to be superior in the case of general group as well as high intelligence group.

Gupta (1982) made an investigation on 'Selected Input-Output Relationship of Elementary Teachers and Training Institutions in Punjab - a Systems Approach'. Major objectives of the study were: to study the nature and extent of the inputs, viz., teacher-educator, student teacher, finance, etc. in elementary teacher training institutions in Punjab. To study the nature and extent of output in elementary teacher training institutions. To study the input and output relationship of elementary TTIs. To study the effect of significant variables (inputs) in predicting the student-teacher performance (output). Data were collected using questionnaires, JIM Scale, socio-economic Status Scale, Organisational Climate Description questionnaire, Leadership Behaviour Description questionnaire and Purdue Teacher Opinionnaire. Major findings of the investigation were: The correlation between inputs (the quality of teacher educators, academic motivation, leadership style, organisational climate, teaching methods, physical facilities) and output (the total marks in the examinations) were significant. The correlation between inputs (the quality of teacher-educator, the quality of student-teachers, academic motivation, the teachers' morale, leadership style etc.) and output (practical marks) were significant. The product moment correlation co-efficient between finance (input) and marks (theory and practical) was not significant. The multiple regression coefficient with eight variables was 0.796 which showed that these factors played a significant role in predicting performance.

Pillai (1983) made an Appraisal of Teaching of Evaluation on colleges of Education. The major objectives of the study were to find out the depth of content
received by the student teachers of the B.Ed. programme under different subjects, to find out the importance given to 'evaluation' in the B.Ed., programme to appraise the syllabus content on 'evaluation' for different subjects for B.Ed., course, and to suggest ways and means for effective teaching of evaluation in colleges of education. The major findings of the study were as follows: Among the nine colleges of education studied, St. Xavier's College of Education, Balayamkoti, scored the highest mean achievement in evaluation and Dr. Algappa Chettiar Training College, Karaikudi scored the lowest mean score in evaluation during the academic year 1982-83. Student-teachers of various colleges of education differed significantly in their achievement in evaluation. Among the six optional subjects offered in the colleges of education, the student-teachers of English topped in scoring achievement in evaluation. The course on evaluation was given significant importance in the university first semester examination. Among the five aspects studied in evaluation, the student-teachers could understand in the two aspects of viz., types and techniques of evaluation. They were poor in the construction of tests, characteristics of testing and the aims of evaluation. The performance of mathematics student-teachers in evaluation was significantly superior to that of student-teachers in history and Tamil.

Goel et. al (1984) conducted a study on developing tools for admission to secondary teacher training institutions in India. The major objectives of the study were to identify teachers, to study the relationship of these factors with the achievement of student teachers in the B.Ed. examination, to develop a battery of reliable and valid tools for the selection of candidates seeking admission to colleges of education, to develop criteria for the selection of candidates to secondary teacher.
training institutions by providing proper weightage to the constituent factors and to develop a battery of tools based on criteria for selection of candidates. The major findings of the study were: All the 6 groups of student-teachers male-female, married-unmarried, rural-urban, graduate-post-graduate, science-arts, experienced-inexperienced differed significantly from each other with regard to previous academic record. Total marks secured by student-teachers in their final examination correlated significantly with scores in theory both external & internal. Total marks secured by student-teachers did not show statistically significant relationship with teaching experience scores. Intelligence, attitude, and personality were found to be the best predictors of student-teachers performance in B.Ed., final examination.

Mohanty (1984) studied the student teaching programmes in colleges of education with special reference to innovation. The major objectives of the study were 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 co-operation, resources and innovation and to make a study of innovation in student teaching programmes. The main findings of the study were: Training in teaching of observation, maintenance of classroom discipline and organisation of function and festivals were found in all colleges, The manner in which criticism lessons were held was not proper, Various methods of teaching were not used in teaching lessons. The practice teaching programme stressed the delivery of lessons and not other activities expected from a student-teacher. Supervisors did not observe lessons completely. The rarely discussed their observation in lesson plans with the trainees The evaluation was of doubtful validity as no evaluation criteria
were explicitly stated. School-college cooperation as found poor in almost all institution under study. The colleges lacked qualified methods master. Lecture Method of teaching was in vogue. Micro-teaching and team supervision of criticism lessons were the only two innovations practised in three colleges. In all respects the functioning of government institutes was better than that of private institutions.

Raj (1984) conducted a study of the Organisation and Administration of Student Teaching Programmes in the Secondary Teacher Education Institutions. The major objectives of the study were: to determine the current organisational and administrative practices in the student teaching programmes, to study the current supervisory practices in the student teaching programmes, to ascertain the preparation of the student before going into actual student teaching experience, to determine the current duties of the person in-charge of student-teaching, the college supervisor, and the co-operative teacher of the student teaching programme, to explore the most desirable features of the student teaching programme to explore the most undesirable features of the programme, to obtain opinions of teachers in charge of secondary student teaching for the improvement of the present programme, and to make recommendations for the improvement of student teaching programmes. The findings of this study were: The nature of the organisation and administration of student teaching programmes showed considerable diversity in terms of practices. The recommendations of several expert committees, seminars, conferences, study groups and commissions regarding the qualitative improvement of student-teaching programmes had not been implemented in the teacher training institutions so far. In general pre-student-teaching experiences provided to student by the teacher training
institutions were not sufficient in terms of skills and techniques of teaching required in the classroom situation. Many institutions had audio-visual materials and equipment available with them but were not utilising them properly. In a majority of institutions the title of the person looking after the student-teaching programme was 'in-charge of Student Teaching'. These persons devoted about 20% of their time for the student teaching programme. Consequently they could not attend to many important duties related to the organisation and administration of the student teaching programme required for the officer In-charge of student Teaching' In general, the 'In-charge of Student Teaching'. The college supervisor, and the co-operating teacher held adequate academic and professional qualifications. Majority of institutions assigned 20 student-teachers to each college supervisor.

Deo (1985) studied the practical programme other than practice teaching in Teacher Education Institutions. The objectives of enquiry were to study the role of practical work (besides practice teaching) in a secondary teacher education programme, to survey the nature and type of practical work other than practice teaching that was being given to student teachers in secondary teacher education institutions in Delhi, to study the programme of practical work that were actually implemented, to survey the perception of student teachers about the objectives of such practical work, to find-out how the objectives were achieved and the reasons for non-fulfillment and to suggest the effective scheme of practical work. The major findings of the study were: Most of the student teachers felt that 'lack of time' was a major factor is not being able to achieve the objectives of the practical programmes. The teacher educators opined that lack of sufficient opportunities and lack of time were
the causes of non-fulfillment of the objectives of the practical programme. The student teachers felt that there could be a large number of practical programmes in the colleges of education but due to lack of time, lack of proper guidance, lack of sufficient opportunities, lack of feed back from the teachers, they were not able to achieve the objectives. For work experience and socially useful productive work sufficient time and guidance were not provided to students by teachers and also there was no provision for them in the time table. The student teachers were not provided the facilities for training in preparation of some visual and audio aids, physical education and participation in games and sports were taken casually by student teachers, Excursions for student teachers were not arranged by institutions. Social work had not been an integral part of the teacher education programme. Co-curricular activities were not organised according to the interest and needs of the students Opportunities for talented students were not provided in the areas of art, library, dramatics and other cultural areas, There was no provision for psychology practical which would give student teachers opportunities for the theory of learning.

Shah (1986) conducted a survey of management of student teaching in India. The major objectives of student teaching in India. The major objectives of the study were to conduct a survey of objectives of student teaching programmes, admission criteria, and criteria for allocation of methods to the trainees in teacher training colleges of India, to study the organisation of student teaching programme, and to gather information regarding innovative practices in the student teaching programmes adopted by different teacher education institutions. Following are some important findings of the study: A majority of the institutions favoured the objectives of
development of competence in trainees to teach on the basis of accepted principles of learning an teaching. The minimum admission criteria of half of the institutions were second class in any school subject at graduate level; the rest insisted on post-graduation. In most of the institutions interviews were conducted for selecting the students for admission. Around 80 percent of the institutions allocated the methods to the trainees on the basis of the subjects they offered at graduation level. Demonstration lessons were used for orientation of trainees in most of the cases. The overall picture was not impressive in regard to criticism lessons. Most of the institutions did not pay much attention to the content of the lessons. The lessons were evaluated through observation, value judgement and evaluation proforma. Unit planning and evaluation were used for preparation of lesson plans in most of the cases. In about 46% of the institutions, model lesson plans were used for preparation of lesson plans. A large number of institutions favoured block practice teaching. Most of them had suggested the use of both internal and external evaluation. There was no common pattern followed on weightage given to different aspects of practice teaching. Regarding the final evaluation, a team of supervisors evaluated the trainees' performance in almost all institutions. About one-third of them used the seminar method of teaching. Only eight percent provided training in the preparation of filmstrips. Rare use of CCTV and VTR was the common feature in teaching learning situations.

Ramachandra Rao (1987) conducted a study on Relative Effectiveness of two Models of Teacher preparation of Primary Level in Karnataka. The major objectives of the study were to investigate whether there were significant differences on self-
perception, student perception, teaching profession perception and instructional goal perception, Lesson observation scores (planning, execution, closing, teacher and total), and Head master's rating (content competence, methods of teaching, ability to get along with students and staff, perception in co-curricular activities and total) of the products of the two models. The major findings of the study: The two groups of teachers did not differ significantly on self-perception, teaching profession perception and instructional goal perception. The perception of the PUC (Education) group about the students were more positive compared with those of their counterparts from the TCH group. The two groups did not differ significantly in respect of lesson planning, lesson execution, lesson closing and overall assessment of teaching. The two groups did not differ significantly on the ratings made by headmasters on all the four aspects of teachers' work in school. Thus the PUC (Education) model of teacher preparation appeared to be more effective in promoting student perception.

Yogesh Kumar (1990) conducted a study on Developing Experimentally an Appropriate Teaching Practice Model Based on System Analysis of present practice programme to train pupil teachers. The main objectives of this study are to find out the short-comings of present teaching practice programme, the problems of teacher educator related to present teaching practice programme, the problems of the principals of teaching practice schools. The problems of subject teachers of practising schools. The problems of student teachers, To develop teaching model to remove the short comings of present practice programme and To find out the effectiveness of the proposed model over present teaching practice programme. The main findings of study were as follows: the objective of teaching cannot be achieved through the
traditional teaching practice programme. The present teaching practice programme has many problems and drawbacks directly related to heads of education departments, subject supervisors, student-teachers, principals and subject teachers of teaching practice schools. The new model of teaching practice was found significantly effective in place of present practice programme because it was effective to minimise the drawbacks of present programme. The investigator concluded on the basis of present study that the new proposed model of teaching practice programme is more effective than the traditional one. With the help of new model of teaching practice programme, we can train, develop teaching skills and improve the teaching behaviour of student teachers for class room teaching. After some modification this model may be used to develop and improve the teaching skills and teaching techniques of in-service teachers of secondary and higher secondary schools. This new model removes the drawbacks of present teaching practice programme and makes the teaching practice a means to prepare the effective teachers in all the subjects.

Chandra Prakash Reddy (1991) made an investigation on Quality improvement of pre-service Education of Primary School Teachers in Andhra Pradesh. The major objective of the study was to know the present state of pre-service education of Primary Teachers and to improve the quality of teacher education in the following aspects: Out of 11 Teachers Training Institutes (TTIs), only one TTI has enough classrooms, others have 2 to 3 classrooms, and 2 TTIs have no classroom at all. Out of 11 TTIs, only 9 TTIs have library facilities and 2 TTIs do not have library facility at all. All TTIs have office rooms, 9 TTIs have staff rooms, 5 TTIs have laboratory facilities, 7 TTIs have toilet facilities, 4 TTIs have better playground,
3 TTI s have no play ground facilities. Only 4 TTI s have workshops and 3 TTI s have tools for work-experience activities, only 5 TTI s have A.V. Rooms and 5 TTI s have some electronic equipment like TV, VCP, VCR, Two-in-Ones etc, only 2 TTI s have common meeting halls: Four TTI s have some place for garden and 2 TTI s have gardening tools. The teacher educators strongly feel that the TTI s are under-staffed.

13. The teacher educators recommended for one lecturer for one subject. The teacher-pupil ration should not exceed 1:30 to maintain quality in PSTE. The teacher educators are not in favour of the present teaching practice. They are in favour of introducing internship in teaching and they suggested 3-4 weeks period of internship. The teacher educators feel that the duration of PSTE programme should be 2 years after intermediate course (i.e. + 2 level). The syllabus of PSTE should be designed for 50% content and remaining 50% for methodology. The present evaluation system of PSTE should be modified to include the evaluation of acquired skills. Internal and external continuous and comprehensive evaluation should be adopted. The regular immediate feedback should be given to trainees. The investigator suggested to revise the existing curriculum and to attach primary school to TTI.

The earliest major study in the field of teacher education was the National Survey of Teacher Education conducted in 1930. It represented the most extensive fact finding effect in teacher education. The study concerned itself almost entirely with the then existing broad aspects of practices, organisation and administration of teacher education. Some of the major findings were as follows: Good curriculum alone could not make good teachers out of poorly selected persons; there was a basic need of more emphasis in the future upon a far more complete recruitment selection
and follow-up guidance programme. The period of teacher education was not adequate to give adequate preparation to the teachers. Teacher education curriculum was not in terms of the children to who they had to teach. There were traditional set standards and practices on such matters as required courses, majors, minors, etc., The programme did not help in the development of skill in teaching and other competencies necessary for a successful teacher. Emphasis was not placed upon a functional general education and Desirable professional attitudes toward teaching was not included in the curriculum.

The above study highlighted the general aspects of teacher education. The following short comings of the study were cited in the twenty Third Year Book of he National Society of College Teachers, brought out in 1935. Little reference of teacher preparation to current trends in elementary and secondary schools, lack of emphasis on basic guiding principles of teacher education, too much emphasis on the then current practices and emphasis on quantitative aspects rather than qualitative aspects.

Another study comparable to the National Survey of Teacher Education in scope was that of the Commission on Teacher Education (1946). The project of the commission set in motion a series of studies and work conferences aimed at projecting new conceptualisations for programmes of teacher education. Some of the major findings of the study were: Several statements of purposes of teacher education emerged from the work of the commission, Essential qualities needed in a teacher, identified by the study were: respect for personality, community mindedness, rational behaviour, skill in mediating knowledge, friendliness with and understanding of children, social understanding and behaviour, skill in evaluation and faith in the worth
of teaching. There were no standards for determining the amount of time devoted to the respective phases of teacher education. There was considerable variability in the amount required in the various areas of specialisation. The organisation of teacher education programme and institutional procedure did not reflect contemporary understanding of the educational practices and Deficiencies were found in giving attention to individual student teacher needs, utilisation of direct experience in a variety of social settings and of laboratory procedures and organisation of content into integral functioning units.

The historical study of Monroe (1947) tried to find out the purposes of teacher education, qualities of ideal teacher and general aspects of the curriculum. The findings of the study were as follows: Monroe identified four areas of purposes: personal fitness, liberal (general) education, teaching knowledge and pedagogical (professional) knowledge and skill. But there had been shifts in emphasis and relationship. There had been a fundamental regulation in the thinking about the purposes of teacher education, there emerged a commitment to the proposition that definite objectives of teacher education should be formulated, the approach to this formulation was from the purposes of education in a democracy and the conceived functions of teachers in schools rather than a dependence upon scientific studies of teachers in schools rather than a dependence upon scientific studies of teachers as they are. The thinking tended to be in terms of qualitative rather than quantitative considerations and in terms of desired learning rather than subject matter areas of study. The qualities of an ideal teacher are: he is a constructive and adaptable member of the school staff, competent to participate in determining school policies and
programmes and interested in doing so, as well as an efficient instructor in the classroom possesses personal qualities that contribute to desirable teacher-pupil relationships in classroom situation. In normal schools and teachers colleges, education courses were spread over to four years, the first course usually being 'Introduction to education' and in some institutions, a degree of integration with the other phases of the total programme was achieved. In colleges and universities the teacher education unit was typically at the senior college level and there had been a tendency in these institutions to think of the professional phase of teacher education as something to be added to a liberal (general) education including appropriate subject matter specialisation.

Boyter (1954) made an extensive study of 42 institutions which required five years of pre-service preparation for high school teachers. The study reported the following strengths of the 42 programmes careful selective admission practice, a well planned four year sequence of general education with major emphasis in the first two years, a pattern of required courses plus a counselling approach to the selection of electives, methods and observation courses given prior to student teaching and a synthesising seminar required as a culminating experience, adequate specialisation in content fields with practical experience in adapting mastery of subject matter to the needs of high school students. Weaknesses noted by the study were as follows: programmes tended to be three and four year liberal-arts programmes plus an added year or two of professional work, rather than integrated five year sequence based on a sound philosophy of teacher education, lack of understanding and support of the
programmes by the total faculty, failure to correlate theory and practice and inadequate provision for candidates to participate in community activities.

Clark (1958) found that the professional component was somewhat higher than the academic component in the curriculum for elementary teachers in 68 state Teacher colleges.

In the study on *The Liberal Arts and Professional Education in the Preparation of Teachers - An International Perspective*, Butts (1957) found that in countries like England, Australia, France, Italy and Ceylon, the perspective elementary teachers received relatively heavy preparation in subject matter in comparison with the prevailing emphasis in the United States.

Aspy and Roebuck (1982) suggest that the major conclusion can be drawn from a survey of the available research. Specifically, a conclusion could be arrived at that the "Teachers can learn to enhance their levels of interpersonal functioning".

Landsheere (1987) explained the components of teacher education. He categorized them under the headings of general education, specific subject mastery for pre-primary and secondary school teachers and psychology and educational theory and practice. Assessment of Practice Teaching, Assessment of practice teaching for the purpose of certification is highly problematic. This is a consequence of the apprenticeship approach. Student teachers have inevitable been graded according to the criteria held by individual teachers or specific institutions and the criteria have not always been made explicit (Stones and Morries 1972). For example, teachers have been assessed according to the degree that their personalities resembled those of the adjudicating head teachers (Wiseman and Start 1965); idiosyncratically according to
the institution they happened to be training in (Stones and Morris 1972); and on Vague conceptions of which at was being judged (Mc Culloch 1979).

In attempts to introduce a degree of rigour and objectivity into the assessment of practice teaching, schedules have been produced by many teacher training institutions. These schedules itemise those aspects of teaching performance thought to be critical in satisfactory teaching. Student teachers are awarded mark on a scale for each aspect by supervisors or co-operating teachers, Examples of items from schedules are: "Clarity of aims; pacing of the lesson; skill in explaining and narrating; quality of voice and speech habits; presentation advanced with appropriate pace and timing; voice - clear, attractive, and well-modelled; black-board well used; lesson method suitable. The first two are taken from a widely used American schedule, the second pair from a British schedule, the third pair from Australian instrument, and the fourth from a teacher assessment form as used in schools in the United Kingdom in the nineteenth century which gives an indication of the rate of change in this approach.

While the devising of checklists against which to evaluate student teaching is a move towards objectifying the process of assessment, security of the schedules available reveals some problems. Although various schedules have a certain degree of similarity, they are, in fact, all different. Their discrepant nature illustrates the lack of clarity and consensus on the nature of desirable criteria of practical teaching. Further, awarding of marks on a scale for each item on the schedule is in most cases extraordinarily difficult and depends a great deal on the assessors ideas and values. It is possible by systematic training to get assessors to grade student teachers. Similarly,
award them roughly the same marks on each item of the schedule thus producing marker consistency. However, the fact that markers are consistent does not necessarily guarantee that the teaching has been effective.

Many of the schedules pay little attention to children's learning. Stone and Morris (1972) in a survey of all training institutions in England, Wales and Northern Ireland found that hardly and assessors of practice teaching assessed their students on the criterion of whether the pupils they were trying to teach learned anything or not.

Research on student teaching has examined both the source of feedback to student teachers and the manner in which it is delivered. Generally, student teachers have received feedback in verbal forms with or without listening to an audio-tape or viewing a videotape and record of their teaching. Several students have pointed to different kinds of bias that operate in assessment of teachers. Hamlish and Gaier (1954) found that in awarding grades for practice teaching college instructors were biased in favour of students with attitudes similar to their own.

Most of the research emphasises the value of having another person, usually a supervisor, present during the feedback to discuss particular changes to be made in teaching behaviour. Acheson (1965) found that the presence of a supervisor during the feedback of videotaped teaching had led to significantly more reduction in teacher monologue than did viewing of the videotapes by the student teacher alone. He also found that the combination of the videotape with the supervisor conference was more effective than a conference alone. Anastasiow (1966) too reported that principles rated highly those teachers whom they perceived as most similar to themselves in personality and vice-versa.
Steinen (1967) found that any one of three methods of providing feedback to student teachers of mathematics increased their skill, as compared to a control group. Feedback from fellow student teachers working in pairs and feedback from pupils were both found to be more successful than self appraisal feedback by the student teachers themselves as they modified and re-taught lessons.

Joyce (1967) found that feedback could be effective but he also found that supervisors needed extensive training if they were to give effectively constructive feedback. There was a tendency for supervisors to discuss hypothetical examples of teaching rather than sticking to the filmed and taped samples of the student teacher's own teaching.

Ishler (1967) tested the effects of feedback versus no feedback in two comparable groups of student teachers. The student teachers who received feedback became significantly more learner-centred than did the student teachers in the group who received no feedback.

Palsane and Ghanchi (1967) surveyed the practice-teaching programme of sixty two colleges and found that the number of lessons to be given by a student-teacher was fixed arbitrarily without taking into consideration individual needs and abilities; the student teachers did not (at least in many places) get practice in teaching continuous units and they had no scope for developing dynamism, initiative and resourcefulness as teachers: there was lack of an adequate and effective orientation programme before embarking on practice teaching; the assessment of student teachers was not continuous; the practice-teaching programme needed to be objectively studied.
and restructured in all its aspects (practice-teaching in most places in India seems to have improved since then).

Steinbach and Butts (1968) studied the presence or absence of feedback about teaching to the achievement of specific teaching competencies. They found that student teachers who received feedback were better able to gear the lesson to pupil needs. Student teachers also were better able to use their plans so that their presentations were logical and coherent.

Tuckman and Oliver (1968) found that feedback from pupils had led to improved teaching behaviour, whereas feedback from the student teacher's supervisor had produced no additional effect when combined with pupil feedback and actually had a negative effect when used alone.

Young (1968) found that videotaped feedback during a micro-teaching experience was a much more effective treatment if accompanied with specific comment about the teaching skills at issue, as compared with viewing the video tape alone. Similarly, the effects of viewing a model performance by an experienced teacher were also significantly enhanced when the presentation of the model was accompanied by a focussed commentary.

Cope's (1968) survey showed that only 6% of the students believed that teaching methods advocated by colleges of education had teachers' approval. However, when teachers themselves were asked, 20% approved of teaching methods supported by the colleges.

Of the sixty two graduate students interviewed by Maddox (1968), thirty four were critical of existing teaching methods in schools, twenty three viewing as too
formal, involving too much dictation and lacking modern approaches, while eleven objected to the attitude of teachers to children as seen in sarcasm, shouting and rejection of children's ideas.

Berliner (1969) found that when the information was explicit, clear and keyed to specific aspects of teaching behaviour, feedback had resulted in improvement in the trainee's ability to perform according to a model of teaching.

Joyce (1969) found that student teachers actually became more direct and more punitive as a result of their student teaching experience. The reasons established for this were observation of a supervising teacher who usually used as many bad techniques as good ones, practice teaching in which the teacher had virtually no clear idea of what he was supposed to be practising, and intermittent feedback from the supervising teacher and/or the college supervisor, consisting mostly of undefined generalities which the learner could not translate into specific classroom behaviour.

James (1970) found that a combination of supervision with self-confrontation via videotaped feedback was significantly superior to traditional supervision alone in getting student teachers to move toward indirect teaching strategies.

Hore (1971) found that practice teaching grades given to female student teachers by male supervisors favoured those trainees who were physically attractive.

Caldwell (1980) Leonard, Gies and Paden (1971) found that viewing videotapes of their teaching had brought about improvement for some student teachers, but employing less sophisticated technologies such as audio taping or even verbal comments accomplished much the same results.
A survey was made by stones and Morris (1972) of the problems of the assessment of practical teaching using a questionnaire consisting of six sections dealing with the form of assessment, the evidence used in assessment, the staff involved in assessment, the criteria used, feedback to students and the weightage of the practical teaching marks in total assessment. It has found that there was no uniformity in the distribution of marks, the use of profiles or the use of external evidence. There was no clear pattern regarding the criteria used as the basis for assessment and thus a reasonable conclusion seemed to be that individual institutions and area training organisations were looking for, and assessing different behaviours and qualities in their students.

Beyond student teaching as a whole, one of the frequently used adjuncts has been feedback about teaching performance in helping student teachers to acquire improved teaching behaviours. Though the subject matter of the feedback and the means of transmitting it to student teachers have varied considerably, the evidence for the efficacy of feedback about teaching performance is fairly consistent (Gage and Winne, 1975).

Stones (1985) reported that in attempts to introduce a degree of rigour and objectivity into the assessment of student teaching schedules were developed by many teacher training institutions. These schedules itemise those aspects of teaching performance thought to be critical in satisfactory teaching. Student teachers were awarded marks on a scale for each aspect by supervisors or cooperating teachers. Examples of items from schedules are: Clarity of aims; pacing of the lesson (American schedule); skill in explaining and narrating; quality of voice and speech
habits (British schedule); presentation advanced with appropriate pace and timing; voice clear, attractive, and well-modulated (Australian instrument); black-board well-used; lesson method suitable (teacher assessment form used in schools in the United Kingdom). On the problem of awarding on a scale for each item on the schedule stones pointed out that in most cases the process was extra ordinarily difficult and depended a great deal on the accessors' ideas and values.

Using the teaching performance criteria as the main assessment procedures for teacher effectiveness is generally agreed upon by most teacher educators. There is greater practicality and objectivity of the assessment as well as the possibility of having reasonably high validity & reliability. An extensive review of the literature by Rosenshine and Furst (1971) also indicates that there is some validity in using performance criteria as predictors of consequence outcomes. In this study, the assessment of student teachers' effectiveness was limited to their teaching performance during internship in teaching.

It is to be mentioned again here that in most universities, the assessment of teaching performance was based on a single lesson at the end of the year by an impersonal external examiner. The tools used in the process are far from being comprehensive and objective. They consist of a few aspects of teaching without any specific criteria against which the aspects could be assessed and using value judgements like "satisfactory", "good", and "poor" etc. Many assessment instruments have been developed and used in the past to identify teaching performance.

Rosenshine (1978) and Mcneil and Popham (1973) describe such instruments. In an attempt to increase teaching competence, a number of observational devices
have been developed for use in analysing and describing teacher behaviour during classroom interaction. Amidon and Hough (1967) give an account of such tools and techniques that could find a place in competency-based programmes. In essence, these devices are useful in determining the degree to which a teacher demonstrates predicted or predetermined performance. If such instruments are used as summative devices, then their effect is minimised.

Joyce and Weil (1972) identified sixteen different models of teaching that are useful for both teachers and observers of teachers. These models are categorized into four families: Social Interaction, Information Processing, personal Sources, and Behaviour Modification. Each provides the observer a set of criteria for assessing teaching performance.

It is surprising to find that the curriculum which is the core component of teacher education programme has not received the attention of research workers it deserves. Besides undertaking status surveys of the teacher education curricula at different stages, it is highly desirable to study its transaction and effectiveness. The focus on uniformity of the syllabi in the universities and rigidity in their implementation have probably kept this kind of research in abeyance. It will be worthwhile to develop teacher education curriculum models and try them out for their effectiveness component wise as well as the total curriculum.

George (1962) made an investigation into the organisation and curricula of the training of primary school teachers in Kerala. The major findings were: 1) The course of the study was laid down by the departmental authorities from time to time. 2) Three periods are allotted for general English in the first year and one for methods
of teaching English. 3) Practice-teaching by the student teachers from an integral part of the practical work done in the training schools. 4) The residential facilities are not available in many of the training schools.

Indrani Kailas (1969) conducted a study on the identification of minimum curricular requirements for teacher training programme for secondary school biology teachers. The main aims of the study were: 1) to find out the adequacy of the content of the B.Ed., (Optional papers) to teach biology in secondary school, 2) to find out the adequacy of the various components of the present B.Ed. programme for equipping a teacher to teach biology in high school.

Kohli (1974) conducted a study to evaluate the curriculum of B.Ed. The sample included was fifteen colleges in the several districts of Punjab. The tools and techniques used for data collection were (i) a questionnaire, (ii) interview schedule and (iii) observation. The study revealed that (i) Sessional work was useful but it had to be organised in a more serious manner. (ii) Theory should be reduced to fifty per cent and practical work should be increased accordingly, (iii) Block practice teaching could better be replaced by practice of internship under the charge of practicing school. (iv) Need was felt to extend the duration of training to two years. (v) Organisation of a specified co-curricular activities was a felt need. (vi) Need was also felt in respect of annual review of the curriculum by a committee of teacher-educators, school teachers and experienced heads of schools.

Sharma (1979) made a critical study of compulsory courses in the theory of education for the B.Ed. programme. The main aims of the study were: (i) to make an objective analysis of the compulsory theory courses, (ii) to examine the objectives of
secondary teacher education and to make an attempt to re-formulate the same in Indian Context, (iii) to determine what learning outcomes should form the basis for the selection of these compulsory courses and (iv) to offer suggestions for improving these courses. The sample selected comprised of 2100 trained teachers. Tools used were opinionnaire, questionnaire and content analysis. Following were some of the findings: A large number of secondary school trained teachers mentioned that subject knowledge helped the most and training them at least at becoming successful teachers. Nearly 55% of the teachers found their training only “some what useful”, about 39% found it really useful.

Almost all the evaluative studies reviewed were conducted based on outcome, i.e., teaching performance/teaching competence/teaching skills and academic achievement of student teachers. Only very few studies on evaluation of curriculum in general and religious education in particular. Being a Buddhist Nation Thailand with 95% of the people are practicing Buddhism contains two parallel systems of education. One system of education is general education which is similar to general education in India, i.e. Primary Education, Secondary Education, Higher Secondary Education and Higher Education. The other system of education is Buddhist Education in Thailand which is parallel to general education. The Buddhist Education is in two forms one is Dharma Division and other one is Pali Division. Dharma Division is in three levels which are known as first, second and third level. The other one is Pali Division consists of nine grades. There are very few studies on Buddhist Education. Even few studies undertaken by Buddhist Universities indicates it shows the attitudes towards Buddhism and some historical research studies on Buddhism.
There were no evaluative studies on different divisions of Buddhist Education. In order to contribute to the research gap, the present study was undertaken.

The review further strikingly reveals that the studies which indicate any relationship between the inputs of Dharma Division Curriculum offered by Prapariyattitham Institutions, viz., teachers, students, institutional plant, curriculum, time allotment, student personal services, co-curricular activities and evaluation procedures and the outcome, viz., Self-Concept and Attitude towards Buddhist Education are absent. This is a major research gap. In order to fill this gap the researcher has taken up the present study to (i) know the perception of teachers and parents on Buddhist Education, (ii) know the perception of students on curriculum and other inputs, (iii) measure the self-concept and attitude towards Buddhist acquired during the Dharma Division Curriculum offered by Prapariyattitham Institutions.