Chapter -II
CHAPTER - II

Review of Related Literature

In the introductory chapter of the present research report it has been established that the teacher plays a pivotal role in any educational system. The teacher, in turn, needs to equip himself with the knowledge, skills and attitudes expected of him. As such, the teacher needs to undergo education that prepares him for the role he is expected to play. A peep into the past reveals the fact that, for ages, teacher education had been a caste or family affair, as noted in the account of the history of the development of teacher education presented in the previous chapter, particularly in India. But it could not afford to remain so after the advent of the British rule in India when education became a mass movement. 'Mass literacy goals as well as the emergence of technology transformed the very character of teacher training and its philosophy. The National Policy on Education 1986, reflects precisely this change in its concept and practice'.

Teacher education today is an integral part of any educational system. As such, teacher education now is no longer limited to primary or secondary levels of teachers but is pushed far beyond. The creation of the Academic Staff College under the aegis of the University Grants Commission bears testimony to this fact.

2. Ibid
Research in teacher education made its appearance in the late thirties of the twentieth century. It has emerged as an important area of educational research since Independence and has taken rapid strides during the last three decades. As the trend reports on research in teacher education observe, researchers working in this area have brought into their study a wide spectrum of variables like selection criteria, adjustment problems, pedagogy, practice teaching, evaluation, innovative practices etc. Teacher education as such is a long, complicated series of operations. Each operation in itself is an extremely complex set of steps. All these interact almost simultaneously. The cumulative effect of a number of factors involved in the process has its bearing on the effectiveness of teacher education programme. Different researchers have tried to probe into the different aspects of teacher education as: the admission process, the organisational climate and the administrative setup, student-teachers and the teacher-educators and their personal traits, practice-teaching programmes and evaluation procedures.

There have been quite a good number of studies covering different aspects of teacher education as mentioned above. On the basis of their nature these studies fall under two categories, viz., studies at Ph.D. level and studies at project level. Again, studies have been made on the nature and problems of pre-service teacher education and on those of in-service teacher education as well. The truism that quality in education depends on proper teacher-education has led these studies to be conducted. The present study of research being concerned with the qualitative improvement in Hindi medium B.Ed. Colleges run by the Dakshin Bharat
Hindi Prachar Sabha, some of the studies made so far on pre-service teacher education have been reviewed here. The studies thus selected for review have a direct bearing on the present research study. A brief appraisal of the findings of the studies reviewed is made at the end of the chapter.

JOSEPH, made an attempt to study closely the **System of Preparation of Secondary School Teachers in the State of Kerala**. For this purpose a detailed survey of the nineteen training institutions in the state was conducted to find out, analyse and study the conditions prevailing in them. This was done through collection of detailed information about all aspects of the institutions, viz., plant, facilities and working conditions, which was followed up with visits to all these institutions. The second part of the study was to collect and analyse the views of the training college staff about the qualifications and experience in the training institutions. The third part of the study was the collection, analysis and study of the views of 600 students constituting more than twenty five per cent of the total student strength of training colleges in the state. Details were also collected about the trainees in all the colleges for a period of five years i.e. 1960-61 to 1965-66.

The study revealed that (i) over seventy per cent of the applicants were women (ii) The average age of trainees in 1965-66 was 24.1 (iii) First class degree holders constituted only 2.6 per cent and second class degree holders only eighteen per cent and eight out of every ten were third class degree holders. Only 2.1 per cent of the trainees had post graduate qualifications, but over 60 per cent of them were third class degree holders. The trends that stood out were the gradual
improvement in the qualifications of the trainees, improvement in the qualifications of women, increase in the number of women science graduates, the gradual increase among better qualified women and the general increase in the number of science graduates. (iv) As far as teaching experience was concerned, it was found that as the years went by, trainees with less and less experience in teaching were coming to the colleges. v) Out of the different combinations available, over 1600 students opted for one of these groups: English and History, Mathematics and Physical science, English and Mathematics, English and Physical science and English and Natural science. vi) Regarding the qualifications of the teacher educators working in the colleges twenty four percent of the them had taken all their degrees in the third class only. Only twenty eight percent of the staff members satisfied the minimum qualifications laid down by the university for appointment. vii) Practice teaching was done for a minimum of fifteen periods in the optional subjects. In the number of periods of practice teaching as well as in the number of subjects for practice teaching and in different items of practical work there was no uniformity. viii) The method of teaching was most often lecture, followed by dictation of notes, group work was comparatively unknown. ix) The libraries in the colleges were generally poor and their stock of books and journals unsatisfactory. x) Most of the colleges were sub-standard from the point of view of accommodation, furniture and sanitary facilities. xi) As regards the curriculum, there was a strong feeling among both the trainees and the staff that content of school subjects also should be included in the curriculum. xii) From the practicality point of view, only lectures were
rated very high. The students also regarded group discussions, conferences and supervised study as very effective teaching methods. xiii) With regard to the duration of practice teaching, the majority of staff members felt that at least thirty days were needed. xiv) In the supervision and evaluation of practice teaching, the training college staff was not prepared to share much responsibility with the school staff, but the students, on the contrary, had greater confidence in the capacity of the school staff to do this. xv) The majority of the college staff was of the view that fewer than fifty per cent of the trainees were properly motivated to enter the teaching profession and they called for better selection of candidates for training. xvi) On the question of relative emphasis to be given to theory and practice over eighty per cent of the staff and students favoured greater emphasis to practical aspects of the training.  

SAIKIA, in his study *Teacher Education: A study of the problems with special reference to Assam (at Secondary level)*, tried to find out the causes for the ineffectiveness of the teacher training programmes at the secondary level in Assam and to suggest some remedial measures.

His study included fifty untrained and one hundred trained teachers along with 134 candidates studying in the B.T. Department of the Gauhati University with regard to:

(i) the participation in their training programmes; (ii) the effectiveness of supervision programmes; and (iii) the relationship between the theoretical and

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practical part of training to find out how teaching practices could be improved. A study of the syllabi of the training colleges in Assam affiliated to the Gauhati University was also made.

Some of the main findings of the study concerning the teacher training colleges were as follows: i) Compared to the educational system of England the relationships between the training institutes and practice teaching schools seemed strained ii) The syllabus was not relevant to the actual needs. iii) The practical side of training was not given due care iv) The physical and material conditions in the teacher training institutes were not conducive to curricular work. v) The wastage in teacher training colleges varied between ten to forty per cent whereas the same in England was practically absent, because of wise selection procedures and proper evaluation in the course of training. vi) It was also found that the neglect of practice teaching was due to non-availability of schools for practice teaching and meagre supervision and guidance. vii) Making student teachers study a variety of subjects within one academic year affected their training.

Some of the changes suggested by the researcher for qualitative improvement of the training programme are: i) revision of the syllabus; ii) admission by selection; (iii) change in the method of teaching and evaluation; iv) reorganization of practice teaching; v) involvement of university departments of education; vi) introduction of the regional language as the medium of instruction in training colleges; and
MARR, SINGH, ARORA, and GUPTA made an *Intensive Study of Three Colleges of Education in Punjab.*

The purpose of this study was to make an intensive investigation into three colleges of education of the Punjab University, which were following the same programme, to study the actual functioning of their programme, and as far as possible, to determine their strengths and weaknesses.

The population of the study consisted of the staff members and students of the three colleges of education of the Punjab University. Two sets of questionnaires, one for the teacher-educators and another for the student-teachers of the colleges, were used as tools to collect data.

Some of the noteworthy findings of the study were: i) both the teacher-educators and the student-teachers agreed that syllabus was predominantly theoretical and pleaded for change so as to emphasise practical work and more time allocation for teaching subjects; ii) the teacher-educators differed on specific skills and understanding as objectives of the programme; iii) need was felt for more demonstration lessons by faculty members; iv) respondents by and large, expressed their concern regarding the supervision of teaching practice as the supervisors could not devote adequate time to each student, and partly

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because it was often done by supervisors who did not know the subject; v) evaluation of student teaching on the basis of two final lessons was considered unsound and it was advocated to assess the performance throughout the year; vi) some respondents expressed that examiners of practice teaching, mostly senior persons, were out of touch with new developments in teaching methodology; vii) usually teacher-educators followed lecture method; (viii) they expressed difficulties in adopting innovations due to lack of proper educational background and study habits of students, and want of time, and ix) student teachers read books written mainly to meet examination requirements.5

GUPTA, Studied the Admission Procedures in Elementary and Secondary Teacher Training Institutions.

The purpose of the study was to have a look into the existing admission procedures in the teacher training institutions in India and to suggest a suitable selection procedure so that the best candidates were admitted to the training colleges. All the teacher training institutions in India, both at elementary and secondary levels, were requested to send their admission rules. The questionnaires were sent to as many as 1,131 principals of elementary training institutions and 375 colleges of education. Out of these, 475 (forty per cent) principals of elementary teacher training institutions and 203 (fifty seven per cent) of colleges of education admitted.

responded. Interview schedules were prepared for carrying out the case studies of some of the institutions.

The findings of the study reveal that for admission to the secondary teacher training institutions, (i) the minimum qualification was B.A. with forty to forty-five per cent marks; (ii) age limit was eighteen to thirty years; and (iii) over and above the consideration of credits on written tests, interview, academic record and teaching experience, some institutions liked to administer tests of intelligence for admission.6

SRIVASTAV in his project attempted to study the **Evaluation of Practice Teaching in Teacher Training Institutions**.

The main purpose of the project was to study the aims of practice teaching, its contents and the methods used to evaluate it. The subsidiary purposes were to find out the place of practice teaching in the total programme of teacher preparation and the manner in which the evaluation methods and practices influenced the student-teachers performance in teaching, to study their attitude towards practice teaching and to study teacher-pupil relationship.

The study involved the content analysis of the prospectus, syllabi, university ordinances regarding examinations, observation and evaluation schedules and interviews with a few heads of teacher training institutions and student-teachers. Two questionnaires, one for the heads and the other for the student-teachers were also developed and used.

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The study revealed, among other things, that i) the marks allotted for practice teaching ranged from about thirty percent to one hundred per cent of the marks in theory; ii) there was a great deal of agreement among institutions with regard to the number of subjects required to be opted for practice teaching, but there was no such agreement on the total number of lessons a student teacher had to teach or the amount of time he had to spend in completing the practice teaching; iii) the contents of sessional work evaluation were many and varied as theory work, visual education and craft, psychology practicals, extracurricular activities etc.; iv) The supervisors who observed the practice teaching of students, recorded the grades obtained by students in the practice sessions; v) the teacher educators maintained that the student teachers who came to know about their day to day performance in practice teaching tried to improve their performance irrespective of their good or bad grades; vi) about 76.8 per cent of student teachers developed unfavourable attitude towards practice teaching; vii) knowledge of evaluating practices in their institutions influenced the student-teachers, standard of teaching interest and liking for teaching; and viii) student teachers were inclined to favour a system of evaluation which was biased more towards external assessment.7

BHARADWAJ, made a Critical Study of the Development of Teacher Education in Rajasthan.

The purpose of this study was to gather evidence regarding some of the significant trends in teacher education in the state of Rajasthan in terms of the following issues:

i) Organisation and administration of teacher education institutions; ii) enrolment and admission of the student teachers; iii) the professional subject matter of teacher education; iv) student teachers professional academic performance; v) methods of instruction and evaluation; vi) training college facilities, qualifications and work load; vii) libraries and laboratories, and viii) in-service and extension activities.

Some of the major findings of the study were:

i) Thirteen institutions out of the total of twenty were run by private managing committees, two were run by state government, one by the NCERT, and four were aided by state government. ii) Seventy percent of the institutions were residential and thirty percent were partly residential. iii) In all the institutions student councils existed while the staff councils existed in eighty percent of institutions. iv) The minimum qualification required for admission to one year B.Ed. course was a bachelor's or master's degree with two teaching subjects at the graduate level. For M.Ed. course the minimum academic requirement was graduate or post graduate with B.Ed., B.T. or L.T. In case of four year B.Ed. course, the minimum qualification was higher secondary or pre-university course. v) The criteria for selection were written tests, interview, academic records, teaching experience and credit for cocurricular activities. (vi) Number of students admitted to these institutions differed from one institution to another. vii) The medium of instruction in the institutions was Hindi and English at B.Ed. and M.Ed. levels and English at Ph.D level.
viii) Courses of study also differed from one university to another university. ix) Main sources of income were fees charged from the students and grant-in-aid from the state government. x) Eighty percent institutions were run in their own buildings while twenty percent were run in rented buildings. xi) All the institutions had trained librarians in their libraries and the number of books varied from 1269 to 41651 xii) Besides lecture method, assignments, seminars, symposia, supervised study, tutorials and discussions were also used. xiii) External as well as internal system of examination prevailed. xvi) Number of members of faculty differed from seven to twenty, and their qualifications also differed from B.A., B.Ed., to M.A., M.Ed., Ph.D., majority of them were M.A., M.Ed. xv) Teachers were paid government scales along with the prescribed allowances. xvi) In service and extension programmes also existed in some institutions. xvii) Seventeen to eighty five percent institutions did not have any difficulty in getting qualified staff while one institution felt difficulty in finding qualified staff in the area of science, home science and commerce.8

DAMODAR, probed into the Practice of "Student Teaching and Evaluation" Programme in the Training Colleges of Andhrapradesh.

The study had the following objectives: i) to find out the priority of perception of the personnel involved on objectives of teaching; ii) to study the organisation and method of evaluation of the student-teachers; (iii) to identify the difficulties

and problems faced by the teacher education personnel; and iv) to analyse the
problems and make suitable recommendations to solve them, taking into
consideration various suggestions made. The following were some of the major
findings of the study:

i) Majority of colleges of education were lacking in facilities like
accommodation, equipment, etc. ii) About half of the colleges were not having
extension services department or unit attached to them. iii) Lectures on
theoretical aspects of student teaching, conducting tutorials, and showing
specimens of notes of lessons were found common in all the three universities.
iv) Practice in lesson planning, preparation of aids were found common in all
the colleges. v) Practice in blackboard work was found in only in one college.
Simulation, screening of films, and micro-teaching (use of video tape) were not
found in any college; vi) Except Osmania college of education, all the other
colleges were demonstrating lessons before and after the starting of student
teaching programme, fixing the number of lessons at 8 to 12 in the syllabus. vii)
All the colleges were following objective based lesson planning. viii) student-
teachers were provided an opportunity for observation and criticism of the
lessons given by method masters and other trainees with a proforma for their
guidance. ix) Organisation pattern of student teaching in all the colleges was
found to be similar. x) Majority of colleges did not have model or practising high
schools and they were depending on fifteen to twenty five surrounding schools
for this purpose. xi) Supervision was found to be a joint venture of college method
master, staff, tutor of the college, and school subject teacher. xii) Position of
innovation and research in the colleges was not encouraging. xiii) The record
of evidence for the assessment was found to be the same in all the three
universities. xiv) Weightage of marks for the various aspects of student teaching
varied among the three universities. xv) The colleges did not have required and
qualified staff. xvi) Student teaching was taken as a formality and ritual just for
fulfilling the syllabus prescription, but not in an effective manner to realise it in
full spirit as outlined in the objectives of student teaching.9

GANJU, made an attempt to study the Preparation Programme of the
Graduate Teachers in Madhya Pradesh with a view to finding out changes
necessary for the contemporary Madhya Pradesh.

The investigation aimed at studying the working of the graduate teacher
training institutions in Madhya Pradesh from various aspects and suggesting
measures to eradicate the weaknesses and drawbacks existing in the teacher
training institutions.

Some of his findings were: 1) About seventy five percent training colleges'
did not make any arrangement of the training according to the individual needs,
capacities and interest of the trainees; (ii) there was no adequate arrangement of

9. Damodar D. A Critical Investigation into the practice of "Student
Teaching and Evaluation" programme in the Training Colleges of
Andhra Pradesh, unpublished Ph.D. Thesis, Maharaja Sayajirao University
of Baroda, 1977.
specialized trained personnel like guidance experts, psychologists, psychiatrists and mental health experts in the colleges; iii) the teachers were found to be emotionally disintegrated and economically frustrated; iv) the theory and practice of teaching existed in isolation; v) most of the teachers felt that the duration of the training course was not sufficient; vi) the trainees did not get adequate training in construction, administration, and interpretation of psychological tools and techniques; vii) there was no adequate arrangement of well equipped science and psychological laboratories in the training colleges; and viii) the programme of productive education was not provided in training colleges of Madhya Pradesh. 10.


His study was centered round the objectives as: i) to identify and separate (theoretically) the nine inputs from their integrating frame so that each can be subjected to suitable analysis; ii) to findout whether quality output is a function of quality inputs; (iii) to locate and select the tools to assess the selected inputs, viz., organizational climate of colleges of education, leadership behaviour patterns of principals, morale of teacher educators and the academic motivation of student teachers of those colleges of education; iv) to construct instruments for the five inputs, viz., physical facilities, student-teachers, teacher-educators, educational

technology, and finance; and v) to examine the academic achievement of student-teachers in terms of the B.Ed. Examination marks, the innovativeness of colleges of education and the extent of effectiveness of the programmes of the colleges of education.

The major conclusions of his study were: 1) The colleges of education of the Punjab were not functioning well but were not stagnant too. (ii) In spite of the improvement in inputs, the quality of output had not commensurately resulted. (iii) The process in the colleges of education rested upon a complete absence of any effective kind of learning theory. (iv) From the point of inputs of organizational climate, leadership style and teacher morale, the colleges of education were not in perfect health; (v) Only six of the seventeen principals showed the H.H. leadership style, i.e. high both in task achievement and need satisfaction. In most cases the teacher morale was average.11

PANCHAL, probed into Innovative Proneness of Teacher - Educators of Secondary Teachers' Colleges of Gujarat State.

The main objectives of his study were: (i) to construct and standardise an innovative proneness scale for teacher - educators of secondary teachers' colleges of Gujarat; (ii) to study the innovative proneness of the teacher - educators of secondary teachers' training colleges with respect to age, experience, sex, professional satisfaction, mobility, participation in in-service education, habit of

reading professional literature, professional training and academic qualifications; iii) to study the innovative proneness scale through factor analysis; and iv) to find out inter-correlations among the components of the scale.

The following were the major findings of the study: i) Individualization of teaching-learning process, interschool organization and staff development had the highest percentile score (25.0) and school community relationship had the lowest percentile score (9.0). ii) Staff norms had the highest percentile score (58.0) and system norms had the lowest percentile score (8.0). iii) Traditionalism, progressivism and change proneness had the highest percentile score (50.0) and conservatism had the lowest percentile score (15.0). Teacher educators above thirty five years were more change prone than those below thirty five. v) There was no significant difference in the attitude of teacher-educators towards innovations. vi) Teacher-Educators with more experience perceived the importance of teaching resources in a better way. (vii) Academic qualifications of teacher educators bore no significant relationship with attitude to innovation on the whole. But teacher-educators with masters degree showed significantly higher change proneness. (viii) Professional qualifications did not have significant relationship with teacher educator's attitude to innovation, but M.Ed. Degree showed significant concern for teaching-learning process. (ix) Mobile teacher educators were more venturesome and more prone to change. (x) In-service education of teacher educators tended to be significantly related to attitudes to innovation, concern with teaching-learning
process, teaching resources and school-community relationship. (xi) Reading habits of teacher educators did not make significant difference in the context of attitude to innovation. (xii) Professional job satisfaction was not significantly related to attitudes to innovations, situational and innovative characteristics and to any of their components, but was significantly highly related to traditionalism.\textsuperscript{12}

SAFIA SULTANA, attempted to \textbf{Study Academic Difficulties of Student - Teachers.}

The purpose of her study was to identity the academic difficulties which the student-teachers encountered during their period of training for teaching profession.

The results of her study revealed the following as the major difficulties of student-teachers: (i) Course content of theory course, especially philosophy and psychology found difficult. (ii) Teacher's teaching methods, i.e. no chance for the students to clarify their difficulties during the class period, are another area of difficulty. (iii) Majority of the students, who have not been to English medium institutions before, find it difficult to switch over to the English medium at this level; and therefore, it is extremely difficult for them to understand what is being taught in the class. (iv) On the basis of their experience of practice teaching their main difficulty is that what is being taught in methodology class is not acceptable to school teachers and they hardly agree that new methods be tried out in actual classroom teaching. (v)

Supervision as done by method teachers is inconsistent and they get confused and do not know whose suggestions to follow. (vi) The whole programme is so overcrowded that they do not get enough time for participation in other activities. (vii) Most of their difficulties persist because the teacher-educators never try to keep any out of class contact with them.  

SHUKLA, investigated the Secondary Teacher Education Programme In Orissa - A Critical and Constructive Study.

The main objectives of the study were: i) To study the nature and organization of secondary teacher education institutions with regard to location, management, duration of courses, etc.; (ii) to trace the historical development of secondary teacher education in Orissa; (iii) to find out strong and weak points with regard to curriculum and methods of education and to examine the pattern of courses, medium of instruction, evaluation procedure etc.; and (iv) to study the practices in regard to admission, qualification, reservation of seats, sanctioned strength, enrolment, output and wastage.

His major findings were: (i) There were five State controlled and one NCERT controlled coeducational teacher training institutions in Orissa. (ii) Emphasis of the curriculum was more on theory and less on practical aspects. (iii) The curriculum paid little or no attention to the content knowledge of the student-teachers and the

evaluation of student teaching was far from satisfactory. (iv) The admission of candidates into the teacher education institutions was not based on any admission test. The procedure followed was subjective and it varied from institution to institution. (v) The staff student ratio was found to be 1:19. (vi) About fifty three percent of teacher - educators did not possess the qualifications recommended by the Education Commission of 1964 - 66. (vii) The physical facilities provided in the institutions were not satisfactory.\textsuperscript{14}

UUBEY, made \textit{A Comparative Study of Secondary Teacher Education in Madhya Pradesh and Maharashtra}.

The main objectives of the investigation were: (i) to make a comparative study of teacher education in Madhya Pradesh and Maharashtra, (ii) to identify the pattern of teacher education in the two neighbouring States, (iii) to highlight the problems of secondary teacher education institutions, (iv) to suggest means to improve teacher education by drawing up realistic programmes and future plans of teacher education, and (v) to develop co-ordination between the practice teaching programmes in the two states. It was a historical study based on the analysis of the official records, documents and other literature relevant to the subject.

With reference to the objective of highlighting the problems of secondary teacher education institutions in the two states the data projected the following indication: i) In Maharashtra, despite the provision of selection for admission, the

colleges of education faced the problem of recession in the enrolment of students. The teachers who came for training without salary faced severe financial problems.

(ii) A large number of teacher-educators offered as special methods, subjects for which they were not qualified. (iii) The teachers educators' low salary prevented them from subscribing to journals; inadequate library stock in most of the colleges prevented them from keeping themselves up to date. (iv) In the practice teaching programme no training was given in conducting out of class activities and in school management. v) The problems of teacher education as listed in Madhya Pradesh were: (i) absence of clear cut evaluation procedure in the curriculum document, (ii) lack of financial provision for practice teaching in villages for freshers, (iii) Lack of coordination between the intake of student-trainees and the placement, (iv) Late admissions, (v) stagnation of some teacher educators, (vi) Under-emphasis on field work during a training course.¹⁵

GUPTA, undertook the study of Evaluation of the Innovative Practices of Teaching in the Colleges of Education in Rajasthan.

The main objective of the study was to evaluate the effectiveness of the innovative methods in the direction of better learning and higher achievement in colleges of education.

The methods of lecture-cum-discussion, symposium, seminar, workshop, assignment and supervised study were experimented upon in the colleges of

education at Sardar Shahar, Ajmer, Bikaner, Gulabapura, Jaipur, Jodhpur and Dabok. Control and Experimental groups of fifty students each were formed in each of the seven colleges. The groups were equated on age, sex, intelligence, pre achievement level, and educational qualifications. Each method was experimented upon in one of the seven colleges. Education and social change, the meaning of educational, philosophy and its relationship with education, educational sociology, infectious diseases and their treatment, the laws and theories of learning and the teaching methods of Hindi prose were the seven topics from the syllabus selected for teaching by the innovative methods in serial order at the seven colleges selected. Unit tests were prepared in each of the selected topics and these were administered to both the control and the experimental groups after the teaching was over. The control group was taught by the routine lecture method and the experimental group by the innovative method. Each of the groups of fifty students was divided into three subgroups according to their IQ-higher, average and lower. The scores obtained by each group were compared by computing means, standard deviations and t-values.

The results showed that (i) the methods of discussion, symposia and supervised study were more effective than the lecture method at both 1 per cent and 5 per cent levels of significance (ii) The discussion method proved to be very helpful to the lower intelligence group. (iii) The symposium method also gave better results and proved to be definitely more useful to the average group (iv) The
workshop method proved to be definitely superior in the case of the general group as well as the higher intelligence group. (v) Nothing could be categorically said about the assignment method. (vi) The supervised study method gave better results at both the places. (vii) By and large, it was inferred that all the innovative methods, except the lecture-cum-discussion method had established their comparative merit against the lecture method.  

JOSEPHINE undertook a Critical Study of the Communication Patterns adopted by the Colleges of Education.

This study was undertaken with the following objectives: (i) to study the distortion, if any, in the communication between the colleges of education and the practising schools, (ii) to study the source, message, channel and receiver variables as perceived by the staff in the colleges of education and by the teachers in the practising schools and to relate these perceptions to the effectiveness of communication, (iii) to analyse the barriers to communication between the colleges of education and their practising schools, (iv) to describe the nature of an effective feedback system between the schools and the colleges of education based on the findings of the study, and (v) to evolve a working model of communication based on this operational survey.

The study was confined to Madras and Annamalai University areas. The sample consisted of all the training colleges from these two university areas. Out of

two hundred schools situated in the area, 50 per cent of the schools were selected randomly for the study. Data were collected using three tools, viz., Measurement of innovativeness of the school, Measurement of Communication Patterns and Study of Barriers to Communication.

The findings of the study were: (i) There was agreement relating to innovativeness of the schools between the college teachers and the school teachers. (ii) Except in the case of teacher-centred methods and curricular activities, there was no difference in distortion in communication between the colleges of education and their practising schools. (iii) There was agreement between the colleges of education and their practising schools regarding the barriers to communication. (iv) The study of source, message and receiver variables revealed high distortion indicating that there was no proper system of communication between the colleges of education and their practising schools.17

PATHAK, attempted to investigate into Teacher Education in Eastern U.P: a Quantitative and Qualitative Analysis.

The specific objectives of his study were: (i) to find out the quantitative expansion of teacher education in eastern Uttar Pradesh, (ii) to evaluate the quality of teacher education, and (iii) to find out the quality of teacher educators and to locate their problems.

Some of the findings of his study were: (i) Physical facilities and equipment were by and large, quite inadequate in most institutions. (ii) There was a rapid increase in the number of teacher education institutions in the seventies; the number rose from sixteen in 1973 to thirty three in 1978. (iii) Twelve percent of the teacher educators had doctoral degrees and 18 percent had a first class M.Ed. degree. (iv) Most of the teacher - educators had an unfavourable attitude towards the profession only 18 per cent had a positive attitude. (v) The most dominant motive for students for entering the teaching profession was the opportunity to pursue studies throughout life. The other viable motives were the opportunity to work honestly and an interest in teaching; however, the weakest motive was the opportunity to give a new direction to the society. (vi) The student-teachers had a fairly good self-concept. (vii) Analysis of the curricula of the three universities in eastern Uttar Pradesh revealed that the courses of study and curricular activities were traditional and superficial, the instructional programmes being pursued in a slipshod manner, innovations were by and large, unknown and inpracticed. (viii) The quality of the output as judged by the examination results was poor so far as knowledge foundation of educational theory and practice was concerned; about 71 per cent got a third division in theory; however, it was considered satisfactory in respect of competence to teach in the classroom situation. (ix) The quality of the input and output of teacher training institutions varied from university to university; the state of the residential
universities was better than that of the departments of education in the affiliated colleges.  

RAI made a 'Survey of the Problems of Teachers’ Training Colleges with regard to Practising Schools.

The major objectives of his investigation were: (i) to find out the problems of training college personnel, principals of practising schools, teachers of practising schools and student-teachers arising out of the programme of student teaching; (ii) to conduct a comparative study of the problems of training colleges of Uttar Pradesh and Gujarat with regard to practising schools; and (iii) to make a comparative study of the problems faced by the practising schools of Uttar Pradesh and Gujarat.

The findings of the investigation were: (i) Fifty three per cent of the student-teachers of Uttar Pradesh and 31 per cent of Gujarat admitted that they failed to do their responsibilities satisfactorily due to lack of time; (ii) Sixty four per cent student-teachers of Uttar Pradesh and 82 per cent of Gujarat opined that demonstration lessons were useful to them. Introducing and dividing the unit in a proper way were the problems of student-teachers of Uttar Pradesh and Gujarat respectively. The student-teachers stated that teacher-educators generally lacked competence in giving guidance. (iii) Student-teachers of both Gujarat and Uttar

Pradesh felt that block teaching created strain. (iv) Inadequate accommodation in classrooms and absence of follow up of practice lessons were other problems of the student-teachers in addition to the problems of having self motivation for practice teaching. (v) On the whole the student-teachers of Uttar Pradesh had more problems to face than those of Gujarath. (vi) Seventy four percent of teacher-educators of Uttar Pradesh and 36 per cent of Gujarath reported that they failed to perform their responsibilities during student-teaching satisfactorily. Of the teacher-educators of Gujarath 76 per cent against 28 per cent of Uttar Pradesh expressed their satisfaction with their supervisory functions. Their most difficult problems were in regard to establishing good relationship with practising schools and framing suitable time tables. (vii) The teacher educators of Uttar Pradesh and Gujarath admitted that they lacked professional efficiency for satisfactorily guiding student-teachers. (viii) The teacher-educators felt that student teachers wanted spoon-feeding. They faced the problem of limited periods of practice teaching allowed by schools. Internal assessment was also a problem according to them. (ix) The principals of training colleges felt that they were unsuccessful in realizing the objectives of student teaching because of lack of co-operation from the schools and inadequate time. (x) The headmasters of practising schools were not happy with the teaching by student-teachers. (xi) The school teachers felt that the programme of student teaching upset their plan of work. (xii) The educationists felt that the objectives of student teaching were not realized, the quantum of student teaching was inadequate,
supervision was defective, relationship between colleges and schools was not harmonious and evaluation was defective.¹⁹

SHARMA undertook a comprehensive study in respect of the Progress and Problems of Teacher Education in India.

His aims of study were: (i) to examine the growth pattern of teacher education in India, and (ii) to identify the problems of teacher education in the country.

The data were collected in the light of the modern concept of teacher-education, the qualities of a teacher, the teacher’s role in modern society and pre-service and in-service teacher education programmes. Progress and programmes of teacher education during the Five Year Plans in India were also examined.

The main findings of his study were: (i) Even after a lapse of sixteen years from the publication of the Education Commission Report (1966), teacher education programmes had not undergone any marked improvement. (ii) Methods of teaching and evaluation used in training institutions were traditional. (iii) There were evidences to show that there was lack of research data in the field of teacher education. (iv) There was dire need of organizing refresher courses, short term intensive courses in special subjects, practical training, work shops and professional conferences. v) If education was to meet the demands of the day and of coming

decades, the organization, content and methods of teacher education must be constantly improved. (v) Search for new education strategies and concepts should be undertaken, taking account of the special social and cultural conditions under which the school and the teacher must perform their basic functions. (vii) Since it was not possible to equip the student-teacher with knowledge and skills which would be sufficient for his whole professional life, the initial preparation for the profession in the form of pre-service education and training, should be considered only as the first fundamental stage in the process of continuous education of teachers.20

BHATNAGAR reviewed the Studies and Literature on Student Teaching and Other Practical Work in the B.Ed. Programme in India.

The main objective of his study was to analyse the contents of studies and literature on student teaching and other practical work in the B.Ed. programme and to suggest the future perspective of studies in these areas.

The researcher analysed as many as 39 studies and worthwhile documents in the area of teacher education during 1952 to 1978.

Some of the major findings of his review were: (i) The studies and literature covered different areas like evaluation of student teaching and supervision of student teaching with special reference to secondary teacher education. The studies had

not concentrated on the practical work of the B.Ed. programmes. (ii) These studies emphasised the need for a comprehensive network of school activities to be included in student-teaching programmes. (iii) They highlighted the negligence in organization of teacher-training institutions and their rigid structures. (iv) A few studies revealed that student-teaching was the weakest link in the teacher education programme. (v) Micro-teaching, as a popular concept of teacher-training programmes gained ground in the seventies. Most of the literature of this period spoke highly about this training approach. Research findings on this approach were highlighted in most of these studies.21

DASH attempted to probe An Investigation into the Development of Teacher Education Programme in Orissa with reference to Motivation, Cost Structure and Quality.

The objectives of the inquiry were (i) to study the factors that motivated the authorities to set up private training colleges, (ii) to study the factors that prompted the trainees to pursue the B.Ed. Course, (iii) to ascertain the sources of finance, private costs and unit cost of the B.Ed., programme, and (iv) to determine the quality of the B.Ed. programme.

For this purpose the data were collected from all the B.Ed. colleges of Orissa state except the Regional College of Education, Bhubaneswar. The sample

respondents were 12 principals, 1200 trainees, 120 teacher educators and 20 governing body members of private colleges. The questionnaires prepared by the investigator were used for data collection. Descriptive statistical techniques were used for data analysis.

His findings were: (i) The private training colleges were established mostly with commercial motives and parochial feelings. (ii) Inadequate physical facilities, inefficient teachers, poor quality of trainees, unsuitable practice teaching and undue increase of training colleges was reflected in the poor status of teacher-training programmes in the state. (iii) Defective admission procedures for trainees and their negative attitude towards the teaching profession were other indicators of poor performance of training programme. (iv) The ratio of graduate trainees to postgraduate trainees was 19:1 in private training colleges. (v) There was no uniformity in the B.Ed. curriculum of the three Universities of the state. (vi) The lecture method dominated in teacher training programmes. (vii) The pupil - teacher ratio in private colleges was 23:1 (viii) On the whole, 16 percent of the trainees of government colleges and 0.9 per cent of the trainees of private colleges got financial help from the government. (x) Trainees of private institutions paid tuition fee and capitation fee, unlike their counterparts in government colleges. (x) The private colleges were mainly financed by the contributions of the trainees.

MOHANTY, His interest was centred round: A Study of Student Teaching Programmes in Colleges of Education with Special reference to Innovation.

The objectives of his study were (i) to study the provisions of student teaching programmes in colleges of education in respect of objectives, pre-practice teaching preparation, practice teaching, supervision, evaluation, school-college cooperation, resources and innovation, and (ii) to make case studies of innovations in student teaching programmes.

His study involved the population of all the 19 teacher training colleges of Orissa State. The data were collected through two questionnaires—one for principals and another for lecturers, one observation schedule, one interview schedule and one proforma. His responses to the questionnaires were analysed through percentages and the data collected through other tools were analysed qualitatively.

His findings were: (i) Training in techniques of observation, maintenance of classroom discipline and organization of functions and festivals were found in all colleges. (ii) The manner in which criticism lessons were held was not proper. (iii) Various methods of teaching were not used in teaching lessons. (iv) The practice teaching programme stressed delivery of lessons and not other activities expected from student-teachers. (v) Supervisors did not observe lessons completely. They rarely discussed their observations in lesson plan journals with the trainees. (vi) The evaluation was of doubtful validity as no evaluation criteria were explicitly stated. (vii) School-college cooperation was found poor in almost all institutions.
under study, (viii) The colleges lacked qualified method masters, (ix) The lecture method of teaching was in vogue. Micro-teaching and team supervision of criticism lessons were the only two innovations practised in three colleges (x) In all respects, the functioning of government institutions was better that of private institutions.  

YADAV made a critical study of teacher education in the State of Hariyana and its comparison with that of CIE, Delhi and the RCE, Ajmer.

The objectives he had for his study were: (i) to critically evaluate the trends and issues of secondary teacher education in the State of Hariyana, (ii) to compare the teacher education programmes as practised in colleges of education in Hariyana with the programmes of the Central Institute of Educaiton, Delhi, and Regional College of Education, Ajmer, and (iii) to make a case study of the five institutions, three from Hariyana, one from Delhi (CIE) and one from Ajmer (RCE).

The study was a normative survey which was conducted with the help of a questionnaire having different elements, based on the theoretical model of teacher education. These elements concerned organisation and administration of the colleges, objectives of teacher education, admission and enrolment procedures, methods of instruction, physical facilities, etc. Apart from this, all available records from these colleges were taken into account. The other tools were an interview schedule to confirm information collected through the questionnaire and the

Ahluwalia Teacher Attitude Inventory to measure attitudes of pupil-teachers towards teaching.

The findings of his study were: (i) The growth of the Colleges of Education was not need-based in the State of Hariyana. (ii) Though there was only one government college of education in Hariyana, yet the government was encouraging other colleges of education by giving grants-in-aid to these institutions. (iii) Sixty per cent of the colleges of education in the state were functioning without fulfilling the conditions laid down by the universities. These institutions were organizing a limited number of cocurricular activities for providing varied experiences to the prospective teachers. (iv) Teachers in the colleges of education in the State of Hariyana were not conscious about the objectives of teacher education. v) The enrolment at B.Ed., level in Hariyana was very high. The requirement of admission were narrowly conceived. No weightage was given to teaching experience and professional qualifications. (vi) The theory and practice teaching courses had been given 700 and 200 marks respectively. The content enrichment of pupil teachers had not been taken into account. (vii) Demonstration schools were not helping the pupil teachers in practice teaching, and the school teachers were kept aloof from this programme. (viii) Most of the colleges used the lecture method to impart instruction to pupil teachers. Only a few institutions laid laying emphasis on tutorials, seminars, group discussion etc. (ix) There was no encouragement for professional growth of teacher-educators. There was no provision for extension services in the
education colleges. Most of the teachers in these colleges were getting UGC pay scales but only seven teachers held a Ph.D degree. (x) The theory courses of all the colleges were similar. Most of these colleges did not pay proper attention to practice teaching. (xi) There was no significant relationship between socio-economic status and attitude towards teaching of pupil-teachers from the State of Haryana. The same were the findings in the case of pupil-teachers of the RCE, Ajmer, and the CIE, Delhi. (xii) There was no significant difference between the pupil-teachers of the Haryana colleges, CIE, and RCE, as far as there attitude towards teaching was concerned. (xiii) The difference between colleges of education in Haryana, the CIE, and RCE, was regarding the clientele which the institutions attracted, admitted and served. The CIE, attracted national clientele, the RCE regional candidates and the colleges of Haryana only local applicants. (xiv) The CIE, and the RCE, had better professional and academic courses in comparison with the colleges of Haryana. The study had its implications for different aspects of secondary teacher education programme. It was suggested that further expansion of colleges of education in Haryana needed to be stopped. The objectives of the teacher education programme needed to be mentioned in the hand book of syllabuses. More attention needed to be given to teaching practice and cocurricular activities. If possible, internship programme might be added to the B.Ed. course, where the teachers working in the demonstration schools should help the pupil teachers. Above all, deliberate efforts needed to be made by all the institutions
concerned with the teacher education programme to develop in pupil-teachers a positive attitude towards teaching.24

GUPTA involved in a Study of Administrative Procedures and Problems of Secondary Teachers Training Colleges in Maharashtra State.

The objectives of his study were: 1) to identify the selection procedures for teacher trainees in colleges of education in Maharashtra, (ii) to study the organization of the teacher education programme in the colleges of education in Maharashtra, (iii) to study the proformas used by colleges of education for administration in Maharashtra, (iv) to identify the problems of organization and administration in the colleges of education in Maharashtra, and (v) to study the appointment procedure of teaching staff in colleges of education in Maharashtra.

The hypotheses formulated by the researcher were: (1) There is no significant difference in the administrative problems of the government and private colleges. (2) There is no significant difference in the administrative problems of private and university colleges of education.

The researcher employed the analytic survey method. The data were collected through a questionnaire, an interview schedule and discussion with staff members.

The researcher arrived at the following conclusions: (1) All colleges of education in Maharashtra followed similar rules for selection of the teaching staff,

as laid down by the University Grants Commission. (ii) Office organisation and procedure were not satisfactory in the colleges of education. (iii) Other administrative proformas were neither similar nor adequate in the colleges which indicated poor administrative procedures and practices in the organisation of teacher education programme. (iv) The selection procedure of student teachers was similar in all the colleges of education except for the fact that some colleges used some tests in English and content of school subjects. (v) Colleges of education were confronted with problems of lack of space, classrooms and laboratories which led to a poor standard of teacher education programme. (vi) Cocurricular activities were not as well arranged in many colleges as expected for preparing effective teachers. (vii) Most of the colleges of education did not use objective and standardized evaluation proforma to assess student-teachers in many practical activities and skills. (viii) In most of the colleges relations between the principal and staff members were cordial. As a result, there were no serious conflicts affecting the quality of teacher education. ix) Government, university and private colleges did not show differences in the administrative problems which they had to face in executing the teacher education programme.25

SRIVASTAVA, KANTIMOHAN involved in a study of Effectiveness of the Teacher Education Programme.

This investigation was an attempt to find out the effectiveness of the teacher education programme of Avadh University.

The main objectives of the study were (i) to study the actual position of resources, existing conditions and working of the teacher-education programme, (ii) to study the quantitative and qualitative characteristics of the programmes and product, (iii) to study the effect of the programme on teaching aptitude of student teachers, (iv) to study opinions regarding quality and sufficiency of existing conditions and working of the programme from the point of view of organization of professional education of secondary teachers, (v) to study opinions regarding utility of the programme from the point of view of the teachers' job, and (vi) to ascertain the most desirable changes needed for making the programme effective and meaningful.

The study was a normative survey. All the teacher-education departments of the ten affiliated colleges of Avadh University were included in the study. The sample consisted of ten college principals, 76 teacher educators 929 student teachers and, 175 secondary school teachers who had been trained by these departments, 38 secondary school principals, and eight educational administrators.

The data were collected with the help of two questionnaires, two interview schedules, four rating scales, one Test of Teaching Aptitude prepared by Jai Prakash and Srivastava, observation of institutions and content analysis of the university, college and government records.

The major findings of the investigation were: (i) The ten colleges having a teacher education department were unequal in size and facilities and none were
initially opened with the intention of providing facilities for teacher education. (ii) The teacher-educator student-teacher ratio was 1:14, which was higher than the one prescribed by the government. (iii) Sixty percent of the departments did not have educators in all school subjects on their staff. (iv) All the teacher educators belonged to UP and were upper caste Hindus and married. Not all of them had double post-graduate degree; less than ten per cent of them had a doctorate degree. Most of them were committed to the profession but were unable to take part in extra-professional activities due to various college and personal engagements. The educators were not very clear about the objectives of the programme. (v) Facilities for non-teaching staff were inadequate. (vi) As regards departmental administration, the departments were not independent entities. (vii) Coordination between the department and secondary schools, other training schools and departments, and the community was lacking. (viii) Admission rules, as prescribed by the government were followed which had many drawbacks. (ix) The whole programme comprised theory teaching, practice teaching and sessional work. Average working days were only 118. There was little uniformity in organising practice teaching and sessional work in the various departments. (x) Separate divisions were given for theory and practical (practice teaching and sessional work) examinations. (xi) The output of the programme was not at par with the capacity of production. Wastage of more than nine per cent was observed. (xii) students under training were mostly 18 to 25 years of age, upper caste Hindus
of UP. Three fourths of them were from rural areas. As regards living conditions and finances, female trainees were in a better position. Only two thirds of the sample gave first preference to the teaching profession, whereas more than 14 per cent gave no preference to it. About one third were not willing to leave the profession in future. (xiii) As revealed by the examination results, teaching efficiency was found higher among trainees as compared to professional knowledge. Only 48 per cent of the trainees were found to be of the average or higher teaching aptitude category after training. (xiv) There was no significant contribution of the programme in developing teaching aptitude among trainees as revealed by the comparative study of means of pre-test and post-test scores using single group design. (xv) In the opinion of college principals and teacher-educators, the existing conditions and working of the programme were not good on all points. Regarding 'utility of the programme for secondary teachers', the opinion expressed by educational administrators, school and college principals, and secondary teachers was of the 'least useful' category where as for teacher educators it was of the generally useful category. (xvi) Immediately desired changes in the programme were in its curriculum, organization of practice teaching, admission and evaluation procedures, establishment of independent colleges of education, teacher-educator's orientation and research facilities.26

RAJ undertook a Study of Organisation and Administration of Student Teaching Programmes in the Secondary Teacher Education Institutions.

The purpose of the study was to provide an adequate description of the present status of student teaching programmes in teacher training colleges in the northern region of India.

The objectives of the study were (i) to determine the current organisational and administrative practices in the student teaching programmes, (ii) to study the current supervisory practices in the student teaching programmes, (iii) to ascertain the preparation of the student before going into actual teaching experience, (iv) to determine the current duties of the person in charge of student teaching, the college supervisor, and the co-operative teacher of the cooperative school, (v) to identify innovative concepts in the student teaching programme, (vi) to explore the most desirable features of the student teaching programme, (vii) to explore the most undesirable features of the programme, (viii) to obtain opinions of teachers in charge of secondary student teaching for the improvement of the present programme, and (ix) to make recommendations for improvement of student teaching programmes.

A representative sample of 80 out of 186 secondary teacher education institutions of the northern region of India was taken for the study.

Based on the analysis the researcher found that; (i) The nature of organisation and administration of student teaching programmes showed considerable diversity in terms of practices. (ii) The recommendations of several expert
difficulties clarified during the class period. Difficulties persisted because teacher-educators' never tried to keep any out-of-class contact with the students.

Quite a few studies gave some positive indications regarding instructional methodology followed in the training institutions selected for study. Besides lecture, assignment, seminars, symposia, supervised study tutorials and discussion formed part of instructional transaction (Bharadwaja, G.N. 1974). An experimental study pointed out that the methods of discussion, symposium and supervised study proved to be more effective than the lecture method significantly (Gupta, B.C. 1982). Some teacher educators and student-teachers regarded lecture, dictation of notes, group discussions, tutorials, conferences and supervised study as cumulatively effective (Joseph, K.J. 1967, Yadav, D.R. 1980).

**Evaluation of Student Teachers' Performance:**

Evaluation of student teachers' performance in theory and practice teaching is as significant an aspect of teacher education as any other. Almost all the studies reviewed point out that faulty measures of evaluation contributed to the non-realisation of the objectives of teacher education programmes. One of the studies found that there was a striking absence of a clear cut evaluation procedure in the programme of the training colleges surveyed (Dubey, T.B. 1981). Another study pointed out that evaluation of student teaching was far from satisfactory (Shukla,
committees, seminars, conferences, study groups and commissions regarding the qualitative improvement of student teaching programmes had not been implemented in the teacher training institutions so far. (iii) In general, pre-student-teaching experiences provided to students by the teacher training institutions were not sufficient in terms of skills and techniques of teaching required in the classroom situation. (iv) Many institutions had audio-visual materials and equipment with them but were not utilising them properly. (v) In a majority of institutions the persons in charge of student teaching devoted about 20 per cent of their time for the student teaching programme. Consequently, they could not attend to many important duties related to the organisation and administration of the student teaching programme required of them. (vi) In general, the incharge of student teaching, the college supervisor and the cooperating teacher held adequate academic and professional qualifications. (vii) A majority of the institutions assigned 20 student-teachers to each college supervisor. 27

DEO studied the Practical Programme other than Practice Teaching in Teacher Education Institutions.

The objectives of the inquiry were (i) to study the role of practical work (besides practice teaching) in a secondary teacher education programme, (ii) to survey the nature and type of practical work, other than practice teaching, that was being

given to student-teachers in secondary teacher education institutions in Delhi,
(iii) to study how these programmes of practical work were actually implemented,
(iv) to survey the perception of student-teachers about the objectives of such practical
work, (v) to find out how these objectives were achieved and the reasons for
non-fulfilment to the desirable extent, and (vi) to suggest an effective scheme of
practical work.

The sample of the study consisted of 350 student-teachers and 55 educators
selected randomly from three teacher-education institutions of Delhi.

The findings of the study were: 1) Most of the student teachers felt that 'lack of
time' was a major factor in not being able to achieve the objectives of the practical
programme. (ii) The teacher educators opined that lack of sufficient opportunities
and lack of time were the causes for non-fulfilment of the objectives of practical
programme. (iii) The student-teachers felt that there could be a large number of
practical programmes in the colleges of education, but due to lack of time, lack of
proper guidance, lack of sufficient opportunities and lack of feedback from the
teachers they were not able to achieve the objectives. (iv) For work experience and
socially useful productive work, sufficient time and guidance were not provided to
students by the teachers and also there was no provision for them in the time-table.
(v) The student-teachers were not provided facilities for training in preparation of
some visual and audio aids. (vi) Physical education and participation in games
and sports were taken casually by student-teachers. (vii) Excursions for
student-teachers were not arranged by the institutions. (viii) Social work had not been an integral part of the teacher-education programme. (ix) Cocurricular activities were not organised according to the interests and needs of the students. (x) Opportunities for talented students were not provided in the areas of art, library, dramatic and other cultural areas. (xi) There was no provision for psychology practicals which would give student-teachers opportunities for application of theories of learning.  

MOHAN studied the **Effectiveness of Teacher Training Programmes**.

The investigation was designed to find out the effectiveness of the teacher training programmes in the colleges affiliated to the Avadh University, Faizabad.

The sample for the study included all the ten teacher training departments in the colleges affiliated to Avadh University. Respondents to the questionnaires included secondary school teachers, teacher-trainees, teacher-educators, heads of the teacher training departments and principals.

The findings of the study were: (1) The teacher training departments did not have adequate buildings or equipment. (ii) None of them had hostels for girl students. The hostel facilities for boys were not satisfactory. (iii) Quite a few teacher-educators were not adequately qualified to supervise teaching practice in the subjects in which they were supervising the lessons. (iv) None of the teacher training departments had provision for extension services. (v) The process of admission was too lengthy.

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and took more than two months for completion. (vi) The duration of the training course had become very short and covered only 118 working days. (vii) None of the training departments had their own practising schools. (viii) The time spent on practice teaching was too short as schools were not available for a longer time. (ix) The examination for practice in teaching had become a farce as the examiners did not observe the lessons for adequate time. (x) Majority of the respondents were not happy with the efficiency of the training programmes.29

PANDE made a Critical Study of Supervision Practices.

The study was designed to survey the practices and methods used for the supervision of teaching practice of B.Ed. trainees in the colleges affiliated to Avadh University, Faizabad. The survey was conducted in the B.Ed. departments of eight colleges.

The findings of the study were: (i) No teacher training department had a separate building. They had to share the classrooms with other departments of the college. They could not have specially equipped rooms for teaching science, history, geography etc. They did not have tutorial rooms where they could sit and discuss the lesson plans with the trainees. (ii) Most of the colleges did not have hostel facilities. The trainees coming from other places had to face a lot of difficulty in finding suitable lodging and this interfered with their efficiency. (iii) Some of the

teacher-educators did not have adequate knowledge of the subject matter in which the trainees delivered their lessons. Their work load was very heavy and 48 per cent of them did not have favourable attitude towards their profession.

(iv) Facilities for the organization of teaching practice were not adequate. Most of the training departments did not have their own model schools. They found it rather difficult to persuade schools to allow their trainees to have teaching practice. Fifty eight percent of the principals of the schools where the trainees went for practice in teaching had negative attitude towards training programmes. (v) The trainees did not take adequate interest in planning their lessons. They somehow tried to complete their work. 30

BHATTACHARJEE tried to assess the Effectiveness of Micro-teaching in Developing Teaching Competence.

The objective of the project was to observe the effect of integrating a few selected teaching skills upon the teaching competence of B.Ed., trainees. The hypothesis was: The mean score on the Indore Teaching Competence Scale (ITCS) and the General Teaching Competence Scale (GTCS) of the group trained for integration of skills through a 'summative model' and the control group would differ significantly.

Four skills (introducing a lesson, fluency in questioning, increasing pupil participation and using the black board) were selected. A sample of twenty B.Ed.,

trainees was selected from one training college in Shilong, and divided into two
equal groups (experimental and control) in terms of age, sex, qualifications, etc.
Ahluwalia's Teacher Attitude Inventory was administered to the group for measuring
the covariate. Each trainee gave two lessons in a school setting in his subjects of
specialisation and his performance was assessed through GTCS and ITCS. The
obtained scores were treated as pre-test scores. Later, orientation to micro-teaching
skills and adequate practice in the four selected skills were given to the
groups in simulated conditions and then treatment was given. Control group
trainees gave two regular lessons each, in simulation, with peers acting as pupils
and traditional feedback was given. Experimental group trainees were given
adequate training in integrating the four teaching skills. They prepared lesson
plans on integration of four skills and practised them in a simulated training
situation, with peers acting as pupils. A 'summative model' of integrating the skills
was followed. Feedback was given by using ITCS and GTCS. Each trainee
practised two lessons integrating the four skills. Then trainees of both the groups
gave two regular lessons each in a school setting and observation was made by
using GTCS and ITCS and no feedback was given. After this, both groups were
given practice in real situations. Control group trainees gave two regular lessons in
a school situation and traditional feedback was given. Each trainee in the
experimental group also gave two regular lessons of similar duration in the same
setting and feedback on the basis of both ITCS and GTCS was given. Finally each
trainee of both the groups gave two regular lessons and post-treatment observation was made. ITCS and GTCS were used to observe each lesson and no feedback was given. Gain scores of both the groups were found out and group wise mean and SD of the gain scores were calculated. The significance of difference between mean gain scores was computed by using the t-test to find out the effect of integrating the four selected skills.

The study revealed that training for the integration of the four selected skills under the 'summative model' of integration had contributed to the teaching competence of the experimental group significantly in comparison with the control group.  

KHAN studied the Effectiveness of Micro-teaching Technique in terms of Students' Achievement.

The objectives of his study were: i) to examine the effectiveness of micro-teaching technique in the acquisition of certain teaching skills, viz., the skills of introducing a lesson, probing questions, illustrating with examples, using blackboard, and achieving closure in real classroom situations, and (ii) to assess the effectiveness of micro-teaching technique in terms of students' achievement pertaining to their comprehension of the English language.

The study was conducted in simulation as well as real classroom situation using a non-equivalent control group design for both the pilot and final phases. The

31. Bhattacharjee R. Effectiveness of Micro-teaching in Developing Teaching Competence (project) Extension Service Department, post Graduate Training College, Shillong, 1981.
sample consisted of 30 (10 for pilot and 20 for the final study) male student-teachers of the B.Ed. class offering English as one of their teaching subjects from teacher-education departments of two affiliated colleges of Gorkhapur University, and 250 (50 for pilot and 200 for final study) students of class VII of three practising schools of those two teacher-education departments situated in rural areas.

The tools of the study were a self-made achievement test of English language comprehension, the Baroda General Teaching Competency Scale, observation schedules, and evaluation pro-formas for each skill, and an audio tape recorder. Chi-square and t-test were the main statistical techniques used for testing the hypothesis.

The major findings of the study were: (i) Student teachers treated with the technique of skill-based micro-teaching were found to be more effective in General Teaching Competency than those trained in the traditional method of teaching English. (ii) Micro-teaching technique had proved itself to be a more effective teacher training technique than the traditional method when subjected to factorial analysis of variances. (iii) Each of the five skills depicted significant improvement in the case of micro-teaching when compared on the basis of the data of post-teaching sessions of both the methods under study. (iv) The analysis of data demonstrated significantly higher effectiveness of micro-teaching technique in the academic achievement of students in real classroom settings.
The educational implications of the study are: (i) Results would remove various inhibitions of all concerned about teacher-education in general and micro-teaching in particular, being out of date and having no practical relations with day-to-day teaching. (ii) It would help in reducing the time normally taken in practice-teaching and would ensure better academic achievement on the part of the pupil. (iii) The findings would go a long way to complete the picture of micro-teaching which had been taken only as a significant effective technique of teacher-education quite irrespective of its effects being positively carried over to 'within classroom' situations, especially in terms of students' achievement.32

OAK made a Critical Study of Micro-teaching Techniques with a view to Suggesting Improvement in its Implementation in Colleges of Education.

The objectives of the inquiry were (i) to study the opinions of training college teachers about micro-teaching in the light of their experience while guiding and observing lessons, and (ii) to study effective teacher's teaching in their classrooms.

The sample consisted of training college teachers teaching different subject methodologies and 20 experienced and effective teachers teaching different subjects who were chosen by an incidental sampling method and on the basis of the opinions of their headmasters about their teaching. Teaching was observed with the help of an observation sheet specially prepared, keeping in view the

objectives of the study. The obtained data were analysed by using percentage of time spent on various activities by the teachers.

The major findings of the study were: (i) While training the science student—teachers activities such as teacher talk, questioning, BB work and demonstration should be taken into account in preferential order (ii) Mathematics teachers needed training in order of priority, in activities such as explanation, questioning and BB work. (iii) In the case of teaching of mother-tongue, the order of priority was teacher talk, reading/recitation, and questioning. 33

PUROHIT involved in An Experimental Study of the Effect of Micro-teaching and Interaction Analysis Feedback on Classroom Performance and General Teaching Competence of Pre-service Language Teachers.

Major objectives of the study were (i) to ascertain the effect of micro-teaching feedback on attitude towards teaching, general teaching competence, classroom performance of teachers, (ii) to study the impact of interaction analysis feedback on attitude towards teaching, general teaching competence, classroom performance and classroom verbal behaviour of teachers, (iii) to compare the effectiveness of micro-teaching and interaction analysis feedback, (iv) to examine the influence of micro-teaching, interaction analysis feedback and the traditional approach on pupil achievement, and (v) to develop certain teaching skills among student teachers through feedback techniques.

33. Oak A.W., A Critical Study of Micro-teaching Techniques with a view to suggest improvement in its implementation in colleges of Education (project) Department of post-graduate Education and Research, SNDT University for women, Bombay, 1986.
The experiment was conducted on 120 student-teachers offering Hindi as their teaching subject. Beside, a sample of 600 students of class VI, VII and VIII was selected to study the effect of feedback. The data were collected with the help of the Teaching Attitude Inventory (TAI) developed by S.P. Ahluwalia, Classroom performance ratings, observation of classroom verbal interaction, achievement tests in Hindi, students' perception of teachers and micro-teaching observation schedules. Data were analysed by applying descriptive statistics and employing the t-test for observing the significance of differences.

The major findings of the study were: (i) Micro-teaching feedback helped significantly in the classroom performance of language teachers. ii) There was no significant difference in micro-teaching feedback and interaction analysis feedback in bringing about attitudinal change. iii) Both micro-teaching feedback and interaction feedback produced highly significant gains in pupil achievement. Gains in the case of interaction analysis were higher. (iv) Micro-teaching helped in the development of various instrumental skills. Micro-teaching feedback appeared to invite pupil response than interaction analysis feedback (v) The interaction analysis group of student-teachers appeared to seek more pupil initiation than the micro-teaching group of student teachers.34

SHARMA studied the effects of Different Micro-teaching Settings on the Development of Probing Questioning Skill and Verbal Classroom Interaction.

The study was designed to find out the effects of a progressive increase in teach period, number of pupils, and a simultaneous increase in teach period and number of pupils on the development of probing questioning skill and verbal classroom interaction between student-teacher and pupils.

The hypotheses formulated were: (1) A progressive increase in the duration of teach period from five to twelve minutes during micro-teaching had no influence on the probing, questioning skill and on verbal classroom interaction. (2) A progressive increase in the number of pupils from five to ten had no influence on the development of probing questioning skill and on verbal classroom interaction. (3) A simultaneous progressive increase in the teach period and the number of pupils has no influence on the development of probing questioning skill and on verbal classroom interaction.

The findings of the study completely supported all the three null hypotheses. Besides the following conclusions were drawn: (i) It was preferable to use the standard method of micro-teaching teach period for developing probing question skill. (ii) Exercise with reinforcement of probing question skill behaviour was conducive to the growth of a teaching skill. (iii) Praising, encouraging, accepting or using pupils ideas, questioning and lecturing were found to be significantly
influenced by micro-teaching treatments. (iv) Incidence of lecturing, the only one among the three direct behaviours, decreased in consequence of the application of micro-teaching treatment. (v) Micro-teaching influenced indirect teacher behaviour positively whereas direct teacher behaviour was negatively influenced by micro-teaching. (vi) Pupils' talk response was influenced positively, by micro-teaching treatments.35

EKBOTE was involved in the Development of a Strategy for Integration of Skills in Teacher Training.

The objectives of the study were (i) to develop a strategy for integrating the teaching skills acquired through micro-teaching practice, (ii) to determine the validity of the integration strategy in terms of content validity, student-teachers' performance in classroom teaching and their reaction to the strategy, and (iii) to study the effectiveness of the integration strategy, in relation to the following variables pertaining to the student-teachers: a) qualification, b) teaching experience, c) academic achievement, d) skill comprehension, e) availability of study time, f) attitude towards teaching, and g) attitude towards micro-teaching.

The hypotheses of the study were: (1) There will be no significant difference between the pre-integration performance and the post-integration performance of student-teachers in classroom teaching. (2) The reaction of the student-teachers

to the various components of the strategy will be equivocal. (3) There will be no
relation between the improvement in the classroom teaching performance of
student-teachers through the strategy and the variables pertaining to the
student-teachers, viz., qualification, teaching experience, academic achievement,
skill comprehension, availability of study time, attitude towards teaching, and
attitude towards micro-teaching.

The study was conducted with a purposive sample of 13 student-teachers of
a regular B.Ed. programme having science as one of their special methods and
English as the medium chosen for practice teaching. The study involved a single
group pre-test post-test design. Before the pre-test there was a general treatment
comprising simulation practice teaching through the Indian Standard Model of
Micro-teaching for seven skills. The experimental treatment included integration
practice using instructional material, instructional techniques like discussion, lecture,
simulated practice, classroom practice and field work as its components. The
content units of the strategy were use of questioning and explaining and use of
visual media, re-inforcement personalisation, inquiry approach, variables
influencing classroom teaching, diagnostic and remedial practices and organisation
of cocurricular activities related to classroom teaching. The pre-test and post-test
were conducted by observing two lessons of each student-teacher in a real
classroom using, suitable scales and tests.

The major findings of this study were: (i) The integration strategy was found
effective in terms of the improvement it made in the student-teacher's
performance in classroom teaching. (ii) All the seven variables pertaining to the student-teachers, viz., qualification, teaching experience, availability of study time, academic achievement, skill comprehension, attitude towards teaching and attitude towards micro-teaching influenced the improvement in classroom teaching performance through the strategy.

The outcome of the study is a fully tried-out and validated strategy for integration of teaching skills with instructional material and other software. They have been developed taking into consideration the organisational constraints in a typical teacher-training programme in India. Hence the study provides a workable model for skill integration which can be incorporated in the practice teaching programme of any Indian teacher-training institution.36

PATEL was involved in the Critical Evaluation of the Organisation of Audio-Visual Education Training Programme in the Secondary School Teachers' Training Colleges in India.

The main purpose of his study was to critically investigate into the audio-visual education programme and the kind of training opportunities offered to the teacher-trainees in secondary teacher training institutions. The study was done with reference to the objectives of the programme such as curriculum, staff activities, selection of candidates, evaluation procedures, availability of audio-visual aids and equipment, research and publications in the field.

A sample of 115 colleges, having the audio-visual education programme was

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selected. The data collected through a questionnaire were analysed and reported in terms of percentages.

The findings regarding the objectives of the audio-visual education training programmes were found aiming at acquainting the teachers with various modern tools of teaching techniques and imparting general training in audio-visual education. Curriculum was found to be inadequate in most of the training colleges. Most of the colleges did not revise the course outline. Only five colleges were found to revise it on the basis of changing needs. It was found that there was an acute shortage of qualified and experienced staff. The topics taught in the theory of audio-visual education were of elementary nature. Limited practical experience was given in the field. Facilities like audio-visual laboratory, workshop and class room were rarely available in the colleges. No specific method was followed for the selection of candidates for audio-visual training programmes. The science graduates with some allied experience in the field were preferred in some cases. Inadequate weightage was given to audio-visual education in the annual examination. The colleges did not spend an adequate sum of money on equipment, research or books for the audio-visual laboratory. The appraisal of the training programmes and the follow up of the teachers trained in this field were lacking in most of the colleges. Compared to private or government colleges, the university colleges excelled on the whole. 37

A Brief Appraisal of the Findings of the Studies Reviewed:

Keeping in view the objectives of the various items included in the questionnaires constructed as tools of the research study, a review of some of the related studies on different aspects of teacher education programme, across the country has been made in the preceding section of this chapter at hand. The following have been the significant revelations of the review regarding the teacher education institutions:

Physical and Material Conditions:

A study conducted in 1982 notes that even after a lapse of sixteen years from the publication of the Education Commission Report (1964-1966) teacher education programmes had not undergone any marked improvement (vide Sharma, M. 1982). According to the findings of quite a few studies the physical and material conditions of teacher education institutions were not conducive to a satisfactory conduct of the teacher education programmes. In most of the teacher-education colleges physical facilities' equipment were found to be unsatisfactory and accommodation, furniture, sanitary facilities', etc. inadequate (vide Shukla, R. S. 1976, Damodar, D. 1977, Pathak, V.B. 1979, Mohan, K. 1980, Pande, S.M. 1980, Dash, J. 1985, and Gupta, P.N. 1985).

Library Arrangements: In a majority of teacher education colleges, library arrangements were found to be poor in their stock of books, periodicals and journals and suffered from unsatisfactory service provided to the trainees.
This prevented the teacher educators from keeping themselves up-to-date with the knowledge of the latest developments in the professional area. Student - teachers read books mainly and only to meet examination requirements (Marr, E., Singh, L.C., et al. 1969, and Dubey T.B. 1981).

Science and Psychology Laboratories and Audio-Visual Equipment:

Teacher education institutions, by and large, had no adequate arrangement of well - equipped science and psychology laboratories and audio-visual equipment. Hence there could be no provision for practical in psychology to give student- teachers opportunities for application of theories of learning. No adequate training was provided to student - teachers in construction, administration and interpretation of psychological tools, and techniques (vide Patel, K.N. 1971, Ganju, M.L. 1973, Damodar, D. 1977, Raj T. 1984, and Deo, D.S. 1985). Some institutions possessed audio-visual equipment but it was not utilised properly (Raj, T. 1984) Limited practical experience was given in the field of A.V. Education. There was an acute shortage of staff to deal with A.V. Education. Colleges did not spend an adequate sum of money on A.V. Equipment (Patel, K.N.1971). There was no adequate arrangement of specialised trained personnel like guidance experts and psychologists (Ganju, M.L. 1973).

Admission Procedures:

Regarding selection and admission of candidates to the colleges of
education, some studies pointed out that requirements of admission were narrowly conceived, admission rules and policies had many drawbacks, admissions were not based on any tests and that the procedure of admission was subjective, Faulty admission procedures, late admissions, poor quality of trainees and the negative attitude of trainees towards the teaching profession resulted in poor quality of output (vide Shukla, R.S. 1972, Yadav, D.D. 1980, Shrivastav, Kantimohan 1982, and Dash, J. 1985).

However, findings of one study (Bharadwaj, G.N. 1974) were found to be rather heartening where selection criteria for admission to training institutions included written tests, interview, academic records and credit for co-curricular activities. Yet another study found that content of some subjects was included in the admission tests. (Gupta, P.N. 1985).

Staff: Quite a few researchers found that teacher training institutions suffered from lack of required and qualified staff. According to one study there was gradual increase in the qualifications of teacher-educators (Joseph, K.J. 1967). Obviously, this might be because of the increased provisions in different universities to obtain post-graduate degrees in education. Teacher educators generally lacked competence in giving guidance in practice teaching and lacked professional efficiency. In some of the institutions teacher educators were found to be emotionally disintegrated and economically frustrated (Ganju, M.L. 1973). There was no encouragement for professional growth of teacher-educators (Yadav, D.D. 1980).
Teacher-educators' low salary prevented them from subscribing to professional journals (Dubey, T.B. 1981). A striking drawback with the entire programme was that teacher-educators' were not conscious about the objectives of teacher education (Yadav, D.D. 1980).

**Practice Teaching Programme:**

Some of the studies pointed out that student teaching which is considered to be the most important component was the weakest link in the teacher education programme. Theory and practice existed in isolation (Gaju, M.L. 1973). The quantum of student-teaching was inadequate (Rai, V.K. 1982). The programme of student teaching was carried out as a formality and ritual just for fulfilling syllabus-prescription but not in an effective manner to realise its full spirit as outlined in the objectives of student teaching (Damodar, D. 1977). The manner in which criticism lessons were held was not proper (Mohanty, S.B. 1984). According to the findings of yet another study, in the practice teaching programme no training was given in conducting out of class activities and in school management (Dubey, T.B. 1981). The practical side of training was not given due share (Saikia, S. 1971). In quite a few training colleges proper attention was not paid to practice teaching (Yadav, D.D. 1980), and practice teaching aspect of teacher education was unsuitable (Dash, J. 1985). In some other institutions absence of follow up practice lessons was found (Rai, V.K. 1982). Examination of practice in teaching had become a
farce as the supervisors did not observe the lessons for adequate time (Mohan, K. 1980). According to the findings of two other studies there was no significant contribution of the practice teaching programme in developing teaching aptitude among trainees (Shrivastav, Kantimohan 1982) and, in general, pre-student-teaching experiences provided to students by the teacher training institutions were not sufficient in terms of skills and techniques of teaching required in the classroom situation (Raj, T. 1984). About 76.8% of student-teachers developed unfavourable attitude towards practice teaching (Shrivastav, R.C. 1970). This might be due to the fact, as pointed out by other studies, that about 75% training colleges did not make any arrangement of the training according to the individual needs, capacities and interests of the trainees (Ganju, M.L. 1973) and that content enrichment of pupil teachers was not taken into account (Yadav, D.D. 1980). These factors affected adversely the attitude of trainees towards practice teaching. Trainees did not take adequate interest in planning and preparing lessons and carried out the task in a 'somehow manner' (Pande, S.M. 1980).

**Supervision of Practice Teaching:**

A number of studies pointed out various factors responsible for inefficient supervision of practice teaching. Lack of qualified method-masters in different school subjects was a point of serious concern (Mohanty, S.B. 1984). Supervisors of practice teaching did not observe lessons completely and never discussed their
observations in lesson plan journals with the trainees. In many cases supervisors could not devote adequate time to each student. Supervision of practice teaching was done by those who did not know the subject. Totally, supervision of practice teaching was found to be defective (Rai, V.K. 1982). Examiners of practice teaching, mostly senior persons, were out of touch with the new developments in teaching methodology (Marr, E., Singh, L.C., et al. 1969) Another study pointed out that supervision was a joint venture of college method masters, staff, tutors of the college and school subject teachers (Damodar, D. 1977).

**The Problem of Practising Schools:**

In connection with the drawbacks regarding practice teaching programme another pertinent problem was that of non availability of sufficient number of schools for practice teaching. By and large, as pointed out by some studies, the teacher training institutions did not have practising schools of their own. (Saikia, S. 1971, Pande, S.M. 1980, Mohan, K. 1980). Findings of another study further strength then the point when they reveal that majority of training colleges did not have model or practising school and depended on 15 to 25 surrounding schools for the purpose (Damodar, D. 1977). Due to lack of cooperation from the practising schools and inadequate time for practice teaching, the objectives of practice teaching training were not realised. In some cases time available for practice teaching was too short as schools were not available (Mohan, K. 1980). Headmasters of practising
schools were not happy with the teaching by student-teachers. Principals of schools showed a negative attitude towards teacher training programme (Pande, S.M. 1980). The school teachers felt that the programme of student teaching upset their plan of work. The relationship between teacher training colleges and practising schools was not harmonious (Rai, V.K. 1982). Strained relationships existed between training institutions and practising schools (Saikia, S. 1971). According to the findings of another study, there was no proper system of communication between colleges of education and their practising schools (Josephine, N.A. 1978). Yet another study revealed that demonstration schools were not helping pupil teachers in practice teaching and the school teachers kept aloof from this programme (Yadav, D.D. 1980). Co-operation between practising schools and training colleges was found to be poor (Mohanty, S.B. 1984). One of the studies reviewed found that facilities for organising teaching practice was not adequate (Pande, S.M. 1980). Another study comprehensively pointed out that co-ordination between departments of teacher education, secondary schools, other training schools and departments and the community was lacking (Shrivastav, Kantimohan 1982).

**Methods used in Practice Teaching:**

Majority of studies reviewed pointed out that practice teaching programme was reduced to rigid formality comprising mechanical activities and tasks. No variety of methods was to be found in teaching lessons (Mohanty, S.B. 1984). According
to the findings of some of the experimental studies innovative methods of teaching established their comparative merit over the lecture method (Gupta, S.C. 1982). Micro-teaching and skill integration strategy were found effective (Bhattacharjee, R. 1981). Micro-teaching had proved itself to be a more effective teacher training technique than the traditional method. By an experimental study it was found that the results of the experiment would remove various inhibitions of all concerned about teacher education in general and micro-teaching in particular, being out of date and having no practical relations with day-to-day teaching (Khan, A.H. 1985). Another study revealed that micro-teaching feedback helped significantly in the classroom performance of language teachers, there were visible gains in pupil achievement and more pupil response was registered (Purchit, Z.N. 1987). Similarly, integration strategy was found effective in terms of the improvement it made in the student-teachers' performance in classroom teaching (Ekbote, E.R. 1987). Most of the literature in the seventies spoke highly of micro-teaching as a popular concept of teacher training (Bhatnagar, T.N.S. 1980). According to the findings of one study practising school teachers hardly agreed that new methods could be tried out in actual classroom teaching. Student-teachers felt that supervision of teaching lessons as done by method masters was contradictory and the student teachers got confused and they did not know whose suggestions to follow (Safia Sultana 1976). One of the studies revealed that micro-teaching and team supervision of criticism lessons were the only innovations found in some of the
training colleges (Mohanty, S.B. 1984). Persons in charge of student teaching programme could not attend to many important duties related to the organisation and administration of the student teaching programme required of them (Raj, 1984).

**Instructional Methods**:

In spite of innovative instructional strategies that had emerged as a result of research and experimentation, methods of teaching followed in the training institutions were found to be traditional (Sharma, M. 1982). The age old lecture method dominated the entire classroom teaching (Marr, E., Singh, L.C. et al. 1969, Dash, J. 1985, Mohanty, S.B. 1984, Yadav, D.D. 1980). The instructional programmes were pursued in a slipshod manner and innovations were unknown (Pathak, V.B. 1979). There was lack of research data in the field of teacher education (Sharma, M. 1982). Position of innovation and research in the training colleges was not encouraging (Damodar, D. 1977). According to the findings of one study, teacher educators were found to contend that difficulties like proper educational back ground and poor study habits of trainees and want of time came in the way of introducing innovations in the instructional methodology (Marr, E., et al, 1969). Techniques like simulations, screening of films and use of video tape were not found in any college under survey (Damodar, D. 1977). A study by Safia Sulftana (1976) pointed out the difficulties faced by student teachers with reference to classroom instruction. Teacher educators' teaching methods provided no chance for students to get their
R.S. 1976). The findings of yet another study revealed that evaluation of pupil-teachers’ performance was of doubtful validity and that no criteria of evaluation were explicitly stated (Mohanty, S.B. 1984). Evaluation of practice teaching was found to be defective (Rai, V.K. 1982). One of the studies found that student-teachers’ were inclined to favour a system of evaluation which was biased more towards external assessment. (Shrivastava, R. C. 1970).

**Organisation of Co-curricular Activities:**

Studies that touched upon the organisation of co-curricular activities and practical work other than practice teaching in the programme of teacher education found that there was inadequate and improper provision for such aspects of the programme. Co-curricular activities were not as well arranged as expected for preparing effective teachers (Gupta, P.N. 1985). Co-curricular activities conducted were found to be traditional and superficial (Pathak, V.B. 1979). According to a specific study such activities were not organised according to the interest and needs of trainees. As such, talented students were deprived of opportunities to develop their potential in the area of art, library, dramatic and other cultural activities. There was lack of proper guidance and feedback. Many institutions did not arrange for educational excursions. There was no provision in the time table of the programme for Work Experience and Socially Useful Productive Work. One study pointed out that programme of productive work was not provided (Ganju, M.L. 1973). Experience
in social work was not an integral part of the programme. Physical education and games were taken casually. Lack of time, opportunities, guidance and feedback resulted in non-achievement of the objectives of practical work. According to one study, the whole programme was so overcrowded that students did not get enough time for participating in other activities (Safia Sultana 1976). Greater emphasis on practical aspects of the training programme was favoured by both student teachers and teacher-educators'. (Joseph, K.J. 1976).

Making an overall assessment one of the studies observed that from the point of view of inputs of organisational climate, leadership style and teacher morale the colleges of education were not in perfect health. In spite of the improvement in inputs, the quality of output had not commensurately resulted (Gupta, S.A. 1977). Another study indicated that negligence in organisation of teacher training institutions and their rigid structure were the causes of the dismal picture of teacher training programmes (Bhatnagar, T.N.S. 1980). In-service teacher education and extension programmes existed in some institutions (Bharadwaj, G.N. 1974), while another study pointed out that 50% of the institutions surveyed had no extension departments or units (Damodar, D.D. 1977). Yet another study noted that none of the teacher training departments had extension services (Mohan, K. 1980).

**Administrative Procedures and Practices:**

The findings of one of the studies reviewed pointed out indications of poor administrative procedures and practices in the organisation of teacher education
programmes. Office organisation procedures were found to be unsatisfactory (Gupta, P.N. 1985). In quite a few institutions, facilities of non-teaching staff were inadequate (Shrivastav, Kantimohan 1982). The same study noted that the existing conditions and working of the programme were not good on all points. According to another study, majority of respondents were not happy with the efficiency of the training programme (Mohan, K. 1980). Heavy work load on the part of teacher educators resulted in 48% of teacher-educators' developing unfavourable attitude towards the profession (Pande, S.M. 1980). Yet another study revealed that in all respects, functioning of government institutions was better than that of private institutions (Mohanty, S.B. 1984). Undue expansion of training colleges was reflected in the poor status of teacher training programmes (Dash, J. 1985).

**Suggestions made for Qualitative Improvement of Teacher Education Programmes:**

From the review of the studies undertaken by the researcher for the benefit of the present study at hand, it was found that some teacher educators and student-teachers' made several suggestions for the qualitative improvement of teacher-education programmes which are summarised in the following concluding paragraph.

There was a consensus of opinion that admissions to teacher training institutions be made by selection. Some stressed administering intelligence tests in screening candidates for admission. Change in the method of teaching and
evaluation was suggested (Saikia, S. 171). Use of standardised evaluation proforma to assess student teachers' performance was another concrete suggestion. Change in the syllabus so as to emphasize practical work and more time allocation for teaching subjects including reorganisation of practice teaching, need of 30 days for practice teaching, arrangements for more number of demonstration lessons employing various methods of teaching (Joseph, K. J. 1967, Saikia, S. 1971, Marr, E., Singh, L.C. et. al. 1969) were other important suggestions.

To enable student teachers to acquire experiences in different aspects of school organisation it was suggested that block teaching be replaced by internship under the charge of practising school (Shrivastav, R.C. 1970). A comprehensive network of School activities were to be included in student teaching programmes (Bhatnagar, T.N.S. 1980). Organised specified co-curricular activities were to be planned. More attention to teaching practice and co-curricular activities was needed (Shrivastav, R.C. 1970). Creation of academic boards and staff-student consultative committees, providing facilities for teacher-educators' orientation and research were yet other important suggestions (Shrivastav, Kanti Mohan 1982, Saikia, 1971). There was a dire need of organizing refresher courses for teacher-educators, short term intensive courses in special subjects, practical training, workshops and professional conferences. It was strongly felt that, if education was to meet the demands of the day and of coming decades, the organisation, content and methods of teacher education had to be constantly improved. Search for new educational
strategies and concepts needed to be undertaken, taking account of the special
social and cultural conditions under which the school and the teacher must perform
their basic functions (Sharma, M. 1982). According to the findings of another study,
student-teachers felt that the objectives of teacher education were to be mentioned
in the handbook of syllabuses. The researcher earnestly felt that, above all,
deliberate efforts needed to be made by all institutions concerned to develop in
pupil-teachers a positive attitude towards teaching (Shrivastav, R.C. 1970).