CHAPTER 1. INTRODUCTION 1-43

1.1 Introduction
1.2 Need of Teacher Education
1.3 Privatization of Teacher Education
1.4 Professional Values
1.5 Teaching Aptitude
1.6 Job Satisfaction
1.7 Rationale of the Study
1.8 Need and Significance of the Study
1.9 Statement of the Problem
1.10 Definition of Key Words
1.11 Objectives
1.12 Hypotheses
1.13 Delimitations

CHAPTER 2. REVIEW OF RELATED LITERATURE 44-101

2.1 Introduction
2.2 Studies on Professional Values
2.3 Studies on Teaching Aptitude
2.4 Studies on Job Satisfaction
2.5 Conclusion

CHAPTER 3. METHODOLOGY

3.1 Introduction
3.2 Method
3.3 Sample
3.4 Tools used
3.5 Teachers Value Inventory (TVI)
3.6 Teaching Aptitude Test (TAT)
3.7 Job Satisfaction Scale
3.8 Procedure of Data Collection
3.9 Procedure of Data Analysis

CHAPTER 4. ANALYSIS AND INTERPRETATION

4.1 Introduction
4.2 Professional Values of Teacher Educators of Government-Financed and Self-Financed Colleges of Education
4.2.1 Component Professional Values of Teacher Educators of Government-Financed and Self-Financed Colleges of Education
4.3 Professional Values of Male Teacher Educators of Government-Financed and Self-Financed Colleges of Education
4.3.1 Component Professional Values of Male Teacher Educators of Government-Financed and Self-Financed Colleges of Education
4.4 Professional Values of Female Teacher Educators of Government-Financed and Self-Financed Colleges of Education
4.4.1 Component Professional Values of Female Teacher Educators of Government-Financed and Self-Financed Colleges of Education
4.5 Teaching Aptitude of Teacher Educators of Government-Financed and Self-Financed Colleges of Education
4.5.1 Component Teaching Aptitude of Teacher Educators of Government-Financed and Self-Financed Colleges of Education
4.6 Teaching Aptitude of Male Teacher Educators of Government-Financed and Self-Financed Colleges of Education
4.6.1 Component Teaching Aptitude of Male Teacher Educators of Government-Financed and Self-Financed Colleges of Education
4.7 Teaching Aptitude of Female Teacher Educators of Government-Financed and Self-Financed Colleges of Education
4.7.1 Component Teaching Aptitude of Female Teacher Educators of Government-Financed and Self-Financed Colleges of Education
4.8 Job Satisfaction of Teacher Educators of Government-Financed and Self-Financed Colleges of Education
4.9 Job Satisfaction of Male Teacher Educators of Government-Financed and Self-Financed Colleges of Education
4.10 Job Satisfaction of Female Teacher Educators of Government-Financed and Self-Financed Colleges of Education
4.11 Findings

CHAPTER 5. SUMMARY, FINDINGS, IMPLICATIONS AND SUGGESTIONS 157-186

5.1 Summary
5.2 Findings
5.3 Discussion
5.4 Implications
5.5 Suggestions

BIBLIOGRAPHY 187-201

ANNEXURES 202-228