CHAPTER III

PREVIOUS STUDIES
3.1 Introduction

No system of education and no technique of education can rise above the level of its teachers. Hence, the teacher who is the pivot of all work in education. Most of our training colleges, a large number of which are private, come under the category of substandard institutions. We have to take early steps to introduce quality in teacher education. The UGC and the NCERT must come to the help of states in larger measures. They should appoint Regional Committee which may visit existing training colleges and suggest necessary action. To be effective training institution to have good facilities in the shape of building, equipments, competent staff etc. It is very sad to find that a large number of training institutions have lack of necessary facilities. It is an urgent need that training institutions should be fullfledged independent institutions with separate premises, staff and facilities.

The concept of teaching itself is changing. Teaching nowadays is considered more than imparting knowledge and communicating information. It is considered as helping
learners to learn by themselves, to acquire skills and develop attitudes and values in the changed social context. Our training college programme is overcrowded and therefore there is hardly any assimilation of facts and ideas. As M.C. Nair Committee report pointed out the students in "training college should not hurry through the programme, rather they should live through them." Numerous studies have demonstrated that the programme of secondary teacher education have parts such as Admission procedure, curriculum, student teaching, supervision, evaluation, innovations in teacher education programme and comparative study of teacher education etc. It is appropriate here to review the major significant studies in the field before proceeding further. It is not an easy task to make a comprehensive review of the literature without classifying the entire mass of the studies. To facilitate the work an eight stage classification of the literature has been adopted, that is studies reviewed here have been put into eight sections and discussed further.

3.1.1 Secondary teacher education programme
3.1.2 Admission procedure
3.1.3 Curriculum
3.1.4 Student teaching programme and supervision of student teaching
3.1.5 Innovations in teacher education—evaluation
3.1.6 Problems of teacher education programme
3.1.7 Evaluation of teacher education programme
3.1.8 Other studies
3.1.9 Discussion.

3.1.1 Secondary Teacher Education Programme

Joseph, K.J.' (1947) studied the teacher education for secondary schools in Kerala. This was done through collection of information about all aspects of the institutions viz., plant, facilities and working conditions which was followed up with visits to all these institutions. The second part of the study was to collect and analyse the views of the training college staff about the qualifications and experience in the training institutions. The third part of the study was the collection, analysis and study of the views of six hundred students. It was found that throughout the years (1960-61 to 1965-66) the number of applicants for the seats in the training colleges and the selections were made by the training college themselves. Qualifications - first class degree holders - 2.5%, second class degree holders - 18% and eight out of every ten were third class degree holders. Only 2.1% of the trainees had post graduate qualifications and about 60% of them were third class degree holders. Regarding teaching experience the trainees with less experience were coming to the college. Staff qualification-
44% of the staff members had taken all their degrees in third class. Only 35% of the staff members satisfied the minimum qualifications laid down by the University for the appointment in the college. There was no uniformity regarding practice teaching and indifferent items of practical work. The libraries in the training colleges were generally poor in their stock of books and journals. The methods of teaching was most often lectures followed by dictating of notes. Most training colleges were unsatisfactory from the point of view of accommodation, furnitures, sanitary facilities etc. Majority of the staff and students felt that thirty days were needed for practice teaching. In the supervision and evaluation of practice teaching the training college staff was not prepared to share much responsibilities with all the school staff, on the contrary student teachers had greater confidence in the capacity of school teacher.

Mallay, A.V. (1968) studied the teacher training programme in Madhya Pradesh. The purpose of the study was to study the modern trends in teacher education programmes and problems of teacher training in Madhya Pradesh with a view to suggest ways and means to make more effective. Several official reports, documents and magazines provided the main sources of information. The study revealed that the existing teacher training facilities at the primary and
secondary levels are considered insufficient and could be made more effective by strengthening science teacher training. It was found that traditional teaching methods were followed. Evaluation techniques were most of routine type and provided large variation in internal and external assessments. Better co-ordination in the programme of teacher training at various levels could make them more effective. The teacher training institutions are not having adequate library facilities and the periodicals and magazines to which they subscribe were less in number.

Bharadwaj, G.N. (1974) studied the development of teacher education in Rajasthan. A questionnaire and interview schedule were prepared to collect the data. The study revealed that thirteen institutions out of a total of twenty were run by private managements. One by the NCERT, four were aided by the State government. 70% of the institutions were residential, 30% were partly residential. The minimum qualification for admission to one year B.Ed. course was bachelor's or masters degree with two teaching subjects at the graduate level. In case of four year B.Ed. course the minimum qualification was higher secondary or pre-university course. The criteria for selection were - written tests, interview, academic records, teaching experience and credit for co-curricular activities. The
main source of income was fees, grants-in-aid from the State government. 80% of the institutions were run in rented buildings. All the institutions had trained librarian for library and the number of books varied from 1269 to 4165. Besides lecture method, assignment, seminar, symposium, supervised study, tutorials, discussions were also used. Both external and internal examinations were prevalent. Majority of the staff obtained M.A., M.Ed. degrees. Teachers were paid as per government scales along with the prescribed allowances.

Desai D.V. (1974) studied the development of secondary teacher education in Gujarat State since 1947. Sample consists of the teacher training institutions of the five Universities in Gujarat State. The data were collected from records, periodical reports and annual reports of the institutions. Other tools and techniques employed were questionnaire, case study and personal interview. The study reveals that the number of colleges of education increased from one in 1947 to forty in 1972. The total intake capacity in the B.Ed. college was 100 in 1947 and increased later on. The total marks for theory and practice varied from University to University. Some colleges of Education were playing a leading role in respect of innovations, while some were found to be still less innovative and more conservative.
Shukla, R.S. (1976) studied the secondary teacher education programme in Orissa. The sample consisted thirty-four teacher educators and 766 student teachers. Three questionnaires were filled by the teacher educators and the student teachers. An interview schedule was developed to interview the principal and two faculty members of each teacher institution. This study reveals that more emphasis on theory and less on practice aspects and no attention to the content knowledge of the student teachers are given. Evaluation of student teaching was far from satisfactory. Admission was not based on test, the procedure followed was subjective and it varied from institution to institution. The teacher educators had not obtained the qualifications as per the recommendations of Education Commission 1964-66. The physical facilities of the institutions were not satisfactory.

Pathak V.L.B. (1979) studied teacher education in Eastern U.P. The objectives of the study were to evaluate quality of teacher education, to find out the quality of teacher education and to locate their problems. The four tools used for collecting data were a general information, questionnaire to survey teacher education - one for the teacher educators along with a Hindi adaptation of the Minnesota Teacher Attitude Inventory. A sample of sixteen
teacher education institutions with 1132 respondent student teachers and 100 teacher educators were studied. The study reveals that physical facilities were by and large quite inadequate in most of the institutions. There was a rapid increase in number of teacher education institutions during seventies. The number rose from 16 in 1973 to 33 during 1978. Only 12% of the teacher educators had doctoral degree. The most dominant motive for entering the teaching profession was the opportunity to pursue studies throughout life. The student teachers had a fairly good self-concept. Analysis of the curricula of the three Universities in Eastern Uttar Pradesh revealed that the courses of study and co-curricular activities were traditional and superficial. The institution programmes being pursued were in slipshod manner. Innovative were by and large unknown and unpracticed. The quality of the output as judged by the examination results was poor, so far as the knowledge of foundations of educational theory and practice was concerned. About 71% got a third class in theory, however it was considered satisfactory in respect of competence to teach in classroom situation. The quality of output of teacher training institutions varied from University to University.

Mohan, K. (1980) studied the effectiveness of teacher training programme in the colleges affiliated to Avadha
University, Faizabad. The sample consisted all the ten teacher training departments. Data were collected with the help of questionnaire from 45 secondary school teachers, 929 teachers trainees, 64 teacher educators, 10 Heads of the teacher training departments and two principals. The study reveals that the training departments do not have adequate buildings or equipments. None of them had hostel for girls. The hostel facilities for boys were not satisfactory. A few teacher educators were not adequately qualified to supervise teaching practice in the subject in which they were supervising the lessons. None of the departments had their own practising schools. The time spent on practice teaching was too short. The examination for practice in teaching had become a force as the examiners did not observe the lessons fully. The majority of the respondents were not satisfied with the efficiency of the training programme.

Jitmond Sombat (1983) studied a proposed plan for teacher education programmes in Thailand. The study was based upon the apparent existing weakness in the current programme for teacher education in Thailand with the assumption that stronger teacher preparation programme would produce a stronger educational system as a whole. The review of related literature gives emphasis on 6 major areas: 1) curriculum content in teacher education, 2) micr-
teaching and laboratory experience in student teaching preparation, 3) student teaching and student teacher attitude change, 4) supervision and supervisory role in student teaching, 5) evaluation procedure for student teacher performance and 6) inservice programme in student teacher. Three major components in teacher education emerged from the six major areas examined in the related literature; General education, specialised education and professional education. Utilising the review of the related literature, completed with the observation of practices and experiences of the researcher, while studying in the United States a proposed plan for teacher preparation programmes in Thailand was developed with an initial set of recommendations. Throughout the total five years programme, the time distribution for the three major components was proportionately proposed as 28% for general education, 50% for specialised education and 22% for professional education. This plan was designed to provide guidelines for teacher education institutions in Thailand.

Allen John Burrell (1983) studied Developments in Teacher Education in North Carolina 1941-1974. The study has investigated the practices, trends and issues surrounding teacher education as it developed in North Caroline between 1941 and 1974, against the developments actionwise. This
study revealed that certain fundamental issues were recurrent throughout the various departmental periods. It seemed that the issues were never resolved despite repeated recommendations and proposals for improvement. The basic content of the recommendations remained static, though there was evidence of shifting of emphasis towards the psychological foundations of education. Generally programmes attempted to provide for the prospective teacher an understanding of the pupil, the school and teaching and the relationship of these to society.

Several factors were considered as perhaps causes of the lack of substantive change in teacher education statewide and nationality.

Hemambujam, K. (1983) studied teacher education at the secondary level in Tamil Nadu. The objectives of the study were i) to conduct a survey of teacher education at secondary level and make a critical appraisal of B.Ed. programme in Tamil Nadu, ii) to report briefly on the historical background and the evaluation of teacher education in Tamil Nadu, iii) to report comparative study of the contemporary teacher education programmes at the secondary level in advanced countries abroad, with special reference to that in India and in Tamil Nadu; iv) to locate the deficiencies in the system and suggest the remedies.
The data were collected from all the colleges of education in Tamil Nadu through questionnaire and an interview schedule.

The study revealed that the state government controlled the recruitment of all the teacher educators. Selection was done on the reservation basis and their salaries were directly paid. The comprehensive B.Ed. curriculum was not effectively implemented due to time shortage. The revised B.Ed. syllabus in force in Tamil Nadu was appropriate and fulfilled the requirements on the professional side, but lacked in content knowledge of academic subjects. In some of the colleges of education there was no selection committee nor were the staff involved in it. To improve the quality of teacher education programme, the co-operating schools and colleges of education needed to work in harmony. Teacher educators followed the latest methods in teacher education programme due to the proper facilities prevalent in their colleges of education. Many colleges had hostels for the trainees and some had hostels for staff too. The financial resources of the colleges included tuition fees and special fees remitted by trainees.

study had two focal points, a review of existing programme of multi-agency collaboration efforts and the development of a plan of collaboration for teacher professional development which involves local school districts, higher education and state departments of public instruction.

Three multi-agency collaboration programmes were reviewed. Auburn University continuous professional development programme. Central Arizonal inservice consortium and Florida Panhandlic Early childhood consortium. The programmes were reviewed based on the following criteria found common to the three programmes, membership origin and development, assumptions, objectives, finance, governance, activity and services and evaluation. The study revealed that plan for multi-agency collaboration may be the best approach to developing a teacher who contrives to grow as a professional.

Kargho Shekes, A.M. (1985) studied the training of secondary school teachers at Njala College in Sierre Leone. The study was to examine views/perceptions of the graduates of N.U.C. who were teaching in secondary schools as to the adequacy of teacher training at N.U.C. and to assess the inservice needs of the graduates. Data for the study were secured from the college prospects, documents from the
University of Education and the libraries of Njala University, the Sierre Leone Embassy in Washington, D.C. and the University of Illinois, Urbana, Campaign, Secondary questionnaire designed and sent to Sierre Leone where they were administered to the three groups of subjects.

The study revealed that both the seniors and teachers thought the content teaching skills and teaching practice offered at the college were relevant to the job of beginning teacher. Regarding teaching practice the length of time should be extended to two terms and the professors should increase their supervision. Regarding teaching skills it was suggested that more emphasise be placed on teaching methods micro-teaching, audio-visual aids. All the inservice education workshop held for secondary school teachers should include the training of skills in discipline, problem solving methods, academic achievement, guidance and counselling, human relations and techniques for producing Audio-visual aids from local materials.

Richardson Robert Lee Kenton (1985) studied perceptions of Deans of Selected colleges of Education concerned at Carbondale. Eighty eight components of teacher education programme were arranged in a questionnaire. The study population included thirty deans of education at major
teacher producing institutions, affiliated to the American colleges for teacher education. The study revealed that research as effective teaching and effective teachers must be advanced. All teacher educators should be expected to serve as models of effective teaching. Rigorous standards of scholarship must be applied to the study of all fundamental subjects. Pre-service teachers must be prepared with skills in counselling, consulting and referring human relations and conflict resolution, stress management, adoption to change a system analysis, continuous progress evaluation should be implemented in all programme should focus on professional competency and attitude developmental certification for graduation should be based on the satisfactory passage of test of teacher attitudes and values and the successful completion of the Revised National Teacher Examination. Teacher Education programme which need to be extended should include a fifth year of study in order to prepare the kind and quality of teachers, needed to deliver comprehensive educational services by students who will live and work in the 21st century.

3.1.2 Admission Procedure

Gupta S.P. (1971) studied admission procedure in elementary and secondary teacher training institutions. The purpose was to study the existing procedure in teacher
training colleges and to suggest a suitable selection procedure. The questionnaire was sent to 1131 principals of elementary training institutions and 375 colleges of education. Out of these 475 (42%) principals of elementary teacher training institutions and 203 (75%) of colleges of education responded. Interview schedule was prepared for carrying out the case studies of some of the institutions.

The study revealed that for admission to elementary teacher training institution, i) the minimum qualification is matriculation or S.S.L.C., ii) the admissions are given on the basis of credits gained on written tests, interview and academic record and teaching experience. For admission to the secondary training institutions: i) the minimum qualification is B.A./B.Sc. with 40% to 45%, ii) the admissions are given on the basis of credits on written tests, interview, academic record and teaching experience. Some institutions like to administer intelligence tests for admission.

Goyal, J.C., Sabharwal, N., Tewari, A.D. (1984) studied developing tools for admission to secondary teacher training institutions in India. The objectives of the study were i) to identify factors that might help in the selection of prospective teachers, ii) to study the relationship of these
factors with the achievement of student teachers in the B.Ed. examination, iii) to develop a battery of reliable and valid tools for the selection of candidates seeking admission to colleges of education, iv) to develop criteria for the selection of candidates to secondary teacher training institutions by providing proper weightage to the constituent factors, v) to develop a battery of tools based on the criteria for selection of candidates.

The sample consists of 749 student teachers. Achievement tests, an interview schedule, attitude scales, intelligence tests, personality interviews, personal data schedule etc. used as tools for the collection of data, product moment co-efficient of correlation, t-test step with multiple regression analysis etc. used for the analysis of data.

The study revealed that all the six groups of student-teachers male-female, married-unmarried, rural-urban, graduate-postgraduate, science-arts, experienced-unexperienced differed significantly from each other with regard to previous academic record. Total marks secured by student teachers did not show satisfactory significant relationship with teaching experience, intelligence, attitude and personality were found to be the best prediction of student teachers performance in the B.Ed. final examination.
Yaji, G.V. (1985) studied validity of Bachelor of Education, Karnatak University, Dharwad. Objectives of study were to find out i) the relationship between the B.A./B.Sc. total marks and B.Ed. level marks, ii) B.A./B.Sc. total marks and B.Ed. theory marks, iii) B.A./B.Sc. total marks and B.Ed. practical examination marks, iv) B.A./B.Sc. total marks and internal assessment marks. The study was confined to three colleges of education which come under the jurisdiction of Karnatak University. Investigator used correlation method for the present study.

The study revealed that there is a significant positive correlation between the total marks obtained at the first degree (B.A./B.Sc.) examination and the total marks obtained at the B.Ed. examination. There is significant positive correlation between the total marks obtained in the first degree (B.A./B.Sc.) examination and the total marks obtained in the B.Ed. theory. There is significant positive correlation between the marks obtained in the degree (B.A./B.Sc.) examination and the total marks obtained in the B.Ed. practical (Part-II) examination. There is significant positive correlation between the total marks obtained in the first degree (B.A./B.Sc.) examination and the marks obtained in the B.Ed. practical examination. There is significant positive correlation between the total marks
obtained in the first degree (B.A./B.Sc.) examination and the marks obtained in the B.Ed. internal assessment.

3.1.3 Curriculum

Kohli, V.K. (1974) studied the evaluation of curriculum for teacher education at B.Ed. level in Panjab. The objectives of the study was to find out the effectiveness of the existing curriculum on the basis of objectives as perceived by the educators and personnel in the field of teacher education and to suggest the guidelines for improvement of the B.Ed. curriculum. Sample consisted 15 colleges of the seven districts of Panjab. A questionnaire, an interview schedule and observation were used for the collection of data.

The study revealed that sessional work was useful but it had to be organised in a more serious manner. Theory should be reduced to 50% and practical work should be increased accordingly. Considering restructuring some of the optional papers like school organization could be included in the principles of education. Block practice teaching could better be replaced by practice of internship under the charge of practising school, organisation of specific co-curricular activities are required. On the basis of recommendations of Education Commission (1964-66) curricular activities should be formulated.
Sharma, S.P. (1982) studied the foundational course prescribed for B.Ed. degree in Indian Universities. The objectives of the study was to examine critically the existing foundational course prescribed by the Indian Universities for the B.Ed. degree with a view to finding out its main defects and outstanding features. Evolving a new foundational course with a view to helping the prospective teachers to develop a social philosophy and acquainting them with the ideals of Indian culture and contemporary national ideology stated in the constitution. To offer suggestions for the improvement of the foundational course and formation of a model syllabus. The questionnaire and checklist were used for collecting data.

The study revealed that there was great diversity regarding aims, titles, combination, content classification, practical work. The diversity did not stem from any well defined principles and was entirely arbitrary. The two outstanding features of the existing foundational course as revealed by the study were diversity and arbitrariness.

KakCad, G.M. (1983) studied secondary teacher education curricula - An Analytical study for developing teacher education programme. The objectives of the study were i) to analyse existing B.Ed. curricula of various
representative universities of four different regions of the nation, ii) to study the common and uncommon aspects of secondary teacher education programmes analytically, iii) to know the changes that were expected in S.T.E.P. and iv) to develop secondary teacher education programme.

The sample for the study was B.Ed. syllabus of 24 universities, the IATE, the NCERT and the L.T.course of U.P. An interview schedule and comprehensive questionnaire were used as tools.

The study revealed that the duration of the S.T.E.P should be of two academic sessions. The aspects of S.T.E.P. should be educational theory, practice teaching, community service, work experience, sessional work, co-curricular activities. There should be two subjects for methodology of teaching and the number of lessons should be 15 for each subject. Internship in teaching should be introduced for a period of three months. There should be occasionally be exchange of teachers between colleges of education and secondary schools. Separate results in theory and practicals should be declared. Assessment of theory papers should be in marks. Evaluation of practicals, sessional work and other aspects may be in grades.
Bhatia, Ranjana (1987) studied the evaluation of new B.Ed. curriculum in the colleges of education affiliated to the University of Bombay. The objectives of the study were i) to identify the specific objectives of teacher education in revised curriculum at B.Ed. level in the University of Bombay, ii) to study the relevance of the topics given in the revised B.Ed. curriculum in view of the objectives, iii) to study the relevance of the practice teaching programme in the new B.Ed. curriculum accordingly, iv) to study the effectiveness of the evaluation scheme in the new B.Ed. curriculum, v) to find out the difficulties faced by administrators in the implementation of the revised B.Ed. curriculum and vi) to suggest improvements in the new B.Ed. curriculum.

The study employed descriptive survey method. The sample included 64 teacher educators, 600 teacher trainees, 20 past students and nine principals from 13 colleges of education. A questionnaire, an interview schedule, a check list, group discussion, observation etc. are used as tools for the collection of data. For the analysis of data rank method, mean and percentage were used.

The study revealed some of the important changes in the new B.Ed. syllabus on the one hand, while on the other
hand quite a few topics were repeated. Implementation of the new curriculum was found to be difficult. The revision of the curriculum had not brought about any serious changes to help produce a quality teacher. Teacher educators felt micro-teaching should be taken more seriously. A large majority found B.Ed. curriculum mechanical and book oriented. Theory should be cut down and ratio of the theory and practice teaching should be fifty:fifty.

3.1.4 Student teaching programme and supervision of student teaching

Srivastava, R.C. (1970) studied evaluation of practice teaching in teacher training institutions. The objectives of the study was to find out the place of practice teaching in the total programme of teacher preparation and the manner in which the evaluation methods and practices influenced. To study the attitude of student teachers towards practice teaching and the teacher-pupil relationship. Two questionnaires - one for heads and the other for the student-teachers were developed and used. Questionnaires were filled by eighty two heads of the institutions and two hundred student teachers from ten institutions.

The study revealed that practice teaching formed an essential and compulsory item in all teacher preparation programmes. It was not similar in all the institutions.
Place of practice teaching was examined either by relative weightage in terms of examination marks allotted for practice teaching in the total programme or the amount of time or hours of work student teacher had put into complete requirements of practice teaching in relation to the time used for completing all the requirements of the programme. The contents of sessional work evaluation were many and varied as theory work, visual education, craft, psychology practices, extra-curricular activities etc. Majority of the teacher educators were not satisfied with the system of practice teaching evaluation in their own institution. The grade system was used for the evaluation of practice teaching. About 76.8% of student teachers developed unfavourable attitudes towards practice teaching. Student teachers were inclined to favour a system of evaluation which was biased more towards external assessment.

Bhuvanendra Sarkar, H.B. (1976) studied the problems faced by the teacher training institutions regarding student teaching at Bangalore city. The objectives of the study were obtaining the co-operation of the practising school, student teachers' problems regarding teaching, problems of observation and evaluation of student teaching, to offer some suggestions for the improvement of student teaching programme in teacher training institutions. Check list and
informal interview were used for collecting data. Sample consists of teacher educators of the college of education, Bangalore University. Only sixty teacher educators responded to the check list.

The study revealed that both men and women teachers experienced the severity of problems regarding obtaining the co-operation of the practising schools to the some extent - men teachers experience the severity of problems regarding observation and supervision of student teaching to a greater extent than women teachers. Both men and women teachers' experience the severity of problems regarding evaluation of student teaching to the some extent. Lack of orientation courses to co-operating teachers, evaluation of examination lessons by the examiner not duly qualified in the subject, inadequate provision of equipments like laboratory, library, teaching aids etc. All the co-operating schools don't co-operate.

Kerur, V.D. (1976) studied evaluation of student teaching programme in secondary teacher education. The objectives of study were to study practice teaching with reference to the understanding of facts and basic concepts, knowledge of recent developments in subject fields, ability to prepare objective based lesson plan, knowledge of some books, journals, teaching
aids and other instructional materials. Ability to prepare and use teaching aids, ability to prepare objective based test items and remedial teaching programme etc. Sample consists of two hundred student teachers who had just completed the student teaching programme of the University College of Education, Dharwad, Jan.1976. Ex-post facto research method used for the study.

The study revealed that guidance and observation were made by the method masters of respective subject field. Student teachers should be helped to know the various journals in their subject fields and helped to understand the recent developments in their subject field. The number of demonstration lessons should be increased and demonstration should be throughout the year. The present student teaching programme is i) quite effective in terms of the knowledge of objectives of teaching the two school subjects, the clarity of aims and objectives of teaching, preparation of simple aids, knowledge of different teaching methods etc., ii) it is fairly effective in terms of knowledge of recent developments in the subject field, ability to prepare lesson plans, to locate and select the instructional material etc., iii) it is just effective in terms of ability to translate the instructional objectives into learning outcomes, to select objectives appropriate to given situation, to conduct class discussion etc.
Damodar, R. (1977) studied the practice of student teaching and evaluation programme in the training colleges of Andhra Pradesh. The objectives of the study were to study the organization and methods of evaluation of the student teaching, to identify the difficulties and problems faced by the teacher education programme, to analyse the problems and make suitable recommendations to face the same taking into consideration the various suggestions made by the personnel directing the student teaching. Sample consists of the principals and members of the staff of all the colleges of education of Andhra Pradesh, 20 students were selected randomly from each of the colleges, headmasters and some senior teachers of the practising or co-operating schools. Questionnaire, interview and observation techniques were used to collect the data. Also, the syllabus of the three universities of the Andhra State, lesson plans in different subjects, proforma for assessment, observation, criticism and reports of head teachers of the co-operating schools were studied to get required data.

The study revealed that majority of the colleges of education were lacking in facilities like accommodation, equipment etc., lecture, tutorial and showing specimens of notes of lessons were found common in all the three Universities. Practice in lesson planning, preparation of aids,
school visits were found common in all the colleges. Simulations, screening of films and micro-teaching were not found in any college. Except Osmania college the number of lessons 8 to 12 and demonstrations arranged before and after the starting of student teaching programme. Provision was made for observation and criticism of the lessons by the college method masters. Majority of the colleges are having model or practising high schools and they were depending on 15 to 25 surrounding schools for the purpose. Supervision was done by the method master, staff of the college and school subject teachers. Innovations are not encouraged. The records of assessment were found to be same in all the three universities. Weightage of marks for various aspects of student teaching found varied among the three universities. The colleges were not having qualified staff.

Pande, S.N. (1980) studied "A Critical study of supervision practice. The objectives of study were to survey the practices and methods used for the supervision of teaching practice of B.Ed. trainees in the colleges affiliated to Avadh University, Faizabad. The survey was conducted in the B.Ed. departments of 8 colleges. Two questionnaires were devised - one for the teachers and other for the B.Ed. trainees."
The study revealed that no teacher training department had separate buildings. They could not have specially equipped rooms for teaching science, history, geography etc. and tutorial rooms, where they could sit and discuss the lesson plans with trainees. Most of the college do not have hostel facilities. Facilities for the organization of teaching practice were not adequate. Most of the training department do not have their own model schools. Some times the trainees have to go long distance to schools for practice teaching. 58% of the school principals had negative attitude towards training programmes. Trainees do not take adequate interest in planning their lessons. They somehow tried to complete their work.

Alkathury Rashid Hamed (1982) studied important characteristics of student teaching using the Delph method. The study aimed at to survey the experts' opinion on student teaching at the Universities of Massouri, Columbia and Riyadh Universities, Saudi Arabia using Delph method and develop some recommendations to improve the student teaching practice.

The study revealed the most important professional experience during student teaching - i) responsibilities for developing a wide range of lesson plans, ii) being evaluated by the college supervisors, iii) adequate experience with
variety of teaching techniques and methods, iv) participation in conference with co-operating teachers and college supervisors. Most important competencies that supervisors should display is working with student teachers - i) ability to develop rapport with student teachers, ii) commitment to the student teachers development, iii) willingness to spend necessary time with students' teachers, iv) successful teaching experience and v) good background in subject area. Most important competencies that co-operating teachers should have in working with student teachers. Expertise in subject area, methods, correctly state the objectives, evaluation and ability to use variety of instructional methods.

Roke C. James, J.R. (1984) studied a model for improving the professional quality of the student teaching practices. The study proposed a model which would help colleges and departments of education structure and focus the student teaching practicum. This proposed model may be described as an interaction model, between teacher and learners. Thus student teacher interacts as a teacher with the learner and as a learner with the co-operating teacher and University supervisors. The steps of teaching process i.e. necessary planning, implementing and evaluating guide interaction towards accomplishing cognitive, affective and psychomotor learning tests.
The interaction model is flushed out with the work of theories identified in the teacher education programmes. Conceptual framework and the additional theories and related subject area content added at the course level. Student teachers, co-operating teachers and University supervisors with a clearly defined procedures and theory content to the creatively applied in the practice setting. The implementation of the proposed model may be a way to improve the professional quality of student teaching practices importance. Procedures including co-operating teacher shares involvement in the curriculum development/revision process and that a comprehensive inservice training programme for co-operating teachers and university supervisors be developed.

Jacobson phyllis Lynne (1984) studied student teacher's use of evaluation of information. This study investigated the content source and type of evaluation information provided to student teachers and uses made of that information within a year. This study dealt with student teacher training experience within the content of clinical supervision model. Qualitative methodology was employed, encompassing primarily participant observation, interviews with student leaders and staff report questionnaire over an entire six months sequence of field experience.
The study revealed that most aspects of the supervisors model were in fact being implemented that the student teachers generally understand the evaluation standards applied to their teaching performance that the feedback received was fairly relevant and that they were generally satisfied with what occur during clinical supervisory feedback conference. Many of the factors suggested by evaluation research as being necessary to enhancing the likelihood of information use also were present however only a small number of student teachers were able to identify each month an instance in which feedback had notably influence either thinking or their action. This model be inherently to open for first student teaching assignment and student teaching may initially require a prescriptive/descriptive model which may then evolve into a more general clinical supervision approach.

3.1.5. Innovations in teacher education - evaluation

Joshi, D.C. (1974) studied innovations in teacher training institutions Ù.B.Teachers College, Udaipur. The objectives of study were to find out innovations in teacher education programme pertaining to curriculum, methods of teaching and inservice education. A priliminary survey of fifty teacher training institutes was made, eleven institutions were selected by stratified random sample for interview
study. Questionnaires were mailed and a sample of principals and teachers was also interviewed.

The study revealed that in the area of methods of teaching popularly used methods were question-answer. The use of micro-teaching, programmed learning, interaction analysis and self learning projects were negligible. Nearly 81% of the inspectors frequently used lecture method in their theory classes. There were three institutions to organise regular programme of inservice education. In Gujarat and Jamia Islamia Block teaching was one of the components of the teacher education programme. The most significant factors for resistance to innovations as reported were, lack of facilities, lack of funds, lack of time to pursue the new ideas, lack of professional guidance, lack of support from education department and lack of professional guidance.

Gupta, B.C. (1982) studied evaluation of the innovative practices of teaching in the colleges of education. The purpose of the study was to evaluate the effectiveness of the innovative methods in learning and higher achievement in colleges of education. Investigator used Sardar Shahar, Ajmeer, Bikaner, Gulabpet, Jaipur, Jodhpur and Dabak colleges of education for this study. Controlled experiment groups of fifty students each were formed in each of the 7 colleges.
The study revealed that the methods of discussion, symposium and supervised study were more effective than lecture method. The discussion method proved to be very helpful to the lower intelligence group. The symposium method also gave better results and proved to be definitely more useful to the average group. The workshop method proved to be definitely superior in the case of the general group as well as the higher intelligence group. It was inferred that all the innovative methods accept the lecture-cum-discussion method had established their comparative merit against the lecture method.

Max Well Margaret Lymon (1983) studied innovations in teacher education in developing countries. This study examined issues surrounding the institutionalization of innovations, particularly within teacher education programme in developing countries. Based on the literature wholistic innovations model was proposed in which four aspects of innovations were identified as sensitizing concepts. These aspects were - i) innovation characteristics, ii) adopter characteristics, iii) innovation process strategies and iv) social system constraints and resources. These four aspects guided the researcher in developing a case study research design which both qualitatively and quantitatively evaluated innovation of self instructional materials (SIMS)
at the National Teacher Training College (N.T.T.C.) of
Lesotho, personnel involved currently and historically with
SIMS as well as documents were used as sources in evaluating
i) the institutionalization level of the innovation, 2) the
factor influencing the level. The study revealed that SIMS
were not institutionalized at NTTC factor influencing. This
status were categorised accordingly to the four sensitizing
concepts or innovation aspects in which the most frequently
cited factors inhibiting institutionalization were founded
include - i) the innovation process strategies and ii) the
social system constraints, and resources. The aspect that
contained factors most frequently cited as supporting SIMS
was the innovation characteristic. The aspect of adopter
characteristic included an equal number of factors inhibiting
and supporting the innovation.

Chitamber, S. (1983) studied innovations in student
teaching. This study was confined to internship student
teaching, micro-teaching and interaction analysis. There are
various ways of organising practice teaching, Dispersal
lesson, continuous teaching, Block teaching, Internship in
teaching. Internship programme extending six to eight weeks
in a school as a full time student teacher participating in
all the activities of the school. The regional colleges of
education have given the highest priority to internship.
Preparation for Internship

Phase I: Student teacher should know what he wants to achieve in the teaching situation and he formulates his aims. He has to acquire control over the broad areas of the subject matter and adjust it to the needs of the school children. Careful planning for teaching and activities, pre-internship in teaching. 

IIInd phase: It is kept for two weeks and placed before a student teacher goes to a co-operating school as an intern. The experience gathered during this period are essentially geared to activities concerning classroom teaching, observation of demonstration lessons, and discussions. 

Internship in teaching: Besides classroom teaching student teachers are required to observe at least ten lessons by regular staff of the school, complete all assigned project work like studying and reporting the record keeping of the school, the conduct of science club etc. and conducting co-curricular activities in the school on a minor scale.

Micro-teaching: It is developed at Stanford California, by Allen and his associates. It is a systematic controlled practice that makes it possible to concentrate on specific teaching behaviour and to practice teaching under controlled condition. It consists of small group of pupils from 2 to 6 in number. Micro-teaching cycle teach, view-critique-reteach-review-critique. It is more effective than the conventional approach.
Interaction Analysis: It is a concise set of dimension for describing the ways the teacher interacts with his class. Classroom interaction means the influence of the teacher and the student on each other. It is a technique for capturing qualitative and quantitative dimensions of teacher verbal behaviour in the classroom. It is developed by Flanders out of social psychological theory and was designed to test the socio-emotional climate on student attitudes and learning.

Mohanty, S.B. (1984) studied student teaching programmes in colleges of education with special reference to innovations. The objective of the study were i) to study the provision of student teaching programmes in the colleges of education in respect of objectives, pre-practice teaching, preparation, practice teaching, supervision, evaluation, school/college co-operation, resources and innovations and ii) to make case study of innovations in student teaching programmes.

All the 19 colleges principals and 118 lecturers of Orissa State responded to the study. The investigator prepared two questionnaires, one for the principals and the other for lecturers. One observation schedule, one interview schedule and one proforma. Percentage analysis was used for the analysis of data.
The study revealed that the manner in which criticism lesson were held was not proper, various methods of teaching were not used in teaching lessons. The practice teaching programme stressed delivery of lessons and not other activities expected from a student. Supervisors did not observe lessons completely. They rarely discussed their observations in lesson plans. School-college co-operation was found poor. The lecture method of teaching was in vogue. Micro-teaching and team supervision of criticism lessons were the only two innovations practiced in three colleges.

3.1.6 Problems of teacher education programme

Sharma, P. (1982) studied progress and problems of teacher education in India. The data were collected from the reports and journals on teacher education. The information was collected in the light of modern concept of teacher education, the qualities and the role of teachers in modern society and pre-service and inservice teacher education programmes. Progress and programmes of teacher education during the 5 year plans in India were also examined.

The study revealed that even after the lapse of sixteen years from the publication of the Education Commission Report (1966), teacher education programme had not undergone any marked improvement, methods of teaching and evaluation being
used in training institutions were traditional. There was need of organising refresher courses, short term intensive courses in special subjects, practical training, workshop and professional conferences at both the (primary and secondary) levels of teacher education programme. The organisation of content and methods of teacher education must be constantly improved. Search for new education strategy and concepts should be undertaken lacking account of the special, social and cultural conditions under which the school and the teacher must perform their basic functions.

Rai, V.K. (1982) studied the problems of teacher training colleges with regard to practising school. The objectives of the study were to find out the problems of training college personnel, principals of the practising school and student teachers arising out of programme of student teaching. To conduct comparative study of the problems of training colleges of Uttar Pradesh and Gujarat related to practising schools. To make comparative study of the problems faced by the practising schools of Uttar Pradesh and Gujarat, random and cluster sampling techniques were used for the selecting sample. The sample included 20 principals, 100 teacher educators, 500 student teachers, 70 teachers and 10 educationists. Questionnaire, check list and opinionnaire used for the data collection.
The study revealed that 64% of student teachers of Uttar Pradesh and 82% of Gujarat opined that demonstration lessons were useful for them. Introducing and dividing the unit in a proper way were the problems of student teachers of Uttar Pradesh and Gujarat respectively. The student teachers stated that teacher educators generally lacked competence in respect of giving guidance. Inadequate accommodation in classrooms and absence of the follow-up practice lessons were other problems of the student teachers in addition to the problems of having self motivation for practice teaching. Their most difficult problems were in regard to establishing good relationship with practising schools and functioning suitable time-table. The Head masters of practising schools of both the states were not happy with the teaching by student teachers. The school teachers felt that the programme of student teaching upsets their plans of work. The educationists felt that supervision was defective, relationship between colleges and schools was not harmonious and evaluation was defective.

Gupta, P.N. (1985) studied Administrative procedure and problems of secondary teachers training colleges in Maharashtra state. The objectives of the study were i) to identify the selection procedure for teacher trainees in colleges of education, ii) to study the organization of the
teacher education programme in the colleges of education, iii) to study and identify the problems of organization and administration in the colleges of education, iv) to study the appointment procedure of teaching staff in colleges of education.

The analytic survey method employed for the collection of data were collected through questionnaire and an interview schedule. Questionnaire was administered to the 47 colleges of education in Maharashtra, out of which 40 returned the filled questionnaire.

The study revealed that all the colleges of education in Maharashtra followed similar rules for selection of members of the teaching staff, as laid down by the U.G.C. Office organization and procedure were not satisfactory in the colleges of education. The selection procedure of student-teachers was similar in all the colleges of education except some colleges used tests in English and content of school subjects. Colleges of education were confronted with problems of lack of space, classrooms, laboratories which led to the poor standard of teacher education. Government, University and private colleges did not show differences in the administrative problems which they had to face in executing the teacher education programme.
3.1.7 Evaluation of Teacher Education Programme

Sinha, P. (1982) studied an evaluation study of teacher education in Bihar. The objectives of teacher education were to evaluate various innovative programmes in the field of teacher education. To examine the impact of these programmes on the quality of output. The study was based on the randomly selected sample of fourtyfour colleges and all the ten secondary teacher education colleges in Bihar. Questionnaire and interview schedules were used for collecting of data.

The study revealed that at the primary level 60% of teacher educators were trained graduates and their performance was not satisfactory. 77% of colleges had no building of their own, majority of the colleges had inadequate staff, library equipments and laboratory. Recent innovations in teacher education had not been incorporated into the system. The evaluation process had remained traditional. Practice teaching in colleges of education was being neglected by the method master.

Olivers, Guerrero Rafael (1985) studied about the manual for the evaluation of teacher education programmes in Chile. This work involved the construction of an educational programme, evaluation manual using information mapping system (IMS).
and flowchart technique. The study outcomes are presented—
(a) Report of the evaluation material development, (b) the final version of the evaluation marks.

(a) Report of the material development describes the Chilean T.E.S. evaluation needs, the framework of the techniques used in the manual that is I.M.S. and flowcharts.

(b) The programme of evaluation manual divides J.E.P. into six variable fields—learners, curriculum, teachers, administrators, facilities and costs. The evaluation model uses a systematic approach to define programme inputs, process and products. The other elements are added to the classic input process, product scheme, and the main evaluation model is broken into five sub models—(A) the inputs, (B) the process, (C) the products, (D) Ideological congruence of the programme and (E) supplemental information of the evaluation process. T.E.P. evaluation is the manual in the description of the analysis and evaluation of the six variable fields along and within each of the five sub models.

3.1.8 Other Studies

N.C.E.R.T. published M.Ed. dissertation on Teacher Education in India (1967-1972) 1977, which consists of a topic: major findings of M.Ed. dissertations having
implications for qualitative improvement in teacher education. It is an attempt to distribution of M.Ed. studies and investigations in various aspects of teacher education as well as to discuss their significant findings which could help in the improvement of secondary teacher education.

Four hundred and forty six studies attempted by M.Ed. students have been classified under different heads:

I. i) Effectiveness of teaching
   ii) Efficiency in teaching
   iii) Factors that make teaching efficient.
   iv) Attitude of student teachers towards their teachers.

II. Problems and methods of teaching

Commonly used methods in teaching science were lecture, demonstration and experimental methods, inquiry and problem method etc. were rarely used in teaching science. Problems - lack of library equipments and other materials. Teaching of social studies - History lecture method is commonly used. Geography - Programmed learning units in the educational achievement of high school students revealed as a good method. Problems - Lack of audio-visual aids, good books, journals and pamphlets. Teaching of languages - Hindi - Teachers used different methods and techniques of teaching. Problems - lack of audio-visual aids. Sanskrit - majority of them used
translation method and ignorant about other methods of teaching. Kannada - poetry was not kept in view while teaching the subject. Problems - some of the Kannada teachers, 73% of the Sanskrit teachers were not trained. Lack of books in Sanskrit. Syllabi and Teacher training programme at secondary level. Papers and practices favoured by student teachers. Students had favourable attitudes towards English as the medium of instruction, Most of the student teachers liked theory of education and demonstration lesson. They liked agriculture, wood work, pottery, cardboard work, school organization and psychology was helpful and useful, practice teaching supplemented their school work.

Aspects of secondary teacher education programme found unfavourable. Theoretical aspects was found to be overloaded and there was no integration in the course. Co-curricular activities were not given proper attention and traditional methods of teaching and evaluation were followed. Supervision of lessons under practice teaching programme was inadequate. Practical work was weak due to lack of finance, time and interest. The respondents were not satisfied with the system of evaluation and division of marks for internal and external assessment. Sessional work was book based. No seminars, cultural programmes, educational tour, games etc. were organised.
Pattern of practice teaching: The pattern of practice teaching done by B.Ed. student teachers and reported that they were generally satisfied with the pre and post-internship programme (Gopalkrishna, M.A., 1978). Supervision of practice teaching: 75% of lessons were supervised by the co-operating teachers and 25% of lessons by the college staff. No external examination was held (Savalanala, T. 183).

Problems and difficulties in the organization of practice teaching - problems faced by the student teachers were related to the selection of subject units, non-co-operation from students and teachers, lack of right type of guidance etc.

Problems relating training colleges - Orientation of practice teaching was weak. The supervisors were over-loaded with students. No special period for discussion of lessons was assigned. There was lack of co-operation between the practising schools and training colleges. Absence of self-evaluation scheme and plan for innovation and research.

Other significant findings: Crafts - only three studies were related to it. The programme of spinning and weaving in the training colleges was defective, inadequate, and ineffective and unproductive. The utility of the craft learnt by teachers during their B.Ed. training was satisfactory but it was recommended that it should not be made compulsory.
Community life: Only two studies were related to it as elementary level. The various types of activities under the programme were not regularly practiced by the students.

Co-curricular activities: Only two investigations could be collected. The need of uniform training for teachers in various co-curricular activities, the national festivals were celebrated. Visits to other training institutions and excursions were arranged and radio programme supplemented classroom teaching. Assembly programmes, study circles and social services - Camps were arranged. Organization of NCC, scouting etc. were not given much importance.

Physical Education: There is only one study in this area. Physical instructors devoted more time to other activities of the institution rather than to their own duties. It has occupied an important place in the total syllabus. NCC was not at all organised in any of the institution.

Evaluation and Assessment: Rating scale for evaluating practice teaching programme in general science, maths, Hindi, Social Studies, English and Malayalam were developed. There is wide disparity between internal and external assessment and also it varied from institution to institution. Board of paper setters in each subject be appointed and examiners
who are to check the answer books should be intensively trained in the techniques of assessment.

Teaching aids: One study regarding the use of audio-visual aids reported that majority of the schools included in the sample had arrangement for audio-visual aids, but could not make much use of these due to lack of trained teachers and other difficulties. Another study regarding the effectiveness of film-strips in the teaching of geography concluded that film strips in teaching geography were found to be most effective than traditional method of teaching through map, blackboard etc.

Admission and Selection Procedure: Only six research studies under this head could be cited. These were related to the relationship between criteria used for selection of B.Ed. training and other achievements in B.Ed. examination, evolving suitable procedure and developing attitude test for the selection of trainees admission requirements etc. No uniformity in the admission and selection procedure was observed. Weightage to the experience, SC/ST, backward areas, political sufferers etc. was given by all colleges and to co-curricular activities by a few only. No special criteria such as application of medical, intelligence test, aptitude test etc. were used. Many useful suggestions were given for the improvement of the admission and selection procedure.

The department of teacher education, N.C.E.R.T. conducted the third national survey of teacher education institutions at the secondary level in 1971. The objectives of study were to know the status of secondary teacher education institutions with regard to their theoretical and practical instructional programmes, Student population, staff, finance, physical facilities. A comprehensive questionnaire was developed to collect the required information for the three consecutive academic sessions 1968-69, 1969-70 and 1970-71. However only 68% of institutions supplied the study data on which the final report was prepared.

The study revealed that the students both with graduate and post-graduate qualifications were admitted to B.Ed. in 1970-71. Principles of education and educational psychology were offered by all the responding institutions as compulsory papers. Orientation programme was organised by most of the institutions for general orientation of student teachers. Regarding methods of teaching the lecture method was the most popular method. The assignment, tutorial, seminar etc. were also practiced as teaching methods. The majority of institutions offered two teaching subjects for the practice
teaching programme. Block practice teaching was the most popular pattern. The majority of the institutions organised practice teaching on full days, while remaining had it on half days. Most of the institutions had one or two attached demonstration schools. The lesson plans prepared by the student teachers were checked and approved by method master in 79.9% of T.T.I.Es. Supervision of full teaching period was done on 58.7% of institutions. Maximum marks allotted to theory, practice teaching and practical work ranged from 400 to 750, 100 to 400 and 50 to 450 respectively. In most of the institutions, internal assessment was based on periodical tests/assignment. Government grants, management contribution and fees from the students were the main sources of income for the T.I.Es. The teacher educators and student teachers ratio on an average was 1:12. Regarding academic qualifications of teacher educators 6% had Ph.D., 78.4% had M.A./M.Sc., 15.6% B.A./B.Sc. Regarding their professional qualification 62% possessed M.Ed. and 37.9% B.Ed.

3. . Discussion

Of the studies reviewed on teacher education programme specially with reference to the secondary teacher education programme, from four studies have found that admissions given to the one year secondary school teacher education on the basis of interview, written test, academic record
teaching experience and credit for co-curricular activities, besides with higher secondary or pre-University course. From one study it was found that admission was not based on test, the procedure of admission was subjective and it varied from institution to institution.

Regarding the studies reviewed on curriculum from five studies it was found that there was great diversity regarding aims, titles combination, content classification, practical work. The main features of the existing foundation course were diversity and arbitrariness. Theory should be reduced to 50% and practical work should be increased accordingly. Restructuring some of the optional papers such as school organization could be included in the principles of education. The courses of study were traditional. Generally, the programmes attempted to provide for the prospective teacher an understanding of the pupil, the school and teaching and the relationship of the society. The revision of the B.Ed. syllabus had not brought any serious changes to help produce a quality teacher. A majority of the teacher educators found B.Ed. curriculum mechanical and book oriented. Theory load should be cut down and ratio of theory and practice teaching should be fifty: fifty (Bhatia, Ranjana 1987).
Regarding the studies reviewed on methods of teaching and innovations in teacher education from eleven studies found that most often lecture method was followed by dictating of notes and traditional teaching methods were followed. Colleges were less innovative and more conservative. Secondary school teacher education should include problem solving methods. In the area of teaching popularly used methods were question-answer. The use of micro-teaching, programmed learning, integration analysis and self-learning projects were negligible most often the lecture method was used for the theory classes. The most significant factors for resistance of innovation are lack of facilities, funds, time to pursue the ideas, and lack of professional guidance etc. The methods of discussion, symposium and supervised study were more effective than lecture method. Workshop method proved to be superior. Innovative methods were supporting methods. Micro-teaching and interaction analysis can be used in practice teaching. Lecture, tutorial and showing specimens of notes of lessons were found common in all the three Universities. Innovations were not encouraged (Damodar, R. 1977). Recent innovations in teacher education had not been incorporated into the system (Sinha, P. 1982). The lecture method of teaching was in vogue. Micro-teaching and team supervision of criticism lessons were only two innovations practiced in three colleges (Mohanty, S.B. 1984).
Regarding the studies reviewed, on student teaching and supervision of student teaching from fourteen studies found that majority of the staff and students felt that thirty days are required for the practice teaching. In the supervision and evaluation of practice teaching, the training college staff was not prepared to share much responsibilities with all the school staff, on the contrary student teachers had greater confidence in the capacity of school teachers (Joseph, K.J. 1969). A few teacher educators were not adequately qualified to supervise teaching practice in the subjects in which they were supervising the lessons. The time spent on practice teaching was too short. The examination for practice in teaching had become a farce as the examiners did not observe the lesson in adequate time (Mohan, K. 1980). Practice teaching formed an essential and compulsory item in all teacher preparation programmes. Place of practice teaching was determined either by relative weightage in terms of examination marks allotted for practice teaching in the total programme or the amount of time or hours of work student teachers had put in to complete requirements of practice teaching in relation to the time used for completing all the requirements for the programme. Majority of the teacher educators were not satisfied with the system of practice teaching evaluation in their own institution. The 'Grade' system was used for the evaluation
of practice teaching. About 76.8% of student teachers developed unfavourable attitudes towards practice teaching.

Student teachers were inclined to favour a system of evaluation which was biased more towards external assessment (Srivastava, R.C., 1970). The number of lessons presented by student teachers 8 to 12 demonstration arranged before and after the starting of student teaching programme.

Provision for observation and criticism of lessons by the college method masters, Majority of the colleges are having model or practising high schools and they were depending on 15 to 25 surrounding schools for the practice teaching and supervision done by the method master, staff of the college and school subject teachers. Weightage of marks for various aspects of student teaching found varied among the three Universities (Damodar, R., 1977). The most important professional experience during student teaching is that responsibilities for developing a wide range of lesson plans, adequate experience with variety of teaching techniques and methods, participation in conferences with co-operating teachers and college supervisors. (Alkathury Rashid Hameed, 1982). Facilities for the organization of teaching practice were not adequate. Most of the training departments did not have their own model schools. Sometimes the trainees had to go a long distance schools for practice teaching. Trainees do not take adequate interest in planning of their lessons.
They somehow tried to complete their work (Pande, S.M., 1980). The length of the time for practice teaching should be extended to two terms and the professors should increase their supervision. Teaching practice should be relevant to the job beginning teacher (Kargho Shekes, A.M., 1985). Practice teaching in colleges of education was neglected by the method masters (Sinha, P., 1982). Internship in teaching should be introduced for a period of three months (Kakkad, G.M., 1983). None of the study depicted about co-curricular activities to be undertaken by the student teacher in addition to the practice teaching during practice teaching programme.

Regarding the studies reviewed on problems of teacher education, from three studies it was found that teacher education programme had not undergone any marked improvement. There was need of organising refresher courses and short term intensive course in special subjects. The organization of content and methods of teaching must be constantly improved (Sharma, P., 1982). Introducing and dividing units in a proper way were the problems of student teachers of Uttar Pradesh and Gujarat. The teacher educators generally lacked competence in respect of giving guidance. Inadequate accommodation in classrooms and absence of the follow-up practice lessons were other problems of student teaching in addition to the problems of having self-motivation of practice.
teaching. The head master of the practising schools were not happy with the teaching by student teachers. The school teachers felt that the programme of student teaching upsets their plans of work. The educationists felt that supervision was defective and relationship between colleges and schools were not harmonious and evaluation was defective (Rai, V.K., 1982). Colleges of education were confronted with the problems of lack of space, classrooms, laboratories which led to the poor standard of teacher education. Goverhment, University and private colleges did not show differences in the administrative problems which they had to face in executing the teacher education programme (Gupta, P.N., 1985).

Regarding the studies reviewed on evaluation of teacher education, from the six studies it was found that evaluation process had remained traditional (Sinha, P., 1982). Report of the material development describes the Chilean T.E.S. evaluation needs the framework of the techniques used in the manual, that is J.M.S. and flow charts. The programme of evaluation manual divides T.E.P. into six variables fields, learners, curriculum, teachers, administrators, facilities and costs. The evaluation model uses a systematic approach to define programmes inputs process and product scheme. The main evaluation model is broken into five sub models — (a) the inputs, (b) the process, (c) the products, (d) the
ideological consequence of the programme and (e) supplement information of the evaluation process (Olivers, Guervcolafad 1985). The total marks for theory and practice varied from University to University (Desai, D.V. 1974). Evaluation of student teaching was far from satisfactory (Shukla, R.S., 1976). Both internal and external examination were prevalent (Bharadwaj, G.N., 1974), separate results in theory and practical should be declared. Assessment of theory papers should be in marks. Evaluation of practicals, sessional work and other aspects may be in grades. (Kakkad, G.M., 1983).

This aspect doesn't include the internal and external assessment of student teachers in different aspects of teacher education programme.

Regarding the studies reviewed on resources of the college from seven studies it was found that libraries in the colleges were generally poor in their stock of books and journals. Only 35% of the staff members satisfied the minimum qualification laid down by the University for the appointment in the college. Most of the training colleges were unsatisfactory from the point of view of accommodation, furnitures and sanitary facilities etc. (Joseph, K.J., 1967). Teacher training institutions are not having adequate library facilities and the periodicals and magazines to which they subscribe were less in number (Mallay, A.C., 1968). All the institutions
had trained librarians for library and the number of books varied. Majority of the staff obtained M.A., M.Ed. degrees. Teachers were paid government scales along with the prescribed allowances (Bharadwaj, G.N., 1974). The physical facilities of the institution were not satisfactory. The teacher educators had not obtained the qualifications as per the recommendations of Education Commission 1964-66 (Shukla, R.S., 1976). Only 12% of the teacher educators had doctoral degree. The physical facilities were by and large quite inadequate in most of the institutions (Pathak, V.B., 1979). The training departments do not have adequate buildings or equipments. None of them had hostel for girls. Hostel facilities for boys were not satisfactory. None of the departments had practising schools (Mohan, K., 1980). All the colleges of education in Maharashtra followed similar rules for selection of members of teaching staff as laid down by the U.G.C. (Gupta, P.N., 1985).

This aspect doesn't include the facilities like psycho lab, audio-visual aids, college building, open space, non-teaching staff pattern, accommodation facilities for the staff, inservice training of teacher educators for the enhancement of professional competence etc.

From the other studies (N.C.E.R.T. published dissertations on teacher education in India-1977) also it was found
about selection of students pattern of practice teaching, curriculum, problems and methods of teaching, teaching aids, evaluation etc. The third National Survey of Secondary teacher education in India (Sinha, L.C., at al 1982) depicts about both graduates and post-graduate candidates admitted to B.Ed. course. Principles of education and educational psychology were offered by all the responding institutions as compulsory papers. Orientation training programme was organised by most of the institutions. Majority of the institutions offered two teaching subjects for the practice teaching programme. Block practice teaching was the most popular pattern. Internal assessment was based on periodical tests/assignments etc. Government grants, management contribution and fees from the students were the main source of income of teacher training colleges.

All the studies discussed above reveal that the factors which are responsible for the qualitative improvement of teacher education are not achieved by the results obtained by the various researchers. Hence, the present study was taken up.