CHAPTER II

REVIEW OF RELATED LITERATURE

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

W.R. Borg

Review of related literature is a vital part of any research work. It facilitates the investigator to know the current studies done in the area in which he/she pursues to carry the research study. It involves the systematic identification, location and analysis of documents containing information related to the research problem. It is an account of what has been published on a topic by accredited scholars and researchers. It works as a guide post not only with regard to the quantum of work done in the field of research but also enables to perceive the gap and lacuna in the concern field of research. The knowledge of related literature gives the investigator current knowledge and upto date information on the work which others have done and thus to state the objectives clearly and concisely. By
reviewing related literature the investigator can avoid unfruitful and useless problem areas and also can avoid unintentional duplication. It gives the investigator an understanding of the research methodology, sample to be taken, tools to be selected and provides a thorough insight about the way through which way the study is to be conducted. He/she can select those areas in which positive findings are very likely to result.

Having realized the importance of related studies, in this chapter attempt has been made to study the conceptual issues related to professional education programme (B.Ed) under alternative mode of education with reference to IGNOU, as well as to review literature related to various aspects thereof. But due to lack of source and time, it was not possible for the investigator to go through the entire published and unpublished researches in the areas related to her study. Still an attempt has been made to review all the relevant sources like Doctoral thesis, abstracts, dissertation, journal articles, books, articles published in international, national and local newspapers, reports of various organizations and commissions under Govt. of India as well as resources available in various websites to gather most current information about the study area.
2.1 Studies done in Abroad

Siddique, M.A. (1991) identified Teacher Education as an important factor for professional upgradation of teacher at different level. He revealed that teacher training in Pakistan can be traced back to 1804 when two teacher training institutions were established at Lahore and Karachi and these two institutions provided non-formal teacher training programme. In 1947 when Pakistan came into being a gradual changes appeared in this field. Now in Pakistan a number of Teacher Training Institutes, Govt. colleges for Elementary teachers, Govt. Colleges of Education and University, Institutes, Deptt.s, Faculties of Education are providing the training of teachers for different levels. Besides the formal pre-service and in-service teacher training institutions a great contribution has been made by the non formal education system e.g. Allama Iqbal Open University (AIOU) and Preston University.

Nelson (1993) stated that there are three main reasons for a continuous improvement of the total professional staff. The first reason is that all teachers and administrators must constantly study in order to keep up with advances in subject matter and in the theory and practice of teaching. Continuous education is needed to keep the profession abreast of new knowledge and to release creative abilities.
The second reason is to give the much needed help to teachers who are new in a particular school to those who are entering a new field of work within the profession. The third reason is to eliminate deficiencies in the background preparation of teachers and other professional workers in education.

**Simpho, Ntuli (2001)** attempted to examine the validity of using learning environment instruments to assess and improve the teaching practice of student teachers training at a distance. The study showed that there are differences between the actual and preferred learning environment. An important contribution envisaged by the study is that in-service teachers will be engaged in reflective practices.

**Aguti, Jessical Norah.(2003)** expressed that INSET programme in Uganda through distance education had been working since 1990. The investigator revealed a number of strengths and weaknesses in INSET programme under distance mode particularly in B.Ed course. In Uganda access to ICT is still a huge problem to student and staff to B.Ed programme. Personal ownership of the video, T.V, computer is limited. Alternative ways specially collaborative ventures and use of centres should therefore be utilised much more. The study suggested a framework for high quality INSET distance education for B.Ed
teachers. Makerere University can use this frame work as the beginning of a restructuring and reorganization process so as to ensure the B.Ed achieves its objectives and produces high quality teachers.

Noa, Ragnosis and Bruria, Haberman (2003) while doing a study on management issues of flexible multi level distance learning based teacher training revealed that management of distance learning course by e-mail support, on line discussion, assignment submission etc may have some difficulties. The difficulties may be associated with the decentralization of the course, exposure and accessibility of the web based communication and so on. Some teacher trainees who have no previous experience with web and e-mail avoid participation in forum and web activities.

Many countries have been adopting a variety of organizational strategies in running Teacher Education under distance mode. Muhammad, Shah (2004) stated that some such countries are- Tanzania, Zimbabwe, Indonesia, Sri Lanka, Nigeria, West Indies, Britain, Pakistan, Toronto, Australia, Nairobi, South Africa, India, Uganda, and so on. In such countries DE in teacher training have been bringing effective outcome e.g. teachers become conversant with new technology and develop new instructional style, self direction. They
get trained both in the use of equipments and in those techniques proven effective in the DE environment. DE provides accessible training to Teacher trainees in rural areas. But he also found that Teacher training under DE is also facing some obstacles such as-poor quality of study materials, no focus on the development of good practice, lack of trained faculties, lack of technical support, limited fund, absence of clear pragmatic goal etc.

**Basit, Tehmina N(2006)** reported the findings of a research project which examines the reason why minority ethnic trainees withdraw from initial teacher training courses. It highlighted a number of issues, the most significant of which is that withdrawal is a process not an event. The most common causes were personal and family. However the combination of these two factors with various issues to do with the initial teacher training(itt) institution and the placement school made it impossible for most trainees to stay on the course. The article concluded by suggesting a number of strategies for itt institutions and placement schools to improve the retention of trainees. It emphasized the need for better support from itt institutes, more structured mentoring during school placements, continuous and effective communication between the itt institutions and placement
schools, flexibility in course structure, improved funding, availability of affordable child care etc.

Mukamusoni (2006) stated that in South Africa distance education is the largest sector of professional development of teachers (according to SAIDE report, 1995). In 1986, the university of Nairobi had launched a B.Ed course for experienced non-graduate secondary school teachers. Rwanda had trained secondary teachers at distance through the Kigoli Institute of Education.

Zhang and Niu (2007) reported that in China between 1997-1999 the China Television Teachers’ College had made dramatic achievement in teacher training by using satellite television and multi media packages, where 7,17300 primary teachers and 5,52000 secondary teachers gained certificate/diploma.

Xiaochao, Dang and Yingfeng, Li. (2008) implemented a distance teacher training system using Struts† Hibernate which is a portion of the United Nations Development Programme (UNDP) 403 project. This system was used for providing training to in-service female teachers, substitute teachers and ethnic language minority teachers in Gansu province, China. Teacher in remote areas can use this system to take specific courses or to study for a degree while they work as
fulltime employees. The investigators after working five years in this area found that this system is very cost effective, adequate to the qualification of a considerable quality of unskilled working teachers and more viable for remote rural areas in north western provinces.

**Lapenok, Marina. (2009)** addressed about creation of a project that was initiated by both Ural State Pedagogical University and the Deptt. of Education. Goals associated with the project and the methodical aspects of teacher training relative to distance education were discussed. Research study was made on needs of students in distance education form to get secondary education of Chkalovsky district of Yekalerinburg. The result made the Education Deptt. authorities to plan stages for realization in 2009. It showed that the function of distance learning teachers were organizing optimal virtual classes, monitoring the task fulfillment aimed at mastering the knowledge and its testing, creating psychological mood among students. The teachers who made efforts for organizing the learning process in distance mode had achieved essential results and were motivated for further success.

**Sampong (2009)** also revealed that Distance Education (DE) has worked effectively in training teachers all over the world including developed and developing countries. DE is suitable for both initial
Teacher Education and continuing professional development. It has the added advantage of keeping teachers at post so they do not have to leave their job while receiving further professional development. DE has helped to bring education to the door step of students who are unable to meet their educational needs in conventional institutions.

Adem, Awol Endris (2009) experienced the function of International Institute for Capacity Building in Africa (IICBA) in running distance education programme for teachers and education personnel in sub Sub Sahara Africa. The subject area of IICBA focuses on are the teaching of science, mathematics, language and ICT through the use of modern pedagogy. The institute implements its projects in partnership with distance education offering institutions in Africa and other parts of the world.

Sikwibele, Anne L (2009) found that the professional training programme sponsored by Batswana Govt. for Primary Teaching Certificate holders could not successfully completed the final level. The teachers experienced many challenges in the course of the study like inadequate learner support, less help of tutors, lack of resources of practical subjects etc. The tutors also experienced problems with DPE student teachers such as failure to submit assignment and projects,
difficulties in communication and understanding the medium of
instruction, English. It can have serious repercussion on the quality of
Basic education if Govt. makes it imperative to improve the
implementation of the programme.

**Irene, Parvin (2010)** made a study on Teacher training in remote
areas of Bangladesh. The main purpose of the study was to analyse
the attitude, preferences and media use capacity of teacher training
college (under BOU) and NGO centres as well. The study revealed
that BOU B.Ed programme is not free from drawbacks. Most of the
respondents have access to T.V, computer and mobile phone. Using
these technologies there is scope to provide infrastructural facilities by
BOU and NGOs for quality training to teachers of remote areas of
Bangladesh.

**Hillary, Perraton (2010)** conducted a study Teacher Education , the
role of open and distance learning. He attempted to study four
elements incorporating Teacher Education such as-improving the
general educational background of the teacher trainees, increasing
their knowledge of the subjects they are to teach, pedagogy of
understanding of children and learning and the development of
practical skills and competence. The study found that the distance
learning method can be used for all the four elements of Teacher Education as a guide towards good classroom teaching. The range and variety of international experience should make it possible to assess how effective ODL has proved and how it compares with conventional teaching.

Bux, Jumani Nabi (2011) found that Allama Iqbal Open University (AIOU) since its inception in 1974 as the second Open Distance learning university in the world has grown quantitatively into a Mega University. On the request of Govt. it started Teacher Education programme and extended upto B.Ed (general), B.Ed (Arabic). The higher Education Commission, Pakistan decided to revamp teacher training programme in Pakistan. In this regard a project funded by USAID entitled PRE STEP (pre-service Teacher Education programme) has been launched and 4 year Bachelor Degree will be offered both for elementary and secondary teachers. AIOU always embedded new trends time to time, which appears in the field of teacher training. At main campus and regional campuses AIOU provides basic facilities like multimedia, internet, Wi-Fi technology along with other blended approaches like tutorial, workshop, assignments, evaluation system etc. For these purposes AIOU hire the
most eminent personalities. AIOUs B.Ed programme aims to prepare teacher to face challenges of 21st century.

Ntombebandla Mbanyanza-deheer Menlah and Tony and Maya (2013) revealed that distance education has long over taken traditional contact based teaching for the development of teachers in South Africa but is of variable quality. The University of South Africa (Unisa) is South Africa’s dedicated distance education institution and therefore could be expected to provide leadership in the development of appropriate distance education programme for teacher development. In 2011 Unisa established new college of education. The college is currently in a process of redesigning its Teacher Education programme to meet the requirement of the new Hier EDUCATION Qualification Framework (HEQF). This paper argued that in order to address the need for more and better teachers, especially in rural areas, there is need to think more creatively about the ways in which Teacher Education curricula are designed and delivered. The article explores the lacking of policy discourse and the lived experienced of teacher students and suggests the need for an approach that engages and models rather than dictates and imposes.
2.2 Studies done in India

Upreli, D.C. (1988) conducted a study on the impact of teacher training through distance education. The problem area of the study was that it pertains to the factors which are responsible for the mobility of elementary level teacher. The investigator tried to study whether the B.Ed degree has any influence on the upward occupational mobility of the elementary teachers. The study found that a majority of the teachers have average performance ability at the secondary and high school levels. After becoming elementary teachers, 16 out of 83 got the opportunity to move-up the ladder after joining the B.Ed course. The investigator concluded that the inter generational mobility, rural urban background, type of management, sex, caste, age and the proximity of the home from the place of work, influenced the vertical mobility and that the teachers from the urban background and working in urban schools were found to have more vertical mobility.

Buch, M.B. did appreciable work in the field of research in education. In 1990, National Council of Teacher Education Committee for Teacher Education programme through distance mode under the chairmanship of Prof. Buch focused on -1) 24 months duration of the B.Ed course 2) professionally developed printed material 3) audio and video package 3) promptly evaluated assignments 4) 3 week
internship and 12 week compulsory contact programme for trainees

5) Apart from course writer availability of 10 full time core faculty and 10 part time faculty for every 500 students enrolled 6) same entry qualification for both regular and DE B.Ed course.

Khan, Neelofar. (1991) conducted a study on Effectiveness of distance programme with reference to the teacher training course. The main purpose of the study was to see the effectiveness of the training programme leading to the B.Ed degree through distance mode of the Kashmir University. The study found that from the session 1977-78 to the session 1988-89 there is a year wise increase in the enrolment of teacher trainees. The pass percentage of the results also go hand in hand with the formal system of education. The study also found that the lesson delivery rate of Department of Distance Education is higher that that needed in the formal system. During the session 1977-78, the pass percentage ratio between the non-formal and formal system was 60.63% and during 1988-89 it was 62.65%.

Pugazhenthi, D. (1991) attempted to analyse the academic, administrative and financial aspects of the Teacher Education programme through the correspondence system of the Madurai Kamraj University. The investigator revealed that the rate of drop out
was found to be 1.7% to 4.2% at B.Ed level and 3.25 to 7.4% at M.Ed level which was very low. The physical facilities provided and the methodology adopted during PCP programme was not found to be satisfactory. Regarding cost of training the investigator found that the per head cost of training through the correspondence system was much lower than that of training through the formal system.

In 1994, Das, R. Chairman of Special committee constituted by NCTE after examining various mode of TE suggested that-1) Distance mode can be used only for in-service teachers at all levels 2) multimedia package in instructional format can be develop for in-service course 3) NCTE should take strong action against commercialization of such institutions 4) Instructional materials should be revised once in 5 years.

The 8th Five Year Plan (1992-97) made suggestion relating to Teacher Education as-the scheme of DIETs, CTEs, IASEs would continue and the infrastructure would be strengthened, covering a large number of teachers through in-service programme both conventional and Distance mode, engaging reputed professional organizations in conducting refresher courses for in-service teachers, to supplement efforts of the existing training institutions Open
Universities will be encouraged to introduce induction teacher training courses.

Sarmah, Mahesh Chand. (2001) found that the present practices of Teacher Education programme (B.Ed) offered through distance mode need improvement in essential aspect. The enrolment of CCIs/DDEs fluctuated due to the restrictions imposed by norms of NCTE. All CCIs/DDEs and OUs have inadequate faculty strength. However performance of OUs is comparatively better than those of CCIs/DDEs.

Mishra, Sudarshan. (2002) conducted a study on the issues for organizing research and training in Distance Teacher Education. The study found that most of the experts were of the view to flexibility of selection of the topic, time duration of research, experience, selecting supervisors etc but not with to qualification of admission. A mixed approach of research utilizing quantitative and qualitative were supported by majority of respondents. Conventional methodology of research should equally apply to distance education. They were of the view that the recurrent costs to transact the programme should be generated from teacher trainees. Different models for PCP and mechanisms for practice teaching have emerged as the views of the
responding experts. They agreed upon continuous and comprehensive evaluation and cost effective learning materials. There is need of creating readiness, motivation and technological awareness among the learners. A majority of technical experts favored incentives in terms of publications, social recognition and certificates not in terms of money.

Farah (2002) attempted to analyse whether the weight age of teachers trained through formal and distance system is equivalent or not. She found that difference exists between formal and distance mode teacher training system. So the presage, process and product variables of teaching competencies of teacher through the formal and distance education system are not alike. But there is no difference in the pupils liking of teachers trained through formal system or distance mode.

Sarmah, Darshana P. (2002) made a study taking 39 student teachers from IGNOU study centres of Jammu and Srinagar. The investigator revealed that the theoretical frame work of the programme was good but monitoring and evaluation part should be strengthened. Absents of expert guidance, close monitoring and supervision were felt in practice teaching component, so no skill development was reflected in the teaching of student teachers when they completed practice teaching. The investigator also found that the
assignment sheets and evaluation work need improvement. Audio video equipments were also not found available which could have helped at the micro teaching.

**Matheswaran, V.P. (2003)** carried a study taking 50% students enrolled in different certificate, diploma, graduate, post graduate programme of IGNOU in Madras. He found that learners in the city had favourable opinion towards the programmes than other study centres. But they also revealed that at the study centre they do not receive self instructional materials in time and the learners do not make use of the study center’s library facilities to the optimum level. Receipts of counseling service seemed to be irregular and also learners are not viewing T.V, IGNOU programmes regularly.

**Harichandan, Dhaneswar. (2006)** conducted a nation wide survey to look into the Teacher Education programme offered through distance education mode in Indian universities. According to his study, there are more than 300 universities out of which 106 universities are having Distance Education institutes including 10 Open Universities in the country. While a large number of institutes/ universities were offering Teacher Education programme through correspondence/distance mode prior to the establishment of NCTE by the Govt. of
India. There is an uneven distribution of these institutes/ universities offering Teacher Education programme through distance mode. There is not a single institute/ university either in the east or in the north east offers theses programmes through distance mode though there are a quite number of DEIs and OUs in this part of the country. Except IGNOU, all other DEIs and OUs restrict the admission of students to the limit of their territorial jurisdiction. Therefore there is an urgent need to start Teacher Education programme through distance education mode in the northeast as well as eastern part of the country.

**Panda, Santosh. (2007)** revealed the fact that in 1947 when India got independence there were nearly 46% untrained secondary school teachers. In 1970-71, 24.64% of the 30,000 secondary and higher secondary teachers were untrained and in 1990-91 in spite of massive distance Teacher Education initiative of dual mode universities, there were still 9.05% of 1.27 million teachers untrained. During 1996-97 nearly 10% of the 1.5 million teachers were untrained. As a rough estimate, today above 500 thousand in service teachers are untrained. Nearly 12% of the three million teachers at the primary level are untrained. The author mentioned that both NCERT and IGNOU have made attempts to provide untrained in-service teachers with training
through a combination of printed materials, teleconferencing, face to face workshops etc.

**Misra, B.K.T.N.N. (2008)** stated that the distance education has become quite popular nowadays is reflected by the fact that one out of every five students in higher education in country belongs to distance learning centers. Expressing these views the third convocation at S.K. Memorial hall in Patna, IGNOU Vice Chancellor and DEC chairman V.N.Rajsekharan Pillai observed that distance education would play a significant role in achieving the national target of raising the enrolment ratio in higher education from 10% to 15% in the next five years. In this connection Pillai announced that DEC has launched a convergence scheme for having better co-ordination between distance education and the regular university system. Programmes of increased access, value added courses, dual and joint degree would be launched under the scheme. An inter university consortium counselling of IGNOU and open universities of 15 states has also been constituted for raising the quality of distance education with the aid of information and communication technology.

**Bargava, A. (2009)** found that the way teaching skills are learned and practiced in teacher training institutions remain different from the
style in which teacher use them every day in the classroom. Again the
skills thought are different to the way they are used in regular and
distance mode teacher training institutions specially in questioning
and evaluation skills.

Sangoi, Sandhya and Gurd, Suresh Chand (2009) conducted a study
on IGNOU B.Ed programme taking 15 Programme study Centre (PSC)
all over the country. The study revealed that the 59% of respondents
found that the programme is well designed and skill based.
Dissatisfaction had also been shown by respondents regarding print
font, paper quality, spelling error etc. There was also better scope for
the faculty to develop audio-visual programmes to enrich the course.
The student teachers perceived the work load to be heavier; however it
had affected their success rate (which is very high more than 90%).

In the study on use of distance learning in the educational process,
content and structure of educational platform Manuel, Fandos I,
Gado. (2010) found that an outstanding interest exist for the tool in a
generalized way by the teachers, without existing however significant
differences due to factors like age, gender or type of educational
centers. In average conventional situations for teaching and learning,
the presence of the internet does not have a big transformation in the curricular elements (teacher, curriculum, students strategies etc.)

**Umashree, P.S. and Kothari, R.G. (2010)** reported that the requisites of a Teacher Education programme are to provide for theoretical insights about the educational basis of teaching and developing the required professional skills and competencies, values and attitudes. For a Teacher Education programme to be successful it is required that the theoretical aspects get internalized through appropriate practice experience. A conspicuous absence in the present Teacher Education programme is that of reflective component. The absence of this reflective component had led to the divorce between theory and practice. Reflective component includes the cognitive as well as the action elements which need to be undertaken in order to link theoretical principles with the practice in the actual field in a better fashion. This will enable the student-teachers to view theory and practice aspect of teaching as two halves of the same-whole.

**Kasture, P.B. and Joshi, P.N. (2011)** focused that as the education is becoming more and more learner centered process, innovative evaluation tools are evolving for better evaluation of students. The reflection of these changes is expected to be seen in Teacher
Education sector. This paper informs about opinions of teacher educators and student teachers regarding continuous and comprehensive evaluation (CCE). For this purpose the researcher conducted survey in Teacher Education institute. The summary of the opinions show that student teachers are willing to accept CCE but they identify obstacles in the implementation of the same. It will be of immense utility to teachers, student teachers and educationists.

Kamle, G.S. (2011) also revealed that B.Ed courses need to be continuously monitored, reviewed and renewed to ensure the teaching including the teaching and learning activities and the assessment and course objectives, learning outcomes and contents quality are up to standards and up to date. This is the core duty of any teacher rather they are a new or an experienced staff. Evaluating teachers, own teaching is a way to identify the strong aspects of their practice as well as their weaknesses which may need to be changed and improved. Teachers should take initiatives and responsibility to evaluate their teaching and make improvements over time. One could be the best teacher with the best course materials, course activities, learning outcomes and assessments. But as time changes, course needs to revise to suit the needs of the society, the employers and diversity of students.
A good teacher will take in criticism, initiate evaluation and learn from students.

**Biswa and Das (2011)** reported that Teacher Education plays a crucial role in structuring present systems of society and shaping the future of nation. It has been rightly said that the quality of education and the development aspects in all sectors of a country depend much upon the quality of its teachers. The quality of training imparted to the teachers in the Teacher Education institutions is quite important in the present context.

**Kumar, Saravana. (2012)** attempted to study on multidimensional practices in Teacher Education through distance education. He observed that a remarkable area of higher education system of the present day is Teacher Education. It is hard fact that the progress of a country depends on the quality of the education which in turn depends on the quality of its teachers at all levels of education. Teacher Education being an integral part of the total school system can not remain conventional and static while education itself is dynamic in character. So it has to transform itself into a progressive, dynamic and responsive system. Making effective Teacher Education programme
through distance mode, we can not walk single step without having the help of multidimensional practices.

**Power, V.U. (2013)** stated that activities of INSET starts taking place, once the teacher is settled down in his job. Such activities nurture his professional knowledge, competence and responsibilities. These keep the teachers abreast of new development in curricular subjects and pedagogy and thereby make teaching-learning effective. It is also stated in the article that the responsibility of the Teacher Education and other support to school teacher is shared by a number of institutions controlled by union and state Govt. and by other autonomous and private organizations at state, national and international level. The investigator revealed that though various activities are organized by different agencies for in-service education but it is not adequate. Ingenious organizations can arrange some more activities besides their usual arrangements. The investigator suggested for well defined policy, expanding facilities, co-ordination programme, research base projects, incentives to teachers, proper evaluation of training programme, follow-up and so on.
2.3 Studies done in Assam

Bordoloi, Dutta, A. (1990) critically evaluated teacher-education in Assam at the primary level during the post-independence period with special reference to the curriculum and in-service training. The objectives of the study were: (i) To trace the historical development of primary Teacher Education in Assam, (ii) to find out the place of practice-teaching in the total programme of teacher preparation and the method of evaluating it, (iii) to find out the major drawbacks of the present curriculum, (iv) to analyze the problems which are faced by the trainees and teacher-educators and (v) to make suitable recommendations for solving the same. The major findings of the study showed that (1) despite the existence of 22 training centers to train lower primary teachers, there was still a backlog of untrained lower primary teachers in Assam, and the quality of entrants in these institutes was not up to the mark. (2) They also suffered from lack of adequate physical and educational facilities. (3) Organization and evaluation of practice-teaching were not scientific. Supervision of practice-teaching was not satisfactory. (4) The B.Ed. curriculum was found to be too heavy for one academic year. The curriculum of the Basic Training Centre seemed to be practical in outlook but theoretical in practice. (5) Trained teachers did not get the chance to
apply the techniques of teaching they learnt in the actual classroom situation as the curriculum of each class of the secondary school was found to be heavy and teachers were expected to complete their courses.

**Kakati, M. (1995)** carried a study on problems of untrained teachers in Kamrup District, Assam. It was found that except a handful of teachers, most of them did not follow any scientific procedures to make the teaching effective and interesting. The overall condition of primary schools of greater Guwahati was far from satisfaction. Most of the schools lacked minimum facilities. Even blackboards were not available in some schools of Hajo, Rani and Rampur block. Lack of pre-primary section in majority of the Govt. managed schools made the parents to send their children to private schools.

**Das, A. (1996)** made a study on impact of secondary Teacher Education on teaching effectiveness. The study put forward some suggestions for qualitative improvement of Teacher Education. The study reported that there is no significant difference between job satisfaction of trained and untrained teachers. The investigator suggested that Teacher Education should be designed according to socio-economic and cultural fabric of the society.
NCTE (2001) examined the Teacher Education in Assam. The major objectives of the present study were: To study the growth and development of Teacher Education in the state of Assam along with its present status and to study the management system, infrastructural facilities, admission criterion, courses offered and their mode of transaction and other allied matters related to the quality of Teacher Education in Teacher Education institutions of Assam. Major findings of study were: - Teacher Education institutions were lacking the minimum basic facilities like classrooms, furniture, equipment etc. Besides required number of qualified staff was also not available in most of the institutions. To improve the quality of teachers, it was desirable to improve the quality of teacher-educators and Teacher Education institutions. It is also urgently necessary to introduce compulsory pre-service and regular in-service training of teachers at all the levels of school education.

Kumar, Mukesh. (2002) conducted a study on ‘The status of Distance Education In Assam’. The objectives of the study concentrated on status, trend, function, enrolment process and opinion of people about distance education as a alternative system of education. The investigator found that the percentage of distance learners was increasing every year but rate of increase was not
specific. Percentage of male students was more than female. Distance Education was more popular among the urban students than rural. Post Graduate Correspondence School(PGCS) and Gauhati University(GU) were more popular than IGNOU in rural areas. Students from different linguistic group were together here through distance education. In PGCS and GU majority of students were teachers whereas IGNOU had employed students mostly from defense services. In the study he concluded that apart from benefiting, it fails in giving a required output which is a great set back to distance education.

**Sarma, Bhaskar and Das, Kandarpa. (2010)** attempted to trace the evolution of distance education in the state of Assam. The study tried to evaluate the effectiveness of Lerner Support Services(LSS) adopted by the providers of distance education in the state. The prime focus had been laid on Institute of Distance and Open Learning(IDOL), Gauhati University and Krishna kanta Handique State Open University(KKHSOU), Guwahati. The study had been done keeping in view the geographical belongingness as well as their overall contribution towards the spread of ODL in the state. The study found that more than 73% students of KKHSOU ranked the courses to be very good. KKHSOU had emerged as a major provider of ODL in the state. The Batchelor preparatory programme(BPP) of KKHSOU
fulfill the much needed gap in the field of education. Similarly the
students enrolled in IDOL felt that getting enrolled into the
programmes of higher studies help them in improving their self-
esteeem in the society. Regarding LSS they showed more satisfaction
in delivery of SLMs, its quality, coverage etc. The library facilities
personal contact programme, feedback etc. are also appreciated by the
students. The state has been impressive changes in the field of
distance education.

**Bhattacharya, D.S. (2011)** revealed that teacher training scenario of
northeastern state including Assam present a complex and
complicated picture. The backlog of untrained teacher is so high that
clearing it in conventional approach appears to be very difficult. There
is no single solution for the problem. It has to be a combination of
multifarious models and delivery modes. Along with the
governmental agency, it has to be a concerned effort of all including
universities, voluntary organizations, NGOs etc. However it is
necessary to be cautious about quality of training which is to be
authenticated by regulatory body like NCTE.

**Salam, Abdu and Khan, Hussain, Zakir. (2013)** revealed that TE is
needed for developing a purpose and for formation of a positive
attitude for the profession. In Assam teacher training programmes are given at different levels under Govt. and private institutions and university departments. There are some glaring defects which persist in TE like as defective course content, faulty method of teaching, absence of professional attitude, lack of physical facilities, insufficient financial grant, poor academic background of student teachers. Therefore the existing teacher training institutions in the state has yet to do a lot to do for themselv3es in order to articulate innovations, in terms of approach, pedagogy for qualitative improvement of school education.

*Times of India, Guwahati. (2013)* reported that less than one fourth of the teachers in secondary and senior secondary school in Assam do not have B.Ed. According to the latest data procured from Rashtriya Madhyamik Siksha Abhijan, Assam, of the 27,407 teachers working in Govt. run Secondary schools in the state, 4240 teachers have B.Ed degree, while 156 teachers have M.Ed degree. A similar trend was seen in Govt. run higher (senior) secondary schools in the state, where of the 5,634 teachers, 844 teachers have B.Ed degrees and only 50 teachers have M.Ed degree. Even as the state Govt. is concerned over the huge number of teachers working in the state without B.Ed or M.Ed which are considered mandatory in most parts of the country to qualify as teachers. Teachers training institutes in the state do not have
the basic infrastructure to train the teachers. The data available by the SCERT said every year, a total of 3700 teachers can be accommodated in private as well as Govt. colleges in the state. A one of the senior officials of SCERT said that if the status of teacher training colleges in the state is considered, it will take years to train all the teachers who are working in the schools. There is need to increase the capacity of the Govt. B.Ed colleges, which are lagging behind in terms of seats. A source said that the state Govt. is laying emphasis on open and distance learning to meet the demand of trained teachers, as the existing B.Ed colleges lacks the required infrastructure.

2.4 Conclusion

From the above discussion and interpretation of review of related literature, it is found that during the last few decades, quite a good number of studies have been conducted on Teacher Education at different levels under conventional and alternative system in abroad, in India and in the state of Assam. Some studies are in respect of institutional context, curriculum transaction, attitude of teacher towards teaching profession, challenges faced by teachers and so on. Some studies are also related to role of distance education in pre-service and in-service teacher training programme, status of distance education, standard of training, student support services, courses,
evaluation system under ODL system etc. Some studies confirm that the DE institutions are facing challenges ensuring the quality of their education. Suggestions are also come from some of the studies to raise the quality of distance training programmes and courses offered at different levels, adequate co-ordination among DE centres and Open universities, planning and effectiveness of open and distance education and so on. Comparative analyses have also been found in certain studies regarding weightage of formal and non-formal education system. Status of ICT in distance education has been found holding special ground in different studies at national and international level.

It is evident that total number of 50 research studies has been reviewed in this chapter on various thrust areas of Teacher Education. Out of these, 18 have carried out in abroad, 23 in India and 9 at state level. It has been found that 12 studies are related to present study as they have been carried out to analyze the nature and status of the secondary Teacher Education at distance mode. It is also found that among those studies only one study pertains directly to the present investigation as it was carried out to examine various aspects of distance B.Ed programme under IGNOU in Jammu and Sri Nagar centre.
The preceding studies pertaining to Teacher Education in India and abroad provide a firm foothold to the investigator to work on the existing study area. The findings of different studies have given the investigator ample opportunity and sufficient scope for preparing a systematic plan, formulating objectives, identifying source of data, selecting tools and designing a worthwhile starting for the present study. On the other hand, to the best knowledge of the investigator, no study has yet been conducted in Assam to examine the status of secondary level Teacher Education programme under distance mode with reference to IGNOU. It is also a fact that Assam is having shortage of teacher training institutions to clear the backlog of untrained teachers at various levels. Since existing secondary teacher training institutions lack required infrastructure and intake capacity, student teachers are to go for alternative arrangement available in the state. There are various distance mode open universities offering B.Ed degree for secondary teachers in the state. Looking into the mushroom growth of such institutions it becomes urgent to check whether such institutions are providing quality education with due recognition of NCTE or not. It is therefore, the investigator has undertaken the present study since it is timely and relevant.