REVIEW OF RELATED LITERATURE

2.1 Studies related to Primary Teacher Training Institutions Status and other aspects.

2.2 Studies related to Problems Pertaining to Different Aspects of Primary Teacher Training.

2.3 Studies related to Attitude, Adjustment and Academic Achievement in Teacher Education.

2.4 Studies related to Comparison of Various Factors Related to Teacher Education at different stages.

2.5 Studies related to Socio-Economic Status and Academic Achievement of Students in the Teacher Education.
CHAPTER – II

REVIEW OF RELATED LITERATURE

INTRODUCTION

The literature in any field is the foundation on which all further research work is carried out. The Encyclopedia of Educational Research (1960) rightly pointed out that "The related literature is the embodiment of complete information about the knowledge, that a researcher wanted to know. This helps the researcher to proceed on proper lines to get the required data."

According to J.W. Best (1967) "Familiarity with the literature in any problem area helps the students to discover what is already known, what others have attempted to find out, what methods of attacks have been prominent and what problems remain to be solved."

Practically all human knowledge can be found in books and in libraries. So the research work needs exhaustive use of such libraries where the related literatures are available.

The present study is intending to compare the Attitude, Adjustment and Socio-Economic Status and Academic Achievement of DIET students to that of other TTI students of Karnataka State. Hence, it
is necessary for the investigator to look into the literature related to
teacher education at primary level. So he collected the required matter
from the primary source as well as secondary sources. He also collected
the required literature through internet. Following are some of the
sources.

-- Abstracts of the research papers presented in the
   national and international seminars / conferences.

-- Educational project reports sponsored by SIE, DSERT,
   NCERT, RIE, ISEC.

-- Doctoral study (Ph.D.,) reports in the Encyclopedia of
   Educational Research.

-- Research articles published in national and international
   journals.

-- Research studies undertaken by Faculty of Education
   Students Dissertation abstracts.

The investigator is at loss to identify such directly related studies
in any of the above sources. But, he was able to identify related studies
for the variables like, attitude, adjustment, socio-economic status and
academic achievements. Most of the studies containing one or the other
variables mentioned above, but, not all of them in a single study. Hence,
the investigator referred and collected following studies, which are closely
related to the present study.
The investigator collected the required related literature from the different sources mentioned above and classified them accordingly.

2.1 Studies related to Primary Teacher Training Institutions Status and other aspects.

2.2 Studies related to Problems Pertaining to Different Aspects of Primary Teacher Training.

2.3 Studies related to Attitude, Adjustment and Academic Achievement in Teacher Education.

2.4 Studies related to Comparison of Various Factors Related to Teacher Education at different stages.

2.5 Studies related to Socio-Economic Status and Academic Achievement of Students in the Teacher Education.

2.1 Studies on Primary Teacher Training Institutions Status and other aspects.


The study was undertaken with the following objectives: (i) to know the patterns of organisation of pre-primary training institutions in the state which includes management, selection of trainees and admission procedures; (ii) to investigate into the academic aspects of the institutes such as curriculum, time allotment, material needs, facilities
available and accommodation for the classes as well as hostels and
suitability of the location; and (iii) to study the over all picture of the
financial status of the institutions.

A questionnaire with five sections, viz., identification data,
students' admission, academic programmes, building and hostels, and
finance was administered to the principals of all the thirteen institutions.
Out of thirteen only eleven responded. A conference of the principals was
also held to elicit their views regarding the working of the institutions.

The study revealed that (i) one out of eleven institutions was run
by the government, while other ten by private management but
recognized by the government; (ii) two of the institutions were started in
1964, while the rest were started during the last decade; (iii) all
institutions except one at Dhulia actually admitted only women teachers
during 1963-64 and even then untrained women teachers were greater
in number; (iv) though the demand for admission was greater, the intake
capacity of the institutions had remained static; (v) eight colleges
admitted students both for one-year and two-year courses, two colleges
admitted students only for two-year courses. (vi) few students received
financial help from the sponsoring institutes; (vii) almost all the colleges
levied tuition fees ranging between Rs. 72 and Rs. 180 per annum; (viii)
the institutes followed common curriculum with daily teaching practice;
(ix) all colleges had libraries, and there were special teachers for drawing
and handicrafts in two colleges only; (x) all colleges but one, were located
in urban areas, three of them had their own buildings; (xi) with the exception of one hostel, facilities were inadequate, even though the demand for hostel admission was great and (xii) nine colleges had good playgrounds.


The objective of the study was to get a representative picture of the position of primary teacher training institutions of Gujarat.

A representative sample including ten percent of the total number of primary teachers’ training institutions was selected for the study. A case study proforma was prepared and used to collect the data.

The study revealed that (i) more physical facilities were needed for the trainees, as these institutions were residential units; (ii) all the institutions had adequate number of basic trained staff members; (iii) no institution had a science laboratory; (iv) there was no reading facility in these institutions; (v) fifty percent of the staff members needed refresher courses; and (vi) there was no proper planning done in these institutions.


The study was undertaken to investigate into the problems and status of elementary school teachers.
The data was collected through a mailed questionnaire from seventy two schools (fifty one boys' and twenty one girls' schools) managed by Municipal Board of six towns in Bulandshahar district. The completed questionnaires were received from 197 male and 93 female teachers. The questionnaire contained eight questions covering professional, social, and economic status of teachers including condition of work.

The main findings of the study were: (i) about sixty percent of elementary school teachers were the residents since birth in the district; of the remaining quite a few had been residing in the district for more than ten years; (ii) about forty five percent teachers had been teaching for more than ten years in the district and fifty nine percent for one year or more in the same school; (iii) about ninety two percent teachers possessed the minimum prescribed academic qualifications, but all the teachers did not possess these qualifications before they became teachers and about twenty-one percent of them improved their academic qualifications during service period; (iv) about fifty five percent had second division and only 1.4 percent had first division, and only 2.1 percent got merit scholarships or stipends at the primary school examination; (v) about one-fifth of the teachers were in the profession without any training; (vi) the position of trained versus untrained teachers (79:21) in the district was better than the position in the state as a whole (62:38), the corresponding ratio for the whole country was 68.32 in 1963-64; (vii)
seventy nine percent teachers were trained; (viii) some teachers left the non-teaching jobs in favour of teaching for reasons such as (a) love for teaching, (b) Got admission in training college, (c) lack of interest and low salaries in their earlier jobs and (d) inadequacy of the economic conditions to support further education; (ix) forty-eight percent teachers were the members of the professional associations of teachers (x) elementary teachers hardly did any professional reading during vacation -- they kept busy with social and household work; (xi) about eight percent teachers were getting the basic salary ranging from Rs 50 to Rs 75 per month, while 19.6 percent below Rs. 50 /- per month; about fifty percent of the teachers did not have any source of additional income to compensate their low salaries and for the remaining teachers additional sources were agriculture, tuition petty business, etc.: (xii) about thirty-two percent were either unmarried or had no children; (xiii) approximately thirty six percent expressed their dissatisfaction with their present income; (xiv) small percentage of teachers were members of village institutions and community organisations; (xv) small percentage of teachers had their fathers working in professional occupations such as lawyers', engineers', teachers', etc.: (xvi) about fifty one percent teachers were teaching only one class, 27.6 percent were teaching two classes and twenty one percent were teaching more than two classes; (xvii) majority of the teachers taught all the subjects of the elementary school curriculum; (xviii) a vast majority of the teachers taught forty to fifty
class-periods per week; and (xix) teachers at large, attended to the activities like depositing fee in the post office, attending meetings of the centre, maintaining attendance register and other school records.


Methodology: All the 70 secondary training schools of Orissa state formed the sample. Two questionnaires were prepared by the researcher and were used for the study. Qualitative and percentage analyses were used to treat the data.

Major Findings: (1) The professional training of the teachers in Orissa started in 1864 with the opening of the Cuttack Normal Class. In 1869 the first normal school was opened at Cuttack, which was later converted to a first grade school. By 1882 Orissa had six teacher training institutions. The numbers of secondary training (ST) schools were two in 1951. Seven in 1961, 23 in 1966, and 70 in 1983 out of which 16 were for women only. There were three Elementary Training (ET) Schools in 1989. A B.T. School was opened at Bar? in 1939 and at Angul in 1947. Gradually B.T. Schools were opened in many places but such schools were converted to ST Schools in 1969. (2) The aims and objectives of the teacher education programme have not been specified in the curriculum; on the other hand, the objectives of the different content areas have been specified. The curriculum did not suggest
learning experiences for the realization of the proposed objectives. (3)
There were 70 ST Schools and three Elementary Training (ET) Schools in Orissa. The ST Schools admitted H.S.C. pass candidates and the ET Schools is responsible for bringing about social mobility among the Scheduled Tribes. (4) The pace of socio-economic mobility was found to be insignificant among the uneducated. [SKB 1867]


The objectives of the study were: (i) to assess the needs of primary teachers’ training from the view point of qualitative and quantitative aspects; and (ii) to suggest remedies and to propose a few ideas that might uphold a training institution of tomorrow.

An interview schedule was prepared covering the different aspects of training of primary teachers viz., aims and objectives of training, organisation, curriculum and syllabus, practice teaching, community living, examination , teaching staff, wastage , supervision, community development, inservice training, and pay and allowances. Different educational authorities in sixteen states of India were interviewed with the help of this schedule.

The following observations were made on the basis of interview data : (i) There were weaknesses and shortcomings in the professional education of primary teachers and vigorous attempts were needed to put
the programme on the right track. (ii) Basic education attached great value to the child and real development would take place only under conditions of freedom. (iii) In the new age, the school, the teacher, the training institutions had to play a great role in changing the old patterns of education. (iv) The number of student teachers, explosion of knowledge, and democratic living— all these placed upon the training institutions a responsibility of unprecedented magnitude. (v) A training college had to address itself to the task with a spirit of high adventure and faith. The following suggestions and remedies were put forward in the course of the interview. In-service training of primary teacher was thought to be important for enabling the teacher to grow intellectually in the course of his daily classroom work. The teacher should be kept up-to-date regarding new developments in the field of education. To remove the backlog of untrained teachers and to improve their academic and professional qualifications, summer courses should be introduced. The capacity of the training colleges should be increased. Supervision should be done by state institutes of education. The status of the teachers should be improved by raising the pay scales for the teacher educators and administrators, courses should be conducted to refresh their knowledge. The rural teachers should undertake both classroom teaching and social service.

The purpose of this investigation was to study the modern trends in the teacher training programmes and the problems of teacher training in Madhya Pradesh with a view to suggesting ways and means to make it more effective.

Several official reports, documents and magazines provided the main sources of information. Visits to various teacher training institutes were made in order to collect the views of heads and other staff members.

The study revealed that: (i) the preprimary teacher training facilities were insufficient in Madhya Pradesh and Montessori training was very costly and needed reorganization; (ii) 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 all the three levels, rationalizing the selection of candidates for training and introducing practical aspects of teachers' training such as practice teaching community life, preparation of teaching aids, games and sports, and cultural activities; (iii) it was observed that there was no proper dissemination of research findings in the field and traditional teaching methods were followed; (iv) evaluation techniques were mostly routine type and provided large variations in internal and external assessment; (v) since Madhya Pradesh is mainly an agricultural state, agriculture, cooperation and rural upliftment activities could be included in the teacher training programme and more outdoor activities be organised; (vi) better co-ordination in the programme of
teacher training at various levels could make them more effective; (vii) the teacher training institutions in the state did not have adequate library facilities and the periodicals and magazines to which they subscribed were less in number; (viii) co-ordination at different levels of teacher training was lacking; and (iv) there was no provision for training the inspectors of schools and social educational organizers.


At the outset, the author of the paper has observed that the main theme of teacher education itself is to develop academic and professional competencies among the future teachers. He has made an attempt to identify competencies which are to be developed among future teachers. Certain competencies have been enumerated in the form of objectives for primary teacher education and they have been grouped as (1) Knowledge (2) Skills and abilities and (3) Positive and favorable attitudes.

The author has further mentioned the objectives under each group. Then he has discussed the general objectives of Teacher education as framed by the National Council for Teacher Education.

The author has been frank and sincere in his statement, "Even though we preach methods of teaching, what we practice mostly is "chalk and talk method". He has then sincerely urged to think seriously over this sort of difference between what we preach and what we practice.
The author has frankly recorded that what is being done with regard to practice of teaching in teacher training institutions is a force. He has upheld the suggestion of the National Council for Teacher Education that teacher educators should participate in class room teaching in co-operating schools to have first hand experience of the actual conditions prevailing in the schools.

Commenting on the 'work load' of teacher educators at the primary teacher education stage, the author has regretted that nature of work expected to be turned out by a teacher educator is not understood fully by our educational administrators.

To conclude the paper the author has mentioned some suggestions to be taken up for discussion.

1. The teacher educator-student teacher ratio should be 1:10 to facilitate proper evaluation and guidance in developing competencies among the student teachers.

2. Guidance should be given to teacher-educators in the form of orientation courses by the Directorate of State Educational Research and Training.

3. Teacher Educators should come forward boldly to remove the rigidity in the area of practice teaching such as the way of preparing lesson plans by trainees and the method of teaching in primary schools etc.
4. The teacher educator should teach in a co-operating school at least two periods per week. This extra load of work should be taken into consideration and the staff pattern should be adjusted accordingly.

5. Proper incentives may be provided to attract intelligent and hard-working people to work as teacher educator. The cry “Teaching profession is the last resort” should go.

6. Recruitment of student teachers to teacher training institutions should be on the basis of their interests, attitude and aptitude. Suitable tests will have to be conducted before recruiting them.


The purpose was to study the existing admission procedures in the teacher training institutions and to suggest a suitable selection procedure so that the best candidates are admitted to the training colleges.

All the teacher training institutions in India both at elementary and secondary levels were requested to send their existing admission rules. Within the country, the questionnaires were sent to as many as 1,131 principals of elementary teacher training institutions and 375
colleges of education. Out of these, 475 (forty two percent) principals of elementary teacher training institutions and 203 (fifty seven percent) of colleges of education responded. Interview schedules were prepared for carrying out of the case studies of some of the institutions.

The findings are as follows: For admission to an elementary teacher training institution, (i) the minimum qualification is matriculation or S.S.L.C; (ii) age limit is fifteen to thirty years for freshers; and upto forty five years for untrained teachers; and (iii) the admissions are given on the basis of credits gained on written tests, interview, and academic record and teaching experience. For the admission to the secondary teacher training institutions, (a) the minimum qualification is B.A. with forty to forty five percent marks; (b) age limit is eighteen to thirty years; and (c) over and above the consideration of credits on written tests, interview, academic record and teaching experience, some institutions like to administer intelligence tests for admission.


The project was undertaken with an objective of collecting data concerning major areas of elementary teacher education such as students and staff, facilities and services, programmes, administration and supervision, etc., with a view to (i) compiling a National Report which
could be used as a reference document, and (ii) locating weak areas which needed strengthening and thus required special attention of the NCERT.

A comprehensive questionnaire was used for the purpose of the survey. Data were collected from all the elementary teacher training institutions of India. The draft report which emerged out of the data was sent to the SIEs, Directors of the Public Instruction, and the field advisers for comments and suggestions. The final report was prepared after the remarks in corporation.

The following were the major findings of the survey: (i) about 59.9 percent institutions were located in urban areas while 48.3 percent in the rural areas; 54.71 percent institutions were residential in nature, 22.84 percent were partly residential and the rest were not residential; 46.30 percent of the institutions were coeducational, 35.89 percent were for men only and 17.01 percent were for women only; 63.18 percent institutions were run by state government, 27.34 percent were run as private aided and 9.47 percent were as private unaided; (ii) quite a fair justice was done to the selection of candidates for admission to training institutions, the main criterion being the marks obtained at the matriculation examination; some seats were kept reserved for scheduled castes, scheduled tribes and deputed teachers too; there was a good provision for stipend in almost all the government training institutes; in majority of the states, no tuition fee was charged; (iii) in majority of the
states, the minimum qualification required for the recruitment to the post of principal as well as the teacher educator was a trained graduate; (iv) in most of the states the syllabus was prescribed by the state department of education; most of the theory papers in different states were almost the same; the common papers were Principles of Education, Educational Psychology, Teaching of Mathematics, Teaching of Science, Teaching of Social Studies and Teaching of Languages; in many states, there were optional theory papers; practice teaching programme had a vital place in all the states; a little more than fifty percent training institutions had demonstration and practicing schools had inadequate accommodation and ill-equipped staff; (v) in many of the states, the trainees had to practice one major and one subsidiary craft; (vi) in most of the states, the final examination was conducted by the state departments of education; usually, there was internal and external assessment for theory papers, practice teaching and crafts; (vii) poor physical facilities were observed in many respects, viz., lack of science laboratories, inadequate buildings, inadequate accommodation in the hostels, no good libraries, no trained librarians, and no adequate books and magazines; (viii) in case of government formed the only source of income; in case of private aided institutions also, considerable responsibility was borne by the government, donations, income from fees, etc.; and (ix) some senior officers from the directorates of education inspected the institutions and provided academic as well as administrative guidance.

The objectives of the study were: i) to determine the most desirable set of objectives for teacher education in general and primary teacher education in particular, ii) to examine to what extent the existing inputs such as the courses of study, the institutional plan, teachers equipment, etc., were adequate to realize the formulated objectives, and iii) to evaluate the extent of the efficacy 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 sample for the questionnaire included 200 experts in the field of education, all the subject inspectors, deputy directors of public instruction, the superintendents of the undergraduate teacher training institutes of Karnataka, and for the teacher efficiency scale, 600 undergraduate teacher trainees. Analysis of the data was based on percentages coefficient of correlation and critical ratio.

The findings of the study were: i) the general objectives, in the order of preference, considered important for teacher education in general were: to help pupil teachers (a) become conversant with the basic theories of teaching and learning and of the learning process. (b) Become conversant with the foundations of education, c) develop a positive
attitude towards the teaching profession, d) acquaint themselves with the meaning of democracy and its implications for education and develop the desire to inculcate these ideas in their pupils e) Acquire the knowledge of modern evaluation techniques, curriculum planning and development f) realize the importance and significance of guidance in schools and also develop skills to offer guidance to pupils, (g) know different types of school organization and administration. (ii) The objectives considered significant for undergraduate teacher education in the order of preference were: to help pupil-teachers (a) acquire the knowledge of the developmental needs of the elementary school children at the various stages of growth, (b) acquire the knowledge of aims and objectives of teaching school subjects at the primary education in general and the specific objectives of teaching school subjects at the primary level, (c) have an adequate acquaintance with the content of the different subjects of the school syllabus they were expected to teach, (d) develop and use instructional materials including audio-visual aids, (e) realize the need and importance of work experience and acquire proficiency in some crafts, (f) contrive and use a variety of efficiency teaching-learning procedures suited to primary school children, (g) be active participants in community activities like adult education, PTA, etc., and (h) have the knowledge of various co-curricular activities suited to the primary school children and make them capable of organizing, supervising and participating in such activities. (iii) Seventy percent supervisors and 65
per cent superintendents felt that the curricular offerings were only just adequate to attain the objectives. (iv) The facilities provided in the teacher training institutes 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. (v) The performance of the trainees in the teacher's efficiency inventory showed that the training programme has failed to develop a teacher of desired quality. The area of professional skill and interest, which should get the highest score on the inventory as it was the best measure of the teacher's efficiency, according to the test constructor, got the fourth place whereas the areas of relationship with others, individual qualities, ability of class management and acquaintance with the principles of psychology got the first, second and fifth places, respectively.


Objectives of the Study

i. To investigate the availability and utility of the physical facilities and financial resources of the DIETs.

ii. To investigate the availability of the human resources of the DIETs.
iii. To study the institutional climate of the DIETs.

iv. To study the administrative behaviour of the principals.

v. To study the success already achieved by DIETs in fulfilling the following functions:
   a) Preservice and In-service education for the prospective and primary teachers respectively.
   b) Action research and experimental works.

vi. To analyse the present state of the DIETs as resource centres of the districts.

vii. To study different Nonformal Education, Adult Education and other special educational helps rendered by DIETs.

viii. To study the details about the mode of selection of teachers for DIETs, their academic and professional qualifications, special courses attended, library facilities utilised, work load, present salary, leave rules, chances for the placement and different staff welfare programmes of DIETs.

ix. To identify the problems felt in each branch of DIETs and by DIET teachers and the possible measures to overcome them.
Findings

1. In-service Teacher Education of DIETs.

General nature of the in-service teacher education

a) IFIC, branch of DIETs have to conduct 5 courses in a year and duration of the course is 21 days. Branches of ET, WE, CMDE of DIET should conduct 5 courses each in a year and duration of the course is 15 days. DRU of each DIET has to organise 10 courses in 2 to 3 days.

b) All DIETs plan courses in advance for a year.

c) There is no separate library in any of these DIETs for the exclusive usage of in-service teachers.

d) In-service teachers also have come for training and they get TA as per the KCSR rules.

e) The different training courses and the target groups and the training programmes will be planned annually at the beginning of the academic year.

f) All DIETs through the different branches provide in-service training for primary school teachers, Heads of the Primary
schools, adult education workers, social workers, and probationary officers.

g) Outside resource persons are usually invited to these in-service programmes.

h) DIET staff is selecting the teachers for the course; syllabus for the course is also prepared by the DIET.

i) Only Dharwad and Mysore DIETs claim that they conducted surveys to identify the training needs of the teachers of the districts.

j) All DIETs prepare an annual calendar for the course.

m) During the In-service training period, different branches conduct the following activities.

IFIC - Conduct Classes take for model classes, material preparation, etc.

CMDE - Conduct workshops for material preparation, evaluation and curriculum.

ET - Preparation of low cost and no cost teaching aids.

P and M - Administration related activities, in which classes, workshops and model classes are conducted.
WE - Work experience related activities, such as workshops, classes, etc are conducted. They have tried to make all the subjects work oriented and integration of all subjects is also being achieved through these activities.

DRU - Classes are conducted for adult education workers. During these periods, all the branches conduct certain common programmes such as group discussions, group works, peer group teaching seminars, cultural activities and field trips.

n) In all DIETs number of courses to be conducted in a year is fixed, intake number of the participants is also fixed. Different faculties plan the course objectives according to the nature of the courses.

o) Content for the various activities are planned separately in all these DIETs. Teaching =Learning activities are also planned previously.

Dharwad, Mysore and Mannur DIETs have conducted follow up measures of the courses conducted through school complex workshop and DRU, school visits. They have also undertaken immediate evaluation.
2.2 Problems Pertaining to Different aspects of Primary Teacher Training

M. Sha Etal, (1965) "To study the Problems of the Trainees of the Primary Teachers Institutions of Gujarat, and to know their views on present Syllabus", SIE A project report, Ahmedabad.

The main objective of the study was to know the position of primary education in Gujarat with special reference to the primary teacher trainees.

Three questionnaires were sent to a representative sample of 1,400 teacher trainees of the primary teacher training institutions of Gujarat. Data was analysed.

The main findings of the study were: (i) the syllabus needed some modification; (ii) the trainees had some financial problems; (iii) the attitude of the trainees to the Basic education was positive; (iv) the trainees liked the community life activities very much; and (v) the quota of the craft was too much for the trainees.


The investigation was carried with the following specific purposes;

1. To survey the problems of student teacher with regard to student teaching at the primary level;
a) Problems with regard to pre-practice teaching preparation programme;

b) Problems with regard to organization of student-teaching and school co-operation;

c) Problems of student-teachers in class-teaching;

d) Problems with regard to supervision and evaluation of student-teaching

2. To compare the problems of men and women student-teachers with reference to the four categories of problems as listed in objective one.

3. To compare the problems of student teachers from Government T.T.Is and Private Aided T.T.Is with reference to the four categories of problems listed in objective one.

4. To compare the problems of experienced and inexperienced student-teachers with reference to the four categories of problems as listed in objective one.

5. To offer some suggestions for the improvement of the student-teaching programme.

The investigator adopted the procedure of purposive sampling in the selection of the sample. The sample included 194 student-teachers of four teacher-training institutions of Mangalore Town.
Problem check list was the tool for gathering data. It was administered by the investigator personally to the second year trainees. The data obtained were converted into scores. The data were subjected to statistical analysis with a view to test hypotheses set up for investigation. For testing the hypotheses set up, the Mann-Whitney U test was used.

Among the principal findings of the study, the following were the problems that worried the student teachers most.

1. Evaluation of Examination lessons by examiners not duly qualified in that subject.
2. No uniform scheme of guidance is followed by the different method masters.
3. Arrangement of demonstration lessons only before the commencement of practice teaching is not helpful.
4. Format of the lesson plan is too artificial and not useful at the later stage (as teachers).
5. Absence of 'Single Teacher' and 'Multiple -Class Teaching' schools in the locality.

The following were some of the important suggestions offered by the student-teachers;

1. A well organized programme of pre-student teaching demonstration lessons and a staggered programme throughout the year.
2. A training programme in modern teaching aids.
3. Equipping the T.T.I. with teaching aids.
4. Increase in number of pre-student teaching demonstration lessons.
5. Supervision and evaluation of student-teaching by teacher educators as well as co-operating teachers to be constructive, objective, encouraging, leading towards professional growth.
7. Adopting content-cum-methodology procedure in the First Year class, to give them an idea of all the modern methods of teaching.
8. Pre-student teaching demonstration lessons at the rate of once a week or once a month.
9. A good library-well equipped with reference books in the T.T.I.
10. Training in better disciplinary measures.


Objectives

-- To study the problems of the teacher-educators in preparing the notes for the lectures in the library.
To know the problems of the medium of instructions.
To know the problems of teacher pupil relationship.
To know the academic qualifications of the teachers.
To know the adjustment problems of teachers.

Tools used

Questionnaire containing closed form and open ended form of questions were used.

-- Check list for school teachers.
-- Rating scale for method masters was used.

Findings of the Study

In the pursuit of surveying the academic problems of the teachers working in the Teachers Training Institutes of Bijapur District, the researcher collected the data from the individual teachers and the Teachers Training Institutes by using two separate questionnaires. The following are the findings of the analysis and interpretation of the data collected.

-- 45% of the teachers in the Teachers Training Institutes, who have studied in the English Medium in their educational career, find it difficult to teach the T.C.L. and T.C.H Classes in Kannada and Urdu Medium.

-- 50% of teachers who are aged less than 30 years if properly guided and motivated can make the training programme more meaningful.
- 58% of teacher educators are men and others are women.

- Majority of teacher educators are proficient in the three languages Kannada, Hindi/Urdu and English.

- Nearly 6 of the teacher educators are not enrolled as members by the local professional organisations.

- Teacher Educators feel they have no adequate incentives and opportunities for writing books and undertaking research projects.

- Most of the teachers have no chance to act as examiners for T.C.L. and T.C.H examinations.

- Majority of graduate teacher educators possess only basic degrees both in general and professional subjects.

- All graduate teacher educators are trained for work at the secondary level consequently; they are inadequately trained for the work of preparing primary school teachers.

- Majority of teachers possess only third division in their general qualifications.

- Though majority of teachers have sufficient teaching experience still some of the teachers do not possess the minimum teaching experience of 3 years.

- More than half of the total number of teachers 60 are temporary and do not have security of service.
Majority of teachers do not avail the opportunities of participating in the academic activities of the Department except educational conferences.

Work load is not equally distributed among the teachers on account of large number of temporary and part time teachers.

Teachers are facing several serious problems in the Teacher Training Institutes with regard to teaching like lack of adequate library facilities inadequate content knowledge on the part of trainees, absence of opportunities to receive academic guidance from the experts in the field etc.

Correction of notes of lessons and observation records has been mostly a burden on full-time graduate teachers. Physical education and craft activities are not made very effective.

Majority of teacher educators go to the practising schools either walking or by public conveyance, which has become an enforced expenditure for them, since no allowance is paid either by Teachers Training Institute or by the Department.

The supervision and discussion of lessons are not made effective in view of large number of trainees and less number of teachers who go for supervision.
Kannada medium classes are more than the Urdu medium classes in the Teacher Training Institutes.

The effectiveness of instruction is unpaired because most teachers handle classes which have both Kannada and Urdu medium.

Among the trainees, girls are less in number than boys.

Majority of crafts and music teachers are part-time teachers. This affects the teaching of crafts adversely.

Majority of Teachers Training Institutes do not own their buildings and playgrounds.

All the Teachers Training Institutes have made provisions for teaching physical education and crafts for the trainees.

The teacher educators in the Teachers Training Institutes do not have any service benefits like pension or provident fund.

Majority of Teachers Training Institutes have practising schools attached to them.

Majority of Teachers Training Institutes involve the staff of the practising schools in the training programme, by arranging demonstrations, lessons, and talks.

Almost all the Teachers Training Institutes neither provide any conveyance nor pay conveyance allowance to the practising schools.
While majority of Teachers Training Institutes are satisfied that laboratory and teaching aids equipments are adequate they do not think that the library facility etc. are adequate.


Objectives of the Study

In taking up the present study the investigator had the following objectives:

-- To make an enquiry into the general conditions of the female teacher-trainees of primary teacher training institutions-age-group, marital status, nature of dwelling, etc.,

-- To make an investigation into the problems faced by the female teacher-trainees of primary teacher training institutions in getting admissions to the training courses

-- To make an enquiry into the opinions of the female teacher trainees of primary teacher training institutions about the adequacy of the duration of the training course;

-- To investigate into the problems faced by the female teacher trainees of primary teacher training institutions pertaining to community life in the training institutions;
To make an enquiry into the problems faced by the female teacher trainees of primary teacher training institutions regarding the syllabus prescribed for the training.

To investigate into the opinions of the female teacher trainees of primary teacher training institutions on the ratio of teacher-educator and teacher pupil in the training institutions.

To make an enquiry into the adequacy of qualifications, ability, etc. of the teacher-educators in the primary teacher training institutions;

To investigate into the problems faced by the female teacher trainees of primary teacher training institutions in matters of co-operation, between the teacher-educators, practicing school, co-operating school and teacher-trainees.

To make an investigation into the problems faced by the female teacher trainees of primary teacher training institutions in doing justice to theory and practice teaching in the training programme.

To investigate into the problems faced by the female teacher trainees of primary teacher training institutions pertaining to library facilities in the training institutions;
To make an enquiry into the problems faced by the female teacher trainees of primary teacher training institutions regarding evaluation of their work by the teacher-educators.

To investigate into the problems faced by the female teacher trainees of primary teacher training institutions in matters pertaining to their personality development;

To investigate into the problems faced by the female teacher trainees of primary teacher training institutions in availing educational aids.

To make an enquiry into the problems faced by the female teacher trainees of primary teacher training institutions regarding other facilities like hostel accommodation, etc.

To suggest remedial measure with a view to solving the problems faced by the female teacher trainees of primary teacher training institutions.

**Tools**

1. Questionnaire
2. Rating Scale
3. Check List

**Findings of the study**

-- The T.T.Is don't have good building
-- The T.T.Is don't have adequate Infrastructure
-- The T.T.Is don't have well qualified staff
The T.T.Is don't have separate Library and laboratory
The T.T.Is don't have modernized equipments
Personality development
Problems of Hostel
Ratio of teacher educators and teacher pupil in the training institutions.


Problem: The present study tries to compare the problems experienced by secondary school teachers under different managements in Andhra Pradesh and their impact on the performance of students value and political value, and also in religious Puritanism and religious orthodoxy. (4) Between rural male and rural female students the difference was significant in factor A, aesthetic value, religious information and religious tranquility. (5) Urban male and female students differed significantly in Q₁, theoretical, religious and aesthetic values, orthodoxy and hostility. [SS 1357].

Nirmala Patil (2004). "*A Study of Problems Pertaining to Women Teacher Training Institutions of Karnataka State*, Ph.D., Thesis, Karnataka University, Dharwad. Pointed out that, the DIET
students have less problems, highly adjusted to the institutions with positive and high attitude than the other TTI women students. The infrastructural and physical facilities, the men and material resources are adequately available in DIETs rather than in the other women TTIs of Karnataka State. The Government women TTIs are better than aide and un-aided women TTIs with respect to facilities. The aided women TTIs are for better than un-aided women TTIs. The attitude and adjustment and socio-economic status of the un-aided women TTIs students were found to be very low as compared with other women TTI students.

Mukhopadhyay (1990), in his book, "The functions and problems of DIETs", reveals that mere reorganization of certain teacher education centres to DIETs would not bring any improvement in teacher education. He quotes the poor condition of DIETs of Jammu and Kashmir. DIETs would be run by poorly paid professionals; Pay structure is designed to accommodate bureaucratic norms without any reference to academic requirements of the teacher training system. Therefore the stagnating teachers in higher secondary schools and such other professionals are likely to come over to DIETs. This is the case of Jammu and Kashmir where DIETs are the dumping ground for those who are not desired in other places. This book suggests that each DIET should have separate educational technology unit. Also a crash programme of training of educational functionaries at state, district, block and institutional level
has to be organised immediately in all the states and union Territories, DIETs and state level machineries for training of educational planners and administrators, as envisaged in the National Policy of Education should be created immediately.

2.3 Studies on Attitude, Adjustment and Academic Achievement in Teacher Education.


The present investigation sought to study the attitudes of Primary Basic teachers towards community life and craft, and a positive change in their attitudes towards community life and craft.

Out of the seventy nine institutions of Gujarat, eight Primary Basic teacher training institutes were selected on the basis of stratified sampling. In all, twelve attitude scales were constructed on the Likert mode to measure attitudes towards community life and craft – six of them related to community life and the other six to craft. In the initial stage, questionnaires with open-end questions were sent to 221 student teachers, craft teachers and educators. On the basis of this data, the new forced, choice-cum-open-ended questionnaires were prepared. The students of 1966-67 batch were administered all the scales, once in the
beginning and again at the completion of the training. The students of 1967-68 were given a remedial programme in addition to the pre-administration and post-administration of the scale. The attitudes of 1966-67 and 1967-68 batches were compared.

The following were some of the salient findings: (i) the student teachers who opted for carpentry had more favorable attitudes towards the community life than those opting for spinning and weaving. (ii) The student teachers opting for spinning and weaving had more favourable attitude towards community life than those opting for agriculture. (iii) The women student teachers had more favourable attitude towards community life than the male student teachers. (iv) The student teachers with no remedial programme had less favourable attitudes than the student teachers who were given the remedial programme. (v) The student teachers showed more favourable attitudes towards community life and craft than the experienced student teachers. (vi) The remedial programme affected the attitudes in varying degrees. Some student teachers showed an increase in their scores, while some showed a decrease.


Problem: It is an attempt to study the attitude of students towards religion in relation to personality characteristics, intelligence and socio-economic status.
Objectives: (i) To study the effect of intelligence, socio-economic status and sex on the attitude of students towards religion, (ii) to study the interaction effects (double and triple) of intelligence, socio-economic status and sex differences on the religious attitude of the students, and (iii) to work out the significance of difference between boys and girls in the relationship of attitude scores with each of the 14 personality dimensions given by Cattell.

Methodology: The sample consisted of 1,000 students - 500 girls and 500 boys - selected from Classes XI and XII of the higher secondary schools off our districts of Jammu Province. They were classified into high and low groups on each of the two variables of intelligence and socioeconomic status. The tools used included General Mental Ability Test by Jalota, H.S.P.Q. Test of Cattell, Religious Attitude Scale of the Investigator, and Socio-economic Status Questionnaire by the Investigator. The statistical techniques used were analysis of variance, correlation coefficients and 't' ratios.

Major Findings: (1) Students belonging to the high intelligence group and high socio-economic status were more religious in attitude than the students of the low intelligence group and low socio-economic status. (2) Girls were more inclined towards religion than boys. (3) Intelligence, socio-economic status and sex did not interact with each other to produce significant differences in the mean scores on religious attitude. (4) There were significant correlations between personality traits
like intelligence, sober or enthusiastic, super-ego strength, timid or venturesome, tough-minded or tender-minded, group-dependent or self-sufficient, self-concept, control and the attitude scores of boys and girls in respect of religion; there were significant correlations also in the case of the traits of emotionality of boys and willingness to act with girls. [JNJ 0292].


The objectives of the study were: (i) to identify the characteristics, both personal and professional, that are considered as the constituents of teacher efficiency and attitude by the various levels of educational personnel; (ii) to find out the situational factors that influence the teacher in performing his job to the best of his abilities; and (iii) to find out the implications of the findings for improving the teacher training programme at the primary level.

The study involved headmasters and teachers of primary schools. As a part of the study a rating scale was developed. Fifty primary schools were involved for the main study. Central tendency, Kendell's coefficient of concordance test and chi-square techniques were used for the analysis of data.
The following were the major findings of the study: (i) Twenty-four personal characteristics of teachers, which had an influence on the growth and developments of children, were identified, (ii) Eleven professional competencies, which were linked with the attitude of teachers to 'self-learning' were identified. (iii) The efficiency of the teacher was affected by the presence of certain factors, such as, human relationships. Socio-economic conditions of the teachers, organisation of teaching-learning process, out of school activities assigned to the teacher and socio-cultural setting of the community. (iv) The personal characteristics of the teacher found an insignificant place in the scheme of primary teacher training programmes. The teachers were seldom exposed to experience the various types of social and physical situations which they would face in life situations.


**Problem:** This study is a comparison of self concept attitude, adjustment and achievement between male and female Scheduled Castes/Scheduled Tribes student-teachers. The study, also attempts to find out whether there is a relationship between these psychological
variables and the achievement of Scheduled Castes/Scheduled Tribes and non-Scheduled Castes/Scheduled Tribes student-teachers.

Objectives: (i) To study the difference between Scheduled Castes/Scheduled Tribes and non Scheduled Castes/Scheduled Tribes student teachers with regard to self-concept, attitude, adjustment and achievement, (ii) to study the difference between Scheduled Castes/Scheduled Tribes and non-Scheduled Castes/Scheduled Tribes male and female student-teachers with regard to various areas of self-concept, attitude, adjustment and achievement. (iii) to study the difference between Scheduled Castes/Scheduled Tribes and non-Scheduled Castes/Scheduled Tribes student-teachers of two age-groups, i.e. 25 years and below and above 25 years, (iv) to study the relationship of self-concept, attitude and adjustment with the achievement of Scheduled Castes/Scheduled Tribes and non Scheduled Castes/Scheduled Tribes male and female student-teachers. and (v) to study the predictive efficiency of self-concept, attitude and adjustment with regard to the achievement of Scheduled Castes/Scheduled Tribes and non Scheduled Castes/Scheduled Tribes student teachers.

Methodology: A sample of 324 Scheduled Castes/Scheduled Tribes and non-Scheduled Castes/Scheduled Tribes student-teachers from various teacher training colleges in Madhya Pradesh was selected for the study. The two groups of Scheduled Castes/Scheduled Tribes and non-
Scheduled Castes/Scheduled Tribes student-teachers were further
classified according to sex and age. M.R. Rastogi's Self teachers to a
significant level. (9) Achievement of all student-teachers could be
predicted through their home adjustment worthiness and educational
adjustment. [MSG 11651].

attitude, interest and level of aspiration of the tribal and non-tribal
students of the secondary level of the Lohit district in Arunachal Pradesh. Ph.D., Edu.Dibrugarh Univ.

Problem: The study attempts to measure certain psychological
traits of school children in Arunachal Pradesh, v.i.z. their ability to adjust
to the school situation, their attitude towards various things and
concepts, their interest in different activities and the level of aspiration at
which the children set their goals for future achievement.

Objectives: (i) To compare tribal students with non-tribals
belonging to Classes IX to XII on five variables, viz. adjustment, attitude
towards school, educational interest, vocational interest and level of
aspirations, (ii) to explore the causes of high and low scores in various
tools by different groups of students included in the sample on various
measures, and (iii) to study the relationship among the five variables.

Methodology: The study was limited to 150 tribal and 150 non-
tribal students studying in Classes IX to XII of secondary and higher
secondary schools in Lohit District in Arunachal Pradesh. The sample included both boys and girls. The data was collected with the help of the Adjustment Inventory by H.M. Singh, ‘Rao’s School Attitude Inventory, Educational Interest Record by V.P. Bansal and D.N. Srivastava and Level of Aspiration by Singh and Tiwari. mean, standard deviation, ‘t’ test, product-moment coefficient of correlations and rank order representation were used for interpretation of data.

**Major Findings:**

1. There existed no difference in adjustment between tribals and non-tribals.
2. Non-tribals showed a more favourable attitude towards school than the tribals.
3. Inter-tribe difference in attitude towards school was found to be insignificant.
4. Non-tribals showed greater educational interest in science, English and medical science than only one tribe, viz. the Kamare; while tribal students showed greater interest in agriculture, humanities and arts.
5. Sex difference was found to be significant in all the areas of vocational interest: tribal boys and non-tribal girls showed greater vocational interest.
6. The tribals and non-tribals differed in terms of their levels of aspiration. non-tribals showed higher level of aspiration.
7. Adjustment and attitude towards school were found to be associated positively and significantly both in the case of tribal as well as non-tribal students.
8. Level of aspiration was not found to be related to attitude towards school, adjustment and educational interest either for tribal or non-tribal students. [PPG 0167].
The objectives of the study were (i) to find out whether differences in the psycho-sociological factors of the student-teachers accounted for the significant differences in their achievement, (ii) to identify the psycho-sociological factors that significantly predicted the achievement of student-teachers, (iii) to study the contribution of psycho-sociological factors in predicting the achievement of student-teachers singly and jointly, (iv) to select an appropriate predictive test battery from among the tests used in the study and to compute a multiple regression equation to predict the future achievement of student of student-teachers, and (v) to study the attitude of student-teachers towards the training given to them with a view to suggesting suitable changes in the course.

A stratified random sample of 450 student-teachers from the 12 teacher-training institutes of Andhra Pradesh was selected for the study. The tools employed included the 16 P.F. Personality Factors Questionnaire of Cattell Form C, an Attitude Inventory consisting of two attitude sub-scales, viz., attitude towards profession and attitude towards training of student-teachers, constructed by the investigator, a Common Socio-Economic Status Scale for rural and urban areas
constructed and standardised by Aaron, et all of Karnataka University and the Personal Data Schedule constructed by the investigator. The variables studied were psychological factors 16 PF and two attitudinal factors and sociological factors socio-economic status, age, sex, locality and caste. The dependent variable was studied with reference to achievement. The split-half reliability for the attitude scale was found to be 0.80.

The major findings of the study were: 1. Socio-economic status and caste influenced all the three achievement variables, namely, theory, practical and total achievement. 2. Attitude towards profession and attitude towards training influenced theory and total achievement significantly. 3. Age and locality of student-teachers were found to have significant influence on theory and total achievement. 4. None of the 16 factors and sex were found to have any influence on the three achievement variables. 5. Multiple regression analysis revealed that SES, attitude towards profession and training, Factor-B, factor-N and Factor-Q2 were significant predictors of the criterion of achievement in thirty, 6. SES and attitude towards profession were the only significant predictors of the criterion of practical achievement. 7. The conjoint effect of the five predictors, namely, SES, attitude towards profession, attitude towards training, Factor-N and Factor-Q2 on the criterion of total achievement explained only 15.9 per cent of the amount of variance.

*Problem:* The present study concentrates on studying the effect of drive, frustration and adjustment on learning and speed of performance of girls of Agra City.

*Objective:* To study the effect of drive, modes of frustration and different areas of adjustment on learning and speed of performance of female adolescents - independent or direct effects and interaction effects at different levels.

*Methodology:* In the study, 600 female students of graduate classes (Part One) were selected from different faculties (science, arts, commerce and education) of the institutions of Agra City. The purposive random sampling procedure was followed. The tools used included Frustration Reaction Scale of B.M. Dixit and D.N. Srivastava, Adjustment Inventory of A.K.P. Sinha and R.P. Singh. and Learning and Speed of Performance tool of D.N. Srivastava and Chhaya Goyal. The statistical techniques used included mean and analysis of variance.

**Problem:** The study is about the influence of family relationship on adjustment and achievement of students.

**Objectives:** To compare the students having different family relationship with respect to (a) adjustment (b) anxiety. (c) achievement motivation (d) self-concept and (e) achievement.

**Methodology:** The sample comprised 300 boys and 300 girls of Class XI of Agra City. The tools used were Parental Acceptance-Rejection Questionnaire of Jai Prakash and Bharga. Adjustment Inventory for School Students of Sinha and Singh. Indian adaptation of Sarason's General Anxiety Scale of A. Kumar. Achievement Motivation Test of R.P. Bhargava. Self-Concept Test of RP. Bhatnagar and academic achievement was considered using high school marks.

**Major Findings:** (1) Family relationship played a determining role in promoting the adjustment of the students. Significant difference was found among the students having different family relationship regarding total, emotional social and educational adjustment. (2) Boys had better educational adjustment than girls. (3) Anxiety and achievement-motivation was not significantly influenced by family relationship. Girls were more anxious than boys. (4) No significant difference was observed between dimensions of self-concept and family relationship. (5) In academic achievement accepted and average students did not differ from rejected students. [SS 0834].

**Problem:** The study compares the needs, values, aspirations, and adjustments of Scheduled Castes (SC) and Non-Scheduled (NSC) secondary school students in relation to their academic achievements.

**Objectives:** (i) To find out the distribution of value pattern, level of educational aspiration, level of adjustment, need pattern, and academic achievement of Scheduled and Non-Scheduled Castes students. (ii) To compare the value pattern, level of educational aspiration, level of adjustment, need pattern, and academic achievement of Scheduled and Non-Scheduled Castes boys and girls, and (iii) to compare Scheduled Castes students on values, educational aspirations, adjustment, and need pattern when differentiated on the basis of academic achievement and sex.

**Methodology:** The descriptive method was employed in the study. Three-stage stratified random sampling procedure was used to select the sample of 200 SC and 200 NSC students from Kumaun region. The tools used were Values Test by R.K. Ojha, Educational Aspiration Scale (Form P) by V.P. Sharma and Anuradha Gupta. Adjustment Inventory by Sinha.
and Sinha. Tripathi's Personal Preference Schedule for Needs, and academic achievement of students was taken from school records. The data collected were analysed using mean, SD and 't' test.

Major Findings: (1) Scheduled Castes boys had more defence, succorance, emotional, educational and total adjustment than Scheduled Castes girls. (2) Scheduled Castes boys and girls did not differ in their values and educational aspirations. (3) High achieving Scheduled Castes boys had higher theoretical value than low achieving boys though low achieving boys had higher economic value. (4) High achieving Scheduled Castes boys had higher change need than high achieving girls and low achieving boys had more affiliation need than low achieving girls. (5) Low achieving girls had more autonomous and dominance needs than low achieving boys and more dominance than high achieving boys. (6) The NSC boys had higher theoretical value and more endurance need than NSC girls and girls of this category were at a higher level in social values educational aspiration deference, succorance and aggression than the boys. (7) In Non-Scheduled Castes group (a) high achieving girls had higher economic values than low achieving girls, (b) low achieving girls had higher religious values than high achieving girls and boys. (c) high achieving boys had higher succorance and heterosexuality needs than low achieving boys and higher nurturance needs than low achieving girls, (d) high achieving girls had more abasement and nurturance needs than low achieving girls, (e)
low achieving boys had more endurance than high achieving boys and more nurturance and endurance than high achieving girls.

Objectives: (i) To identify the problems of high schools under different managements, (ii) to study the educational facilities available in the high schools under different managements, (iii) to study the views of headmasters and teachers working in different managements, (iv) to study the effect of these problems on competency of teachers and (v) to analyse the relationship between problems of teachers' their competency and standard of achievement of students in SSC public examination.

Methodology: The study is a descriptive survey based on empirical data collected from the heads of an institutions and teachers. Relevant data were collected using questionnaires and observations. Data were also collected from documents of different offices.

Major Findings: (1) There were marked differences in the infrastructure facilities in the schools under different managements. (2) Private schools were in a much better condition followed by Z.P. schools and government schools took the third position. (3) Mode of selection for the recruitment of teachers varied in different managements. Government school teachers were found to have certain advantages like good financial support, good salaries, leave facilities and retirement benefits. Government and Z.P. schools also had job security. Private school teachers were answerable to the management for the performance
of the students. With the revision of syllabus in mathematics, physical sciences and social studies, teachers felt the need for orientation programmes.

Viswanathappa (1992) made the evaluation of Pre-service Teacher Education Programme of DIETs in Andhra Pradesh. The objectives of the study were:

i) To identify the important objectives of pre-service teacher education programmes of DIETs in Andhra Pradesh.

ii) To examine to what extent the existing curriculum is adequate to realise the objectives of preservice teacher education programmes.

iii) To examine the adequacy of inputs such as teachers, students, institutional plant, time allotment, student personal services, co-curricular activities and evaluation procedure contributing for realization of objectives.

iv) To evaluate the extent of teaching competence acquired through the pre-service teacher education programme of DIET, and.

v) To find out the impact of certain inputs of preservice teacher education programme on teaching competence of student teachers in DIETS,
Major findings of the study were: (i) Out of 148 objectives from various sources 144 objectives were identified as important objectives of the preservice teacher education of Andhra Pradesh. (ii) Out of 144 objectives identified for preservice teacher education of DIETs, the existing curricular programme were found to be adequate for the realization of 64 objectives only (iii) Though DIET Guidelines (1989) suggests that PSTE branch should have one senior lecturer and eight lecturers, it was found out that there were only 4-5 lecturers, in each branch of DIETs. So staff inadequacy existed there. (iv) It was also found out that majority of the teaching staff have no special training in PSTE. It was against the conditions of DIET Guidelines (1989), (v) Most of the teaching faculty have only high school teaching experience and not elementary school teaching experience. (vi) The allotted time for theory and practice was in the ratio of 3:1. But teachers suggested that allotment should be in the ratio of 3:2 (vii) most of the teacher trainees participated in the PSTE courses have suggested the need for 45 days practice teaching, (viii) Among 27 physical facilities available, only class rooms, physical science and biological science method laboratories, seminar rooms, play ground, library, and hostel were available in majority of DIETs. Others were very poorly available, (ix) Only four DIETs have demonstration schools of their own, (X) Majority of the teachers thought that demonstration schools were only meant for practice teaching not for conducting
research activities. (XI) There was no significant impact of co-curricular activities organised by DIETs.

**Shashikala (1989)** studied the relationship of selected psychological variables with attitude towards teaching of traditional and model school teachers.

In this study, 75 model and 85 traditional school teachers teaching Class X were selected randomly from the model and traditional high/higher secondary school of Ferozepur, Jalandhar and Chandigarh.

The tools used were: the Group Test of General Mental Ability of Tandon, Torrance's Test of Creative Thinking, Catell's 16 Personality Factors Questionnaire, Bell's Adjustment Inventory, the Study of Values of Ojha and the Teacher Attitude Towards Teaching Scale of the investigator. Mean, median, SD, skewness, kurtosis, semi-interquartile, coefficient of correlation, factor analysis, multiple regression equations and step-up regression equations were worked out while treating the data.

Among other things, the study revealed that: (i) The overall profile of the personality of model school teachers with favourable attitude towards teaching characterized the teacher as good-natured, easy-going, emotionally expressive, ready to cooperate, soft-hearted, adaptable, accommodating, highly conscientious and whose behaviour is mature, unanxious and confident; (iii) The traditional school teacher with
favourable attitude towards teaching were characterized as emotionally expressive, ready to cooperate adaptable, accommodating, conscientious, imaginative, self-supporting, resourceful, controlled, socially precise and emotionally stable; iv) Personality was to be a better predictor of teachers' total attitude towards teaching in both the samples.

**Ramachadran (1991)** studied an enquiry into the attitude of student teachers towards teaching.

The sample of the study was 100 teacher-trainees from Lakshmi college of Education, Gandhigram, and 100 candidates from the Institute of Correspondence Education, University of Madras, at the Gandhigram centre. A scale for Ascertaining the Attitude Towards Teaching was constructed and used.

Among other things, the study revealed that: (i) Regular college teacher-trainees had a more favourable attitude towards teaching than the correspondence course.

**Huguenard and Terri Layne (1992)** focused on the relationship between teacher efficacy, certification and student achievement.

The objectives of the study were: (i) to examine whether teacher certification and subject area teaching responsibilities have impact on teacher efficacy, (ii) to validate the correlation between teacher efficacy and student achievement at the middle school level. The sample consisted of 144 teachers. The tools used were: Gibson and Dembo.
teacher efficacy and professional employment survey. The ANOVA and ANCOVA were used to analyze data. The major variables were: Teacher efficacy and student achievement.

The major findings of the study were: (i) there is no significant difference between elementary and secondary certified teachers on teaching efficacy scores, (ii) there is no statistical significant difference between the test scores of students whose teachers possess high and low teaching efficacy scores, (iii) approximately half of the teachers plans for improving instruction were based on student outcomes.


All the ninety teacher-trainees enrolled in the L.T. course (general) of the Government Central Pedagogical Institute, Allahabad, during the 1980-81 session, constituted the sample. The Ahluwalia Teacher Attitude Inventory was employed for finding the attitude of the teacher-trainees towards teaching and their academic achievement was taken from their entrance records in the L.T. course. Product moment correlation was computed between the academic achievement score and the score for the attitude towards teaching.

The findings of the study, among other things, showed no relationship between academic achievement and attitude towards teaching among the teacher-trainees.
Chhaganlal and Mansukhabhai (1992) studied the value, adjustment, attitude towards the teaching profession and academic achievement of teachers' children as compared to non-teachers' children.

Stratified purposive sampling technique was followed in the study. In the sampling purpose first of all three districts of Saurashtra region were selected. Then four talukas were selected randomly from the three districts. It was decided to select high schools situated at districts and talukas. Only those schools were selected from which it was possible to get greater number of children of teachers teaching at different levels.

Thus, twenty-four schools were selected. From these schools 591 teachers' children (266 boys and 325 girls) were selected. Correspondingly same number of non-teachers' children were taken from the same school, same grade and of the same sex. The tools used for measuring the dependent variables included Value Scale constructed by the researcher, Adjustment Inventory of K.G. Desai, Attitude Scale constructed by the researcher, and result sheets of annual examination of schools for obtaining the measures of academic achievement.

Among other things, the study revealed that: (i) Non-teachers' children were significantly better than teachers' children in social value, whereas, teachers' children and non-teachers' children were found equal in power value, religious value, aesthetic value, theoretical value and economic value; (ii) Primary teachers' children were at a higher level than
college teachers’ children in theoretical and social values; (iii) Teachers’ children were better adjusted than non-teachers’ children; (iv) Primary, secondary and college teachers’ children did not differ significantly in adjustment. (v) Teachers’ children and non-teachers’ children did not differ significantly in their attitude toward teaching profession.

Ram Mohan Babu (1992) studied the job satisfaction, attitude towards teaching, job involvement, efficiency of teaching and perception of organizational climate of teachers of residential and non-residential schools.

The sample for the survey involving 400 secondary school teachers equally distributed between the two types of schools (residential and non-residential) and the two sexes, was selected by a multi-stage stratified random sampling procedure from 40 schools in the Rayalseema Zone of Andhra Pradesh. The study was of a 2 x 2 (two types of schools x two sexes) factorial design. For assessing the teaching efficiency of the teachers, ratings were obtained from 40 headmasters and 376 students. Each teacher was rated by 5 to 10 students and the headmaster of the school. A Job Satisfaction Scale to measure Attitude Towards Teaching, a job Involvement Scale, a Graphic Teacher Efficiency Scale, an Organizational Climate Description Questionnaire and a Personal Data Sheet were used to collect the data.
Among other things, the study revealed that: (i) Considering overall job satisfaction, the teachers were neither satisfied nor dissatisfied with their job; (ii) Considering overall attitude, the teachers had a favourable attitude towards teaching; (iii) The teachers exhibited a significant level of job involvement. This was true for overall job involvement as well as job involvement, as measured by different factors; (iv) Teachers of residential schools exhibited a significantly higher level of overall job satisfaction compared to teachers of non-residential schools; (v) Teachers working in residential schools had a significantly more favourable attitude, and more efficiency, compared to those working in non-residential school. (vi) These was no significant difference between the level of efficiency of men and women teacher; (vii) With regard to organizational climate, there was a significantly greater intimacy and lesser disengagement, hindrance and aloofness in residential schools as compared to non-residential schools.


Barker Lunn has developed scales to measure junior school children’s attitudes. The aim of this study was to determine what attitudes children actually held these feelings were expressed. The researcher developed his own attitude scale. The areas covered in the discussion were: Interests, attitude to school, teacher, other classes,
peers and self, ambitions, wishes. The scale contained seventy-nine items and it was administered to twelve schools. In this study it was found that in three areas namely (1) attitude to school; (2) interest in school work; and (3) importance of doing well-girls tended to have more positive attitudes.


Kniveton conducted an investigation of the attitudes of adolescents to aspects of their schooling. In this research, he compared the attitude of boys and girls of six primary and five secondary schools. The attitudes of 192 boys and 192 girls aged 14-15 were examined. The areas covered were (1) their liking for school; (2) interest in subjects; (3) life goals; and (4) personality development. A Cuttman's attitude questionnaire was used. Mann-Whitney test was used to determine whether significant differences existed between the various groups. It was found that no significant difference between boys and girls responses to liking for school and education and life goals. There was a significant difference between these two groups in interest in specific subject and personality development, the boys' attitude being more favourable than the girls. There was a significant difference between the primary and secondary school groups for three attitude areas: interest in specific subjects' education and life goals and education and personality development.

Miller found the relationship between attitudes toward reading and achievement in reading in first grade. A reading attitude inventory was constructed and administered to ninety seven pupils of first grade. Then Gatest-MacGintie Reading Test, Primary A, was administered. Employing the test as the criterion, a subject's reading achievement was assessed according to the Bond and Tiuker Reading expectancy formula: Years in school x IQ +10. If a subject achieved a grade equivalent score equal to or greater than his reading expectancy score, he was considered to be successful in learning to read.

Statistical procedures employed were: Pearson's Product –moment co-efficient of correlation, Fisher's t-test, and multiple regression equations.

Findings of this research has shown a significant relationship between reading achievement and change in attitude towards reading successful achievement in reading and positively correlated with a change from less to more positive attitude toward reading.

Gausender in his research found out the relationships among teachers' attitudes, students' attitudes and students' achievement. Here considered the relationship between students' attitudes towards school and their achievement.

The population was sixth grade children from one hundred and sixteen schools. Student attitude and student achievement data were analyzed. Analysis of variance was carried out on comprehensive tests of Basic skills Scores. There were no significant effects for students attitudes nor were there any significant interaction effects.


Gausender in his research found out the relationships among teachers' attitudes, students' attitudes and students' achievement. Here considered the relationship between students' attitudes toward school and their achievement.

The population was sixth grade children from one hundred and sixteen schools. Student attitude and student achievement data were analyzed. Analysis of variance was carried out on comprehensive tests of...
Basic Skills Scores. There were no significant effects for student attitudes nor were there any significant interaction effects.

Evans conducted a study in which he analyzed the relationship of academic achievement and educational attitudes of students in a senior high school.

An attitude scale was developed in which there were items covering three components of attitude i.e., (1) affect; (2) cognition; and (3) behavior. Along with the attitude scale, the IOWA test of Basic skills and sequential tests of Educational Progress test results, school records were used to indicate the students' academic achievement.

Two statistical tests, chi-square and Kendall's Rank Correlation Co-efficient were employed.

The findings of the study indicated that the Student's expressed attitudes toward education and his academic progress were congruous. On the attitude survey, high performing students expressed more positive attitudes towards education than low performing students. Again, implied that the high-performing students in the sample were able to adjust and succeed in the educational program.

Oas revealed the relationship between the attitude of student toward school and achievement of the students. To measure the achievement, Iowla tests of educational subtests and composite scores were used. Pearson's Product moment correlation was used. The F-test of significance was applied. Analysis of co-variance was used.

The results showed a positive relationship existed between achievement as measured by a grade point average and attitude toward school.


Belle considered eight-hundred and eighty-two fifth grade students. Semantic differential was administered. Ninety-three way analysis of variance tests were run. The findings of the research was that high achievers do not necessarily perceive school related concepts more positively, potently and actively than do middle and low achevers.

Khan, I.A. "A comparative study of the Attitudes of Adolescent Students and their elders towards Authority and Discipline"- A Survey of Researches in Education by M.B. Butcìa.

Khan made a comparative study of the attitudes of adolescent students and their elders towards authority and discipline.
To measure autocratic–democratic attitudes towards problems of authority and discipline in the home and the school areas—a Likert type scale was constructed on the basis of Psychometric Principles. The data obtained through the attitude scale were analyzed by means of the chi-square test, the t-test and the analysis of variance technique.

This research has helped the researcher in constructing an attitude scale and in determining the statistical models.

The tasks now facing researchers is to go beyond the existing literature to extend our understandings of children's achievement in variety at contexts. In this modern age achievement is considered as a by factor for personal progress, more over the whole system of education revolves around academic achievement.

Swanson (1991) conducted a study on the Academic achievement programmes in Settle public schools. The main objectives of the study were to evaluate the public schools office of academic achievement, early childhood model schools and academic achievement projects. The major findings at the study were (A) there were no measurable effects on achievement gains (B) There were substantial correlations between the level of implementation and achievement gains increased.
Kitty (1995) conducted a study on the relationship of school climate to academic achievement in Alabama. A survey questionnaire was administered to 241 High school students. The findings showed that there was a relationship between school climate and academic achievement. The findings indicate that students motivation showed no significant effect on the relationship between ability and academic achievement.

Shui Fong (1997) conducted a study on family influence and children's academic achievement in the sample consisted of 181 eight graders from two inner-city schools. Using questionnaire has done the data collection. The findings revealed that children's academic achievement has been shown to be influenced by many family factors. Including family structure, socio-economic status and parenting styles. It indicates that authoritative parenting and children's academic achievement were significantly correlated.

Afhan (1988) conducted on variables affecting university academic achievement of Palestine Open University students. The aim of this was to investigate some of the learns variables that may have an influence on university academic achievement in a distance versus a conventional education setting. The findings showed that university achievement in both types of education
have not been affected significantly by the variables of at control, Work, Responsibility or the university academic level. The gender factor has significantly affected the university academic achievement in a distance education setting.

2.4 Comparative Studies on Teacher Education.


*Problem:* In this study, an attempt has been made to find out whether Scheduled Castes students perform as well as non-Scheduled Castes students in the field of education.

*Objectives:* (i) To study the educational achievement of Scheduled Castes and non Scheduled Castes students of Class X in Uttar Pradesh. (ii) to study the subject-wise achievement of Scheduled Castes and non Scheduled Castes students of Class X in Uttar Pradesh. and (iii) to compare the educational achievement of SC/ST students.

*Methodology:* Ten intermediate colleges from 10 districts/tehsils of Uttar Pradesh having the highest enrolment of Scheduled Castes students were selected for the purpose of this study. The data was collected with the help of an information blank for schools/colleges prepared by the researcher. Percentages were calculated for comparing the Tharu groups with each other.
Major Findings: (1) The literacy rate of Scheduled Castes in seven out of the ten sample districts was found to be lower than the average Scheduled Castes literacy rate for Uttar Pradesh. In six of the ten sample districts, the pass percentage was also lower than the Scheduled Castes average pass percentage. (2) In each sample district, the female pass percentage was higher than the male pass percentage in the case of Scheduled Castes candidates. (3) Against an overall pass percentage of 74.71 for females in the ten sample schools, Scheduled Castes females had a pass percentage of 76.47, which was found formal operational thought; (4) The interaction of age and culture, age and IQ and culture and IQ were not significant with reference to formal operational thought; (5) The interaction of age, culture and IQ was not significant with regard to formal operational thought; (6) The Tharu and non-Tharu boys in the age-groups 11-12, 13-14 and 15-16 were not different on formal operational thought but the non-Tharu boys were high on formal operational thought than the Tharu boys in the age-group 17-18. (7) At the below-average IQ level, the non-Tharu boys were higher on formal operational thought than the Tharu boys. At the average IQ level no difference was found in the formal operational thought between the Tharu and the non-Tharu boys. At the above-average IQ level, the non-Tharu boys were higher on formal operational thought than the Tharu boys. [AB 18271

136

Problem: The present study tries to compare the students of different educational levels in reference to territoriality, SES and academic level.

Objectives: (i) To study the differences in territoriality among girl students of different levels of education and (ii) to study the differences in territoriality among students of different socioeconomic status in relation to co-operativeness competitiveness.

Methodology: The sample comprised 300 girls (100 each from higher secondary (HSJ, graduate (G) and post-graduate (PG) stages). The tools used included a Territorial Measure Test based on Robbert Sommer's Test. The statistical techniques used included mean, SD and 't' test.

Major Findings: (1) No difference was found among different groups formed on the basis of SES under co-operating and competing conditions at HS stage/ G stage/ PG stage except in the case of LIG and HIG groups at G stage. (2) HS and G stage students under cooperative and competitive conditions differed significantly regarding their territorial urge. (3) HS and PG stage students under co-operative and competitive
conditions did not differ significantly regarding their territorial urge. (4) In G stage and PG stage the Competitive and co-operative urges were common to all groups. [5S 1788].


*Problem:* An attempt is made to study comparatively the physical Language and social development of the primary school children belonging to the age-group of 6-10 years from and urban areas.

*Objectives:* (i) To measure the weight, height and other physical factors to know the physical development of the children and consider the health standard of the children. (ii) to measure the language development of the children. (iii) to study the social and economic background of the families of the children. (iv) to measure the social development of the children (v) to consider the effect of factors like sex community economic status, education of parents, number of children, order of birth and family system on the physical, economic and social development of the children and (vi) to offer suggestions for child development.

*Methodology:* The descriptive comparative survey method was used for the study. In the sample, 'four schools for Wardha and five schools from rural areas in Wardha District were selected by the lottery' method.
A total of 500 students from urban and rural areas (250 from each) were included in the sample, selected by the random sampling method. The children were of the 6-10 age-group. The tools used included General Information Questionnaire, Physical Development Measurement Test, Linguistic Development Measurement Test, and Social Maturity Measurement Test for Standards I to V. Percentages were calculated to compare the different variables under study with regard to boys and girls from rural and urban schools.

Major Findings: (1) As regards the background of the children, 79.2% families were nuclear families whereas 20.8% were joint families. (2) The educational status of the mothers was lower than that of the fathers. (3) The economic status of urban families was higher than that of rural families. (4) The height of the children was related to the economic status of the family. (5) The weight of the children was related to the social status of the family. (6) The extent of accidents among boys was more as compared to girls. (7) There were more ailments in urban areas than in rural areas. (8) Language development was better in the higher economic status families. (9) Language development was better in joint families than in nucleus families. (10) Social development was better among rural girls than rural boys. However, development in the social aspect was equally good among boys and girls in urban areas. [GPK 1590].

**Problem:** The present research aims at studying the distribution of general intelligence and verbal creativity among Scheduled Castes and Scheduled Tribes and comparing the two in terms of these dimensions.

**Objectives:** (i) To study the distribution of general intelligence and verbal creativity among students (boys and girls) studying in different classes, and to carry out a comparative study of the two groups, i.e. Scheduled Castes and Scheduled Tribes. on these two variables, (ii) to compare the high-creative Scheduled Castes group with the low-creative Scheduled Castes group and the high-creative Scheduled Tribes group with the' low-creative Scheduled Tribes group in terms of general intelligence, and (iii) to determine the interrelatedness of general intelligence and the different dimensions of creativity, viz. fluency, flexibility and originality of students belonging to Scheduled Castes and Scheduled Tribes. **Methodology:** The present study was carried out in 10 schools selected from tribal areas, with 246 Scheduled Castes and 246 Scheduled Tribes students covering boys and girls studying in Classes V, VI and VII. The Verbal Creativity Test developed by Biswas and the General Intelligence Test developed by Bhattacharya were used to collect the data. Descriptive statistical methodology test and correlation
were used to analyse the data were found to be superior to those of the lower classes in both general intelligence and creativity. (2) The same was true sex-wise. Boys and girls did not differ much on the above two factors. The general intelligence of Scheduled Tribes students was the same as that of Scheduled Castes students. But with respect to creativity, Scheduled Castes students showed superiority over Scheduled Tribes students. (3) High-creative students were also high in general intelligence. Coefficients of correlation between the dimensions of creativity and general intelligence were all significant. [PDR 0625]


Problem: The present study is an attempt to throw some light on the general mental ability and interest patterns of urban, rural and tribal groups of students. The study endeavours to determine the difference in the intelligence of urban, rural and tribal students.

Objectives: (i) To study the development of tribal education in Vidarbha. (ii) to study the mental abilities of students with urban, rural and tribal backgrounds. (iii) .to study the interest, patterns of the boys and girls with urban. Rural and tribal backgrounds, (iv) to make a comparative study of the mental abilities. interest patterns and socio-economic status of boys and girls with urban, rural and tribal
Methodology: Three different samples of 150 boys and 150 girls each with urban, rural and tribal backgrounds from the Vidarbha region of Maharashtra; especially the tribal districts of Chandrapur and Gadchiroli were drawn for the purpose of this study. Jalota's General Mental Ability Test, Chatterji's Non-language Preference Record Form 962, Kulshrestha's Socio-economic Status Scale, Form A (urban) and Form B (rural and 'tribal), and Extra-curricular Interest Questionnaire were used to collect the data for the study. The various groups were compared in terms of the variables in the study, viz. mental ability, interest patterns, socio-economic status and extra-curricular activities. Different combinations for every district were compared, such as urban boys versus urban girls, rural boys versus rural girls, tribal boys versus tribal girls, etc. and Duncan's Multiple Range Test was used to analyse the data.

Major Findings: The researcher analysed the data of nine districts of Vidarbha under the following heads: (a) General Mental Ability, (b) Interest pattern, (c) Socio-economic status, and (d) Extra-curricular activities. Likewise, various findings are given on a number of variables and sub-variables. The researcher also drew various conclusions on (a) general mental ability; interest in (i) fine arts, (ij) literary field, (iii) scientific field, (iv) medical field, (v) agricultural field, (vi) technical field,
Soman (1992), dealing with the status of school Education in Kerala, evaluates the In-service teacher education. In it, he describes that the training for mass orientation of teachers could not cover majority of the teachers. DIETs have been established for this function also, but he observes that unless it is very systematically planned and reoriented their service cannot meet this requirement. Each DIET has a technology unit, but it is not functioning vigorously. If purposefully planned, these units can bring fruitful exercise by spreading the message of Educational Technology among the primary school teachers.


Objectives: (i) To conduct a comparative study on physical, educational and co-educational aspects relating to private and Govt. Schools, (ii) to study various difficulties faced in the Govt. Primary Schools, (iii) to submit suggestions for necessary arrangements in Govt. Primary Schools, (iv) to find out the problems faced by the students regarding teaching the classes in groups, (v) to know the attitude of students and their parents towards teachers/headmasters of Private and Govt. Primary Schools.
Scope and Geographical coverage: Ganganagar, Padampur, Karanpur, Raisinnagar, Anoopgarh, Sadulshahar & Suratgarh Panchayat Samities in the Ganganagar District (Rajasthan).

Methodology: Selection of sample for the study was done by using both Purposive and Random Sampling Methods. The, sample comprised of 6 Panchayat Samities in the Ganganagar district, 16 Govt. Primary Schools and 16 Private Schools, 32 Headmasters, 64 Teachers & 160 Students in Ganganagar district and from both rural and urban areas in equal number. Survey and Interview Method was used for collecting data for the study. The data was collected through questionnaire developed for teachers, students and headmasters. The collected information was analyzed through mean and percentages.

Major findings and action points: (1) All the teachers were fully qualified and trained in Govt. Schools, only 19% of the headmasters were untrained in Private Schools. (2) 74% of the students in private schools belonged to general category while 84% students belonging to economically weaker sections were getting education in Govt. Schools due to incentives like free text books, mid-day meal, free education etc. (3) 61% teachers were trained and post graduate. There were more educated and trained teachers in Govt. Schools than in private schools. (4) All types of school facilities were available in the private schools, but there was lack of basic physical facilities in Govt. Schools. (5) 70% of the Private Primary Schools did not use Govt. textbooks & story books while
all the Govt. primary Schools were, using Govt. text books & story books and these books were distributed free of cost to the students. (6) 70% headmasters of private schools felt that there should not be any class without teacher. If the teacher was on leave then an alternative arrangement was made by them. The same sample conducted by Shailaja in 1992. Total of 498 students of class V and 482 students of class VI.

1. Mathematics teachers of 40 schools were selected by cluster random sampling.

Tools: Questionnaire, criterion achievement test.

Findings:

1. Majority of teachers didn't have any orientation towards MLL.

2. CSSE curriculum produced greater number of masters of competencies in MLL 60% as against schools following state curriculum 10% at the class VI level.

3. Not even a single competency was mastered by significant proportion of students of rural areas. 10% competencies only were mastered by significant proportion of students of urban Govt. state schools. MLLS even at the terminal level of primary education could not be mastered by students even at class VI of both rural and Urban schools following state curriculum.
4. Both the private CBSE and State schools facilitated the mastery of the competencies better than the Govt. CBSE and State schools.

5. At class VI level while seven of the competencies were mastered by significant proportion of private English medium Students, only 4 of the competencies were mastered by significant proportion of private Kannada medium schools.

6. No significant difference between boys and girls in CSSE schools in the proportion of mastery in the competencies,


*Objectives:* (i) To know the attitude of the community with regard to resources lying with Government and Private Primary schools, (ii) to find out ability of teachers and self - motivation position of teachers, (iii) to know the attitude towards home - work and teaching methodology, (iv) to know the attitude of children towards moral education, (v) to know the attitude towards teacher - student relations, (vi) to know the attitude towards parent - teacher relations, and (vii) to find out children’s attitude towards TLM.
Scope and geographical coverage: Buhana block in Jhunjhunu district (Rajasthan).

Methodology: Random sampling method was used for selection of Govt. as well as Private Primary schools in Buhana block of Jhunjhunu district. 50 guardians of the students have been selected randomly from 10 Govt. Primary schools and the same number from 10 Private primary schools also. A self-prepared measurement tool was used for the study to know the attitude of the community. Standard deviation, correlation and t-test have been used to analyse the data. Classification of the structured answers under the seven goals of the study was done. The collected information was classified and tabulated.

Major Findings: (1) Parents were impressed with the attractive primary school building but 56% parents were not satisfied with buildings. In their view, there was no correlation between school building and quality education. (2) Most of the parents appreciated the ability and capability of private schools. (3) 65% parents opined that Govt. teachers were not careful towards their task. (4) 73% parents felt that teachers pay maximum attention on home-work of the students in private schools. (5) Most of the parents agreed with the following activities preferred in the classrooms of private schools - (a) Homework giving and checking of exercise book is perfect. (b) Teaching methods are better. (c) Better attitude and behaviour of teachers. (d) Teaching methods of teachers develop grasping power and learning capacity.
among students. (e) They develop habit of cleanliness among students. (6) The parents have negative thinking regarding the above 5 points towards Govt. schools. (7) The guardians felt the education in private schools is more child - centered than in Govt. schools.

Implications and action points: (1) To impress the parents, it is essential to beautify the school building. (2) Govt. teachers should be more active, responsible for duties, disciplined, honest towards teaching and punctual. (3) There is a need for frequent supervisions to sensitize teachers towards teaching and home work/class work. (4) Parents feel that use of teaching methods, learners' evaluation and maintenance of work books are performed by the headmaster in private schools but not always in Govt. schools. (5) All the headmasters of private schools had been supervising home work completion and its proper checking in the class. (6) Headmasters in private schools said that the teachers deputed for work other than teaching, affects the teaching partly; while 70% of the headmasters of Govt. schools were not in favour of assigning any non-teaching work to the teachers. (7) 82% of the headmasters of private schools were sensitive towards co-curricular activities, while in Govt. Schools all the headmasters took interest in such activities due to training programme. In both the types of school all the headmasters were active towards Bal Sabha. (8) Better coordination was there in between parents and the headmasters in private schools. 75% of the headmasters of private schools felt that there should be direct contact
between parents & teachers. (9) Parents took more interest in private schools due to facilities provided by these schools like regular teaching, teaching in English, school being in the neighborhood, sufficient number of teachers, attractive co-educational activities, regular contact with parents etc. these had positive impact on parents. (10) 63% teachers of private schools felt that the disciplinary action should be taken by the headmasters against students if the students disobey orders, while 59% teachers of Govt. schools had been contacting the parents. (11) 88% teachers of private schools were accepting and obeying the instructions given by the headmaster. (12) More than 85% teachers of both the schools were using TLM and were organising co-educational activities. (13) The parents' meeting were organized in Govt. and private school. Some parents did not attend the meeting in Govt. schools while all the parents were attending the meeting in private schools. (14) All the teachers of Govt. Schools felt that they were deputed for other activities in addition to teaching while only 69% of the teachers of private schools felt so. (RJ/04).

2.5 Studies on Socio-Economic Status and Teacher Education

The objectives of the investigation were: (i) to study social cohesion obtained in the elementary teacher training institutions, (ii) to study the relationship between the sets of social cohesion scores and the sets of student-teachers' mean scores on achievement, attitudes and adjustment, (iii) to compare student teachers' mean scores on achievement, attitudes and adjustment in elementary teacher training institutions with high and low social cohesion, and (iv) to predict student teachers' achievement in theory and practice of teaching room the social cohesion scores and the scores on attitudes and adjustment. The student-teachers' outcomes were taken as measures of institutional efficiency.

The study involved thirty-three elementary teacher training institutions drawn randomly from 185 institutions in the State of Uttar Pradesh. These institutions had 243 teacher-educators and 825 final year student-teachers. The Social Cohesion Assessment Inventory (SCAI) developed in the Department of Teacher Education at the NCERT, student teacher adjustment inventory (STAI) and student teacher attitude to institution developed by Roma Dutt, and Ahluwalia Teacher attitude inventory were used to collect data. Correlations were computed to study the relationship between different variables. The t-test was employed to compare product variables in institutions with high and low social cohesion. Step-wise regression analysis was used for the prediction of student-teachers' achievement.
The main findings of the investigation were: (i) Social cohesion had significant correlation with the student teachers' achievement in theory as well as practice. (ii) Its correlations with the student-teachers' adjustment and attitudes were not significant. (iii) Social cohesion in the teacher training institutions turned out to be a predictor of student-teachers' achievement in practice teaching explaining 48.23 per cent of the variance. (iv) It was a comparatively weak predictor of student-teachers achievement in theory explaining merely 11.69 per cent of the variance in achievement. (v) Student-teachers' achievement in theory in institutions with high and low social cohesion differed significantly. (vi) Student-teachers' attitude to teachers (teacher-educators in this case) differed significantly in institutions with high and low social cohesion.

The Socio-Economic Status of the students as well as the teachers play important role in their academic achievement or improvement. The students attainment depends upon the intelligence, attitude, adjustment and some of the personnel factors like, extroversion and neuroticism. All these factors are mainly depending upon the class room climate and the teacher effectiveness. The Socio-Economic Status of the students also affects his tendency to improve academically. Cant (1972) expressed that the Socio-Economic Status is important factor for the academic achievement status of students studying in later primary stage. Gagna (1974) expressed that, the Socio-Economic Status of the Students becomes the main factor for developing desirable attitude and higher rate
of adjustment amongst the school going students. The higher Socio-Economic Students achieved more than the lower Socio-Economic Students.

According to Kulik (1982), The Socio-Economic and Educational Status of the parents of the school going children affected the achievement motivation of the students. The recent studies conducted in NCERT and NEEPA showed that, the Socio-Economic Status of the students belongs to rural area affected the academic achievement of the students and this is also true in case of urban school going students. The Socio-Economic Status explains the Social conditions, the economic conditions of the parents belongs to particular students. The present study included one more factor to Socio-Economic Status. That is the Socio-Economic and Educational Status of the parents.

Chan and Cole (1986), "The relationship between Socio-Economic Status and Academic Achievement of the High School Students", Established that, the students with high Socio-Economic Status achieved best and the students with middle Socio-Economic Status achieved better and students with low to very low Socio-Economic Status achieved very less. The study also established by improving the Social and Educational Status of the Parents. There was improvement in the academic motivation of the students.
Page and Thomas (1971), Studied the Socio-Economic Status as the factor for deciding the adjustment and academic achievement of the students at secondary level. The study revealed that, the Socio-Economic Status is the main factor for high or low adjustment and high or low achievement of the students.

Good (1973), Studied Socio-Economic Status as the background for Academic Growth outcome of the students at the primary level.

Thomasn (1977), Studied the Socio-Economic Status and the Attitude of the children towards the schooling. The study yielded that, the low Socio-Economic Background students or the dropouts. Due to the parents illiteracy and low economic status.

**Formulation of the Problem for the Present Study**

The review of the related literature for the present study categorized into following aspects;

- Studies related to Primary Teacher Training Institutions Status and other aspects.

- Studies related to Problems Pertaining to Different Aspects of Primary Teacher Training.

- Studies related to Attitude, Adjustment and Academic Achievement in Teacher Education.
• Studies related to Comparison of Various Factors Related to Teacher Education at different stages.

• Studies related to Socio-Economic Status and Academic Achievement of Students in the Teacher Education.

The first category of studies related to primary teacher training institution. The status and other aspects, which has cleared the present situation in the Teacher Training Institution throughout the country including Karnataka State.

The second category of the studies related to the various problems pertaining to different types of Teacher Training Institutions.

The third type of studies showed that the attitude, adjustment factors are highly correlated with the academic achievement of the students at the primary Teacher Training level.

The fourth type of studies are related to comparative views of various factors like, personality, attitude, adjustment, SES and job satisfaction of teachers of various TTIs.

The fifth type of study are related to Socio-Economic Status and academic achievement of the students at Primary Teacher Training level.

The above types of studies clearly indicates that, not much work has been done on comparative views about the personality, attitude, adjustment, SES and academic achievement of students studying in DIETs with those of other TTIs like government, aided and un-aided.
Since he came to know that, the attitude and the adjustment of the students studying in different TTIs depends upon various factors like infrastructure and other facilities of the institution, the human resources like Principal Staff and other persons of the teacher training institutions.

The academic achievement of the students also depends upon the above factors the variable like, Socio-Economic and Educational Status of the students also affects the academic achievement. Unfortunately not many research work has been done on these aspects in Karnataka State. Hence, the investigator made up his mind to take up such study. One of the important factor which is to be considered is that of types of Teacher Training Institution. There are four types of such institutions. The first one is DIET and the second one is of Government institutions, the third one is that of Aided institution the fourth one is of Un-aided institutions. The investigator wanted to study the comparative views of attitude, adjustment, Socio-Economic status and academic achievement of the students studying in the DIET to that of other three type of institutions. Hence, he formulated the problem under the study as fallows.

"A COMPARATIVE STUDY OF ATTITUDE, ADJUSTMENT, SOCIO ECONOMIC STATUS AND ACADEMIC ACHIEVEMENT OF DIET STUDENTS TO THAT OF OTHER TTI STUDENTS OF KARNATAKA STATE"