

## CHAPTER - II

### REVIEW OF RELATED LITERATURE

#### 2.1 Introduction

Here an attempt has been made to have an idea about the previous researches done on teacher education. Essentially it is a part and parcel of a research work that helps the researcher to have a clear concept in this regard. One can have a clear idea through the study of relevant researches that helps the investigator to go ahead in proper direction. Lindwall rightly says that "the purpose of review of related researches reiterated the objectives set forth above, stating that it would enable the researcher to identify some of the exact spots when there is a void in existing knowledge and to see how his problem and findings will relate to other researches and how his efforts, when combined with those of others, can help to complete the total picture". In this chapter, the researcher has gathered available related literature into three major categories, as follows: (1) Research studies in Bangladesh (2) Research studies in India (3) Research studies in other countries.

#### 2.2 Research Studies in Bangladesh

In the year 1976 Institute of Education and Research (IER) conducted a study on teacher education in Bangladesh and primary teachers' training programme was one of the component parts of

its study. The purpose of the study was to gather evidence regarding some of the significant trends in primary teacher training in Bangladesh with the following issues : (1) to evaluate the primary teacher training programme in order to determine their effectiveness in terms of their respective objectives and (2) to suggest necessary measures for improvement on the basis of the evaluation.

The sample of the study comprised 251 teacher educators and 400 trainees of 47 primary Training Institutes (PTI) in Bangladesh during the session 1973-74. Questionnaires, opinionnaires and inventories were developed and administered to respondents to gather information about various aspects of the Primary Training Institutions. Besides, other sources of information such as relevant documents and content materials, published and unpublished, were gathered from either publishers or other available sources.

The major findings of the study were as follows:  
There were 48 Primary Training Institutes in Bangladesh at the time of data collection (1973-74) and of them, data were collected from 47 PTIs. Most of the PTIs were established in between 1951-70. These institutions were run by the government of Bangladesh except only Birisiri PTI which was run by the Christian missionary. All of the PTIs were residential and there existed co-education. The duration of

PTI course was one academic year. The evaluation of the total programme was done on 1200 marks distributed among different subjects of the curriculum. The minimum qualification which the trainees needed to have for admission was Secondary School Certificate. To keep the Trained Teachers of Primary Schools up-to-date, Refresher courses were organised in nine PTIs.

The duration of the Refresher Course was three months. The predominant methods of classroom instruction as followed by the PTI instructors appeared to be traditional and teacher-centered. The trainees were merely passive listeners of lectures delivered by the instructors. This approach was bound to produce traditional primary school teachers. General qualifications for PTI instructors were not adequate and the PTIs were under-staffed. Library facilities were not satisfactory for most (80 percent) of the institutes. Classroom accommodation was not satisfactory in 21 percent of the institutes and the residential hall facilities were insignificant in 36 percent of the institutes. The scope of physical facilities for co-curricular activities were very little for 40 percent institutes. The availability of professional journals was not satisfactory in almost all the institutes (94 percent).

Some recommendations were offered such as (1) The duration of the professional education given in the Primary Training

Institutes should be increased to at least two years and the quality of contents of the training programme should be enriched by attaching more importance to its pedagogical aspect as well as school subjects. (2) The curriculum of the Primary Training Institutes should reflect the life, living, culture and aspiration of the people. (3) The teacher preparation programmes of the Primary Training Institutes should be put under a continuous process of evaluation and improvement. (4) As the economy of Bangladesh was still based upon agriculture, particular attention should be given to reorient the education system generally and primary education particularly towards agricultural development. (5) As Primary Training Institutes remained isolated from the main stream of higher education and, if these institutions would merge with higher education that would ensure a continuous supply of teachers with higher and better qualifications to enter the profession.

In 1981 National Academy For Primary Education (NAPE) made a survey on Primary Teachers Training in Bangladesh to know the strength and weakness in them with a view to remove the foreseeable difficulties before them as the Academy was related to the improvement of Primary Teacher Education in Bangladesh. The main objectives of the study were: (1) To know the physical facilities and other conditions of the PTIs, (2) To assess their programme in order to determine in terms of effectiveness of the objectives, (3) To suggest

appropriate measures to remedy the hindrance in the process of the Primary Teacher Education on the basis of the findings of the study.

The sample of the study included 28 PTIs out of 47 Government and 3 privately managed PTIs in Bangladesh. The tools and techniques used for data were : (1) a questionnaire, (2) an interview schedule and (3) observation.

The study revealed that (1) There was an acute dearth of total land available in 12 PTIs out of 28 compared to the needs, and 6 PTIs stood in around one acre of land only. In many of the PTIs classrooms for the trainees were not sufficient to accommodate the fixed capacity of 200 trainees. Provision of tutorial classrooms did not exist in 22 PTIs, 6 PTIs were going without library rooms and almost similar was the condition in respect of practical classrooms for Science, as well as Art & Craft. (2) Some of the PTIs (7 out of 28 PTIs) had hostel accommodation problems (3) Physical Education and Agriculture were compulsory subjects in the PTI curriculum. In 12 PTIs out of 28 under review, there were no play ground at all. Only 6 to 17 decimals of land were available for practical Agriculture in 13 of the 28 PTIs. (4) In all there were 62 vacant posts in teaching staff in 28 PTIs under review and these vacant posts were bound to reflect in achieving goals of the PTIs (5) The study further revealed that the curriculum and the syllabus of the

Certificate in Education (C-in-Ed) course was heavy one, and one academic year was not sufficient for the course.

(6) Some of the Libraries of the PTIs specially in respect of reference books, were miserably poor. Jessore, Bogra, Sylhet, Habigonj, Moulvi Bazar, Khulna and Perojpur PTIs have 22, 23, 30, 88, 82, 85 and 35 books respectively on reference. (7) The result of the C-in-Ed Examination was highly satisfactory. In most cases percentage of pass very near to cent percent. About 5 percent of the candidates passed in the first division.

Some suggestions were put forward as follows:

- 1) Additional land should be acquired for the PTIs where these were acute dearth of land.
- 2) Construction of buildings for classrooms for 200 trainees at each PTIs might be constructed on priority basis.
- 3) Provision for tutorial classrooms, practical rooms for science, as well as Art & Craft should be made where same were not existed.
- 4) Suitable Library rooms might be constructed, should be given to fill up the vacant posts of instructors at all PTIs.
- 5) As the PTI curriculum was heavy one, so the duration of the C-in-Ed course might be extended to two years.
- 6) As there were acute dearth of reference books at the libraries of the PTIs, attempts should be made to

provide, subject-wise sufficient number of reference books.

In 1986 National Institute of Educational Administration, Extension and Research (NIEAER) conducted a study on survey of teacher education in Bangladesh and Primary Teacher Education was a component part of the study. The main purpose of the study was to obtain first hand information about the teacher training institutions in Bangladesh and to recommend effective ways and means to solve the various problems in teacher education on the basis of findings.

Survey technique was used for collection of data. Questionnaires were developed and administered to respondents to gather informations about various aspects of teacher education. Informations were also collected through analysis of documents such as National Five Year Plans, Related Publications, UNESCO Reports Relevant Books and periodicals published by different publishers and institutions.

Major findings of the study on Primary Teacher Education were as follows:

- 1) Almost in all Primary Training Institutes a large number of teaching post were lying vacant.
- 2) Directorate of Education including Ministry of Education should be manned by suitable professional educators.

- 3) The importance of quality input in the teacher training institute was often not well reflected in policy decision made at the higher levels of administration.
- 4) The existing system of practice teaching suffered from various drawbacks in respect of its organization and duration. The supervision of practice teaching as well as the student teachers preparation for the work was far from satisfactory.
- 5) It was difficult in many cases to secure co-operation of the practising schools for want of any policy decision in this regard.
- 6) Although the evaluation system in the teachers' training institution offered scope for continuous evaluation of students, the use of traditional essay type test at the end of each term was quite time consuming and distressing for the trainees.
- 7) Libraries became almost disfunctional for want of trained Librarians, Cataloguers and other support staff. The accommodation in the library was also quite inadequate to meet the growing pressure of trainees at all PTIs.
- 8) There had been a dearth of recent publications, books, journals and other reading materials in almost all the libraries of all training institutes.
- 9) The facilities for the preparation and use of teaching aids were not quite satisfactory at the teacher training institutions. It was mainly improvised by teachers in training during their practice teaching period. There

were not enough funds to procure modern teaching aids.

- 10) The general deterioration of the standard of education in Bangladesh should be arrested by admitting suitable youngmen and women to the teacher training courses.

Some recommendations of the study were put forward as follows:

- 1) Effective measures should be taken for filling up the vacant posts in PTIs.
- 2) A post not below the rank of a joint secretary should be created in the Ministry of Education to take care of the whole gamut of teacher education and to formulate realistic policy on the supply and training of teachers and teacher educators in the country, in the light of recommendations of the Advisory Council of Teacher Education.
- 3) The entry qualifications and experience for recruitment of teachers at the teacher training institutions should be rationalised in accordance with the felt need for specialised teachers in pertinent subject areas.
- 4) Micro-teaching techniques in teaching practice should be introduced in all the teacher training institutions, and for that purpose the necessary hardwares and softwares should be provided in each of these institutions. In addition, more of demonstration and criticism lessons need to be provided.
- 5) To secure better co-operation, the practising primary schools should be brought under the academic supervision network of the teacher training institutions. Better working relationships should be established between training institutions and the schools.

- 6) Respective Examination Board should be entrusted with the responsibility of organising workshops for the faculty members of PTIs for developing standardized question banks of different types of tests- essay, objective and short answer tests. The test, thus developed, can profitably be used ensuring both economy efficiency of the evaluation system.
- 7) The pay and status of the library staff should be raised so that better qualified persons might be attracted to such positions in the teacher training institutions.
- 8) The facilities for using UNESCO coupons should be extended to PTIs in order to procure recent publications consisting of books and journals from abroad.
- 9) Adequate funds and facilities should be provided for the preparation, use and maintenance of teaching aids. There should be provision for the special awards for innovative and useful teaching aids developed by the teachers.
- 10) The teacher education programme should be linked closely with respective school curriculum. Students having academic background relevant to the course should be recruited and trained.

Haque (1987) in his sub-contract from UNESCO for preparation of a study for Reform of Primary Teacher Training in Bangladesh, have a general view of primary teachers training in the country and also put forward some recommendations. According to the sub-contract three documentary and four

illustrative studies (including one opinionnaire and an expert body seminar) were required for the study as follows:

- 1) Analysis of national documents for location of identified weaknesses of the primary education system of Bangladesh and suggested remedies.
- 2) Analysis of current government policies for selection, recruitment, posting, promotion, training and other related aspects of primary school teachers of Bangladesh.
- 3) Analysis of policies of selected countries in respect of selection, recruitment and training of primary school teachers.
- 4) Profile of primary school teachers.
- 5) Study of teacher effectiveness
- 6) Survey of unemployed PTI graduates
- 7) Survey of opinions of top planners, policy makers, administrators, teacher trainers, teachers and representatives of teachers' unions.

The following were the major findings of the study on primary teachers training:

- 1) Appointment of PTI staff was not made on the basis of the subjects they taught and their chance of promotion was limited.
- 2) PTIs were under-staffed and under-utilized.
- 3) The one-year PTI programme was costly, outdated, theory based and did not develop specific skills of instruction.
- 4) Training focussed on theoretical curriculum and not on the needs of new teachers.

- 5) There was hardly any linkage between preservice and in-service training programmes.
- 6) Most PTI instructors had the qualifications of B.A. and B.Ed with secondary school orientation which were considered insufficient for preparing adequately skilled primary teachers.

Some of the recommendations of the study were:

- i) A one-year in-service modular Higher C-in-Ed (H.C.in-Ed.) course be introduced in 4 PTIs, one in each division and the status of these PTIs would be raised to that of Intermediate colleges.
- ii) A B.Ed.(Primary) Programme might be introduced soon at NAPE/IER which might be offered at 4 divisional PTIs in the long run.
- iii) The initial PTI programme should emphasize on active modes of skill training through micro-teaching and modularized self-learning method. It should be designed to upgrade teachers' knowledge of primary curriculum and pedagogy including Child Psychology, so that the new teachers might be effective as multi-subject, multi-grade teachers.
- iv) Minimum qualification for admission into PTIs or primary school teachers should be HSC irrespective of sex, and a standard aptitude test for selection of new teachers should be developed and used for PTI admission.
- v) C-in-Ed and other examinations should be organized

and administered centrally by an autonomous board under the NAPE Director and their procedure might be reformed and made as objective and scientific as possible.

- vi) An important focus of all teacher training programmes, both initial and continuing, should be to motivate them to function effectively to improve education of girls. Skills in communication (with parents, community leaders and girls themselves) should be incorporated in the training curriculum and skills in preparing and using motivational materials for girls' enrolment and retention should be a practical component of teacher training programmes.
- vii) Repair and renovation of existing PTI buildings, and development of library facilities were necessary.

### 2.3 Research Studies in India

Banerjee (1967) conducted a study on training of primary teachers in sixteen states of India and assessed the needs of primary teachers' training from the view point of qualitative and quantitative aspects and suggested remedies, and propounded a few ideas that might uphold a training institution of tomorrow.

The following observations were made on the basis of interview data:

- i) There were weakness and shortcomings in the professional education of primary teachers and vigorous attempts were

needed to put the programme on the right track.

- ii) Basic education attached great value to the child and real development would take place only under conditions of freedom.
- iii) In the new age, the school, the teacher, the training institution had to play a great role in changing the old patterns of education.
- iv) The number of student teachers, explosion of knowledge and democratic living -- all these placed upon the training institutions a responsibility of unprecedented magnitude.
- v) A training college had to address itself to the task with a spirit of high adventure and faith.

The following suggestions and remedies were put forward:

- 1) In-service training of primary teachers was thought to be important for enabling the teacher to grow intellectually in the course of his daily classroom work.
- ii) The teacher should be kept up-to-date regarding new developments in the field of education.
- iii) To remove the back log of untrained teachers and to improve their academic and professional qualifications, summer courses should be introduced.
- iv) The capacity of the training colleges should be increased.

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- v) Supervision should be done by state institutes of education.
- vi) The status of the teachers should be improved by raising the pay scales.
- vii) For the teacher educators and administrators, courses should be conducted to refresh their knowledge.
- viii) The rural teachers should undertake both classroom teaching and social service.

Arora and Chopra (1969) conducted a study of status of teacher educators working in elementary teacher training institutions of various states in India and observed that the minimum qualification of the teacher educators at elementary teacher training institutions was graduation or diploma in education, about forty percent were better qualified, two percent had first division and twenty five percent had secured second division at masters' level. Mostly, teacher educators had teaching experience in secondary schools which ranged from five to thirty years. The majority of teachers had to teach atleast two subjects- thirty percent had to teach one subject, forty percent two subjects, nineteen percent three subjects and four percent four subjects. Some teacher educators had to do examination work and most of them had to do clerical work. No inservice education programme was organised for teacher educators. About fifty percent had bicycles, radio or sewing machines, whereas very few possessed cars, scooters, motor-cycles and refrigerators. Only a few teacher educators had

housing facilities. Medical facilities to teacher educators were not provided on uniform basis. The medical facilities consisted of reimbursement of fees paid to the doctors. The majority of female respondents had small families consisting of two or three children, whereas male respondents had comparatively larger consisting of five children on an average. The majority of respondents were satisfied with their jobs and sixtytwo percent of them did not want to change their profession. Dissatisfaction in the remaining was mainly due to low income, low social prestige attached to the profession, no further prospects, unjust and unfair administration, heavy workload, political pressure in admission and examination work.

Banerji (1956) investigated into the interrelationship of the two aspects of training, namely, practice teaching and theoretical studies and wanted to ascertain to what extent these two aspects were related to general intelligence and teaching aptitude as measured by objective tests. It is found that intelligence and clear thinking are considered to be the basic qualities necessary for making a good and efficient teacher. The main branches of the teacher training programme, viz., theory and practice demand quite different qualities from these which are essential for brightness and aptitude. The successful class teaching needs qualities like quick thinking, ready wit, easy adaptability, humour, etc.,

which go to making a teacher bright and smart in the class. Either practice-teaching has very little in common with other tests or the method of assessing proficiency in practice is defective and practice-teaching is the worst hit aspect in the examination system which is in vogue at present.

Dasgupta (1965) in his study aimed at locating the emotional difficulties experienced by teachers in their professional school life. The phrase 'emotional difficulties' referred to the negative feelings such as worry, strain, annoying behaviour caused greatest concern to women teachers. Lack of experience also caused difficulties. Personal difficulties were intensified because of the nature of work. Wrong placement of the fresh teachers in schools created problems. Frustration among the teachers was felt because of lack of proper discipline in the school.

Lack of vision for good setting and proper motivation for the teachers towards teaching profession, financial difficulties of the teachers, insecurity of job in privately managed schools etc., were also some of the causes of frustration among teachers. Pupils moral degradation, lack of interest in work, poor examination marks and slow progress caused strain. Feeling of strain was most frequent in urban, inexperienced, young women teachers and the teachers of junior school, teaching larger classes and drawing low salaries.

Gupta (1971) studied the existing admission procedure in the teachers training institutions and to suggest a suitable selection procedure so that the best candidates are admitted to the training institutions. It<sup>was</sup> found that the minimum qualification for admission to an elementary teacher training institution was matriculation or S.S.L.C. and age limit was fifteen to thirty years for freshers and upto fortyfive years for untrained teachers. Admissions were given on the basis of credits gained on written tests, interview, academic record and teaching experience.

Joshi (1972) undertook a comparative study of innovative practices of teachers colleges in India and abroad with reference to the objectives of teacher education, curriculum, methods of teaching, inservice education and research and to identify factors responsible for resistance to adoption or successful implementation of innovations in teacher education and to suggest remedial measures to overcome the resisting factors.

The significant findings of the study are as follows:

- 1) In connection with the innovative practices of colleges of education, it has been noted that there is a trend to increase the duration of B.Ed. courses. Indian and South East Asian Countries have included courses which have a rural bias, while in U.S.A new courses are emerging for special needs of the schools and children. Increasing interdisciplinary and

interdepartmental approaches will lead to upgrading of syllabi in the teacher education programmes. The area of the method of teaching shows great variety and divergence in the colleges of education in different countries with the recent development and advances of technology in the field of education and its impact on teaching techniques. Inservice education is comparatively new in teacher education programmes in India and South-East Asian Countries. The concept of open University has been tried out in U.K.

ii) In connection with acceptance of and resistance to innovations, it has been noted that there is no category of acceptors as opposed to the category of rejectors. Acceptance of or resistance to an innovation depends on various factors, such as situation, facilities, leadership, personal qualities and the atmosphere, etc.

iii) The investigator has suggested innovations for the teacher education programmes in India and has developed a conceptual curriculum development model.

Mollaya (1968) conducted a study on modern trends in the teacher training programmes and the problems of teacher training in Madhya Pradesh with a view to suggesting ways and means to make it more effective. The study revealed that the preprimary teacher training facilities were insufficient in Madhya Pradesh and Montessori training was very costly and needed reorganization. The existing teacher training facilities at the primary

and secondary levels which were considered sufficient, could be made more effective by strengthening science teachers' training at all the three levels, rationalising the selection of candidates for training and introducing practical aspects of teachers' training such as practice teaching community life, preparation of teaching aids, games and sports, and cultural activities. It was observed that there was no proper dissemination of research findings in the field and traditional teaching methods were followed and the evaluation techniques were mostly routine type and provided large variations in internal and external assessment. Since Madhya Pradesh is mainly an agricultural state, agriculture, co-operation and rural upliftment activities could be included in the teacher training programme and more outdoor activities be organised. Better co-ordination in the programme of teacher training at various levels could make them more effective. The teacher training institutions in the state did not have adequate library facilities and the periodicals and magazines to which they subscribed were less in number. The coordination at different levels of teacher training was lacking and there was no provision for training the inspectors of schools and social education organisers.

Manual (1965) undertook an objective assessment of the workload of the teachers in Madras. It was planned to assess the workload from the view points of administration, various

aspects of the teachers' work and use of teachers' free time. The study revealed that the average secondary school teacher had a median pupil load of 162 per week. Teachers' spent, on an average, about eighteen hours per week in classroom teaching according to the time table. Teachers spent three hours per week in preparation of lessons. In addition, teachers had to spend time in setting up apparatus and collection of aids for teaching. Teachers corrected about 215 notebooks on an average. The time spent in correction had a median of 7.5 hours and a mean of 9.6 hours per week. In addition to three terminal examinations, a number of periodical tests were held in schools. The average number of such additional tests was six per year. The time spent in giving individual attention to pupils outside class hours had a median value of 3.0 hours per week. The time spent on extra-curricular activities and communities activities had median values of 1.2 and 1.0 hours per week respectively. The distribution of the composite workload of teachers had a median of 42.9 hours per week and a mean of 41 hours per week. Out of the time marked as leisure in the time table, the teachers spent a median time of about four hours per week in correction, two hours in preparation, one hour in meeting pupils, one hour in other school work and one hour in relaxation. At home they spent a median time of 8.7 hours a week on correction of school work, 2.3 hours on self-improvement and 2.5 hours on recreation and 1.6 hours on remunerative occupations. Majority of them reported weakness when they went home. All the secondary schools

in the state worked for 200 days or more in the year. Teachers were expected to work for fifteen days during vacation besides other work. According to the responses of teachers, the median of estimated workload of teachers in hours per week in various aspects were - 16.5 for teaching, 5.1 for correction, 3.4 for preparation, 1.4 for extracurricular activities, 1.9 for attention to pupils and 0.6 for clerical and administrative work.

Marr et al (1969) made an intensive investigation into three colleges of education of the Punjab University to study the actual functioning of their programmes and as far as possible to determine their strength and weaknesses. It is found that both the staff and the students agreed that syllabus was predominantly theoretical and pleaded for change so as to emphasize practical work and more time allocation for teaching subjects. Need was felt for more demonstration lessons by faculty members and each student was required to give two discussion lessons and to observe about thirty lessons given by other students. Most respondents expressed that although it was useful to observe lessons, however, it could be reduced to save the activity from its becoming uninteresting. 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 because it was often done by supervisors who did not know the subject. 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. Some

respondents expressed that examiners of practice teaching, mostly senior persons, were out of touch with new developments in teaching methodology. Teacher educators followed lecture method and they expressed difficulties in adopting innovations due to lack of proper educational background and study habits of students, and want of time and the student teachers mostly read books written mainly to meet examination requirements.

Patel (1971) critically investigated into the audio-visual education programme and the kind of training opportunities offered to the teacher trainees in teacher training institutions. 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 in nature. Limited practical experience was given in the field. Facilities like audio-visual laboratories, workshop and classroom were rarely available in colleges. 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.

Saikia (1971) attempted to find out the causes of the ineffectiveness of the teacher training programmes in Assam and suggested some remedial measures. The observed discrepancy was attributed to the training course itself and the conditions

under which a trained teacher had to work in a school. The study revealed that none of the trained teachers prepared lesson plans of their work. Though as a group, the trained teachers were found to be somewhat methodical in their teaching, their teaching methods differed from what was taught during their training. Compared to the educational system of England, the relationship between the training institutes and practice teaching schools in India seemed strained. The practical side of training was not given due care. The physical and material conditions in the teacher training institutes in India were not conducive to curricular work of the student teachers. It was also found that the neglect of practice in teaching was due to nonavailability of schools for practice teaching and meagre supervision and guidance. Making student teachers study a variety of subjects within one academic year affected their training rather harmful. Some changes for qualitative improvement of the training programme were suggested through revision of the syllabus and changes in method of teaching and evaluation and reorganisation of practice teaching.

SIE (Gujarat) (1966) in case study got a representative picture of the position of primary teacher training institutions of Gujarat. The study revealed that more physical facilities were needed for the trainees as these institutions were residential units. All the institutions had adequate number of basic trained staff members but no institution had a science

laboratory. There was no reading facility in these institutions. There was a great need for adequate reading room for students and staff members. Fifty percent of the staff members needed refresher courses. There was no proper planning done in these institutions.

Tiwari (1968) studied how far the training programme in India was culture oriented and the relationship between the cultural background and the teaching efficiency of the pupil teachers. The study showed that the training institutions did not have any definite programme for providing information and knowledge of Indian culture to the trainees, though there was some provision for imparting cultural knowledge about community life under the training programme, yet due to the absence of proper guidance, much attention was not paid in this direction. Only students of ordinary or low cultural background came to the training institutes. There was a positive correlation between the cultural background of the trainee and their educational achievement as cultural trainees progressed after training while the un-cultured did not show any sign of progress and only the cultured trainees' actions and behaviour were affected by the training.

Verma (1968) investigated whether teacher training made a favourable impact on the values, attitudes, personal problems and adjustments of student teachers and how these variables were related to one another. Findings of the investigation revealed

that the student teachers had lost significantly in theoretical values, which meant that their interests in intellectual activities had been reduced as a result of undergoing the training programmes. They had also lost significantly in economic values which meant that their interests in business and financial matters had been reduced. In aesthetic values there had been a significant improvement as a result of training. Teacher training had neither improved nor reduced the social values of the trainees. Student teachers had neither gained nor lost in the area of political values. In religious values, on the other hand, the interest trend towards improvement, but not to a significant degree. Impact of teacher training programme on the attitudes of student teachers towards children and school work had been consistently favourable. Teacher training had significantly reduced the number of problems in the area of economic security. The trainees now felt more confident to earn a livelihood. Results showed a substantial reduction in the number of problems of self-improvement, which meant that their desire for self-improvement had been partially satisfied through the training course. As a result of teacher training the number of problems concerning home, family, religion and occupation had been significantly reduced. As a result of training they had shown a significant loss in their health adjustment. Training had significantly contributed to the improvement of social, economical and occupational adjustment of the trainees. In case of adjustment, social class did not show any influence in the areas of home, social,

emotional, occupational and total adjustment. Attitudes of the students teachers were not significantly related to their theoretical, economic, aesthetic and religious values but they were significantly and positively related to social values and significantly and negatively related to political values. Adjustment and personal problems were highly and significantly related. Good adjustment resulted in the reduction of a number of problems, while poor adjustment increased their number.

Damodar (1977) critically investigated into the practice of student teaching and evaluation programme in training colleges of Andhra Pradesh and found that colleges of education were lacking of physical facilities like accommodation and equipment and they had no extension services department or unit attached to them. Position of innovation and research in the colleges was not encouraging. The colleges were not having required and qualified staff. Student teaching was taken as a formality and ritual just for fulfilling the syllabus prescription, but not in an effective manner to realise its full spirit as outlined in the objectives of student teaching.

Ganju (1973) carried out a research on teachers' training in Madhya Pradesh and found that about seventyfive percent training colleges did not make any arrangement of the training according to the individual needs, capacities and interests of trainees. There was no adequate arrangement of specialised trained personnel like guidance experts, psychologists, psychiatrists and mental

health experts in the colleges. The teachers were found to be emotionally disintegrated and economically frustrated and most of the teachers felt that the duration of training course was not sufficient. The teacher trainees did not get adequate training in construction, administration and interpretation of psychological tools and techniques, and programme of productive education was not provided.

Gupta (1977) in his study found that the college of education of the Punjab were not functioning well but were not stagnant too. In spite of the improvement in inputs, the quality of output had not commensurately resulted. The process in colleges of education rested upon a complete absence of any effective kind of learning theory. From the point of view of inputs of organisational climate, leadership style and teacher normale, the colleges of education were not in perfect health.

Joshi (1974) undertook an investigation on teachers training at Udaipur and mentioned that popularly used methods were question-answer and objective based teaching in classroom situation. The use of micro-teaching, programmed learning, interaction analysis and self-learning projects were negligible. Nearly eighty one percent of the instructors frequently used lecture method in their theory classes. Not many institutions nor the instructors were involved in the inservice programme of elementary teachers. Block teaching was one of the

components of the teacher education programme in Gujarat and Jamia Millia Islamia. The most significant factors of resistance to innovations as reported were lack of facilities. Lack of funds, lack of live to pursue the new ideas, lack of professional guidance, lack of support from educational department, and lack of professional guidance.

Kishanpuri (1977) made an Analysis of the Emotional Problems of the teachers in classrooms and noted that the cause of annoyance of teachers were children's behaviour inside the classroom, children's negative attitude towards work, negative personality traits, undesirable behaviour on playground, objectionable personal habits, etc. The degree of intensity, of occurrence, which ranged from most frequent to the least frequent with teachers, were school conditions, classwork with children, discipline and control, routine duties, nervous strain, sympathy and cooperation, general conditions and criticism. The source of pleasure from greatest to least, were teachers' pride and satisfaction in achievement of students, work and behaviour, appreciation and praise. The primary teachers reported their own feelings of irritability, criticism from inspectors, low status in the society and slow progress of children as being sources of greater degree of worry and strain as compared to high and higher secondary school teachers. The high and higher secondary school teachers mentioned about the continuous noise of the pupils, low results despite their best efforts, indiscipline of

students, inadequate buildings and lack of equipment and disobedient students, as source of strain. Women teachers reported the noise of children, own feeling of irritability, low results and disobedience of students as sources of worry, while men teachers reported postings at different places against their own wishes as the source of worry. The urban teachers did not report more worries and strains which occurred more frequently in case of rural teachers.

Lavingia (1974) made a study on job satisfaction among School Teachers and found that primary teachers were more satisfied than secondary teachers and female teachers were more satisfied than male teachers. Job efficiency was positively correlated with job satisfaction. Young teachers, in the age group of twenty to twenty four years, were more satisfied in both the groups of primary and secondary teachers and unmarried teachers were more satisfied.

Naidu (1974) in her Career Orientation and Professional Preparation Among Women Teacher Trainees revealed that Women took up teaching profession due to its suitability to their nature and temperament. The lower and middle classwomen sought career under economic considerations and the women teachers had positive attitude towards career building among women. The two roles viz., career and home making, produced role conflict in majority of the married women teachers and this gave rise to problem of family adjustment. Teaching was considered as a contingent role while

home making was considered as a primary role. The professional status of teaching was considered low in social estimation and the professional organisations of teachers were not functioning properly. The training colleges worked as vital organs in smoothening processes of career orientation, job motivation and professional preparation among the teacher trainees.

Safia Sultana (1976) attempted to find out the academic difficulties of student-teachers and revealed that course content of theory courses, especially Philosophy and Psychology, is difficult, and teachers teaching method are another area of difficulty where students have no chance to clarify their difficulties during the class period. About practice teaching, their main difficulty is that what is being taught in methodology classes is not acceptable to school teachers and they hardly agree that new methods be tried out in actual class-room teaching. Supervision as done by the method teachers is contradictory and they get confused and do not know whose suggestions to follow. The whole programme is so overcrowded that they do not get enough time for participation in other activities. Most of their difficulties present because the teachers educators never try to keep any out of class contracts with them.

Sharda et al (1970) conducted a spot study of three Government male primary teacher training institutions in Bihar and pointed out that the teacher educators were not satisfied

with the job condition. They were not strained with workload except for the practice teaching session. The teacher educators were found to do some extra duties of clerical nature. A few had attended more than one in-service education programme, but a large number of them had not attended any such programme so far. In spite of the institutes being situated in vast field campuses, the buildings and hostels were poor, damaged and inadequate. Classes were held in open space or in the hostel varandha or in the hall where the students were accommodated. Students were usually huddled together on the floor or they were found to sit on the cots packing up their beddings in one corner. Libraries were equipped with 2000 books and had Rs.50.00 as the annual grant there was no separate library room and librarian. The instructional programme comprised professional content - cum - methodology, course, student teaching work experience, art and craft education and community life, extension work and physical education. Teacher educators used lecture method in the class usually, but some passed on to questioning, some readout from the textbook and explained and some dictated notes. The institution did not find any problem of discipline. The student trainees never followed up after training. The institutions were inspected usually once in two to three years. The inspection usually comprised examination of office records and only at times hurried round of the institute and the hostel.

Sharma (1973) in his evaluation of practice teaching programme in Uttar Pradesh and found that observation of lessons of school teachers before practice teaching was generally not in practice. Demonstration lessons were given in all the teacher training institutes, but in some it was only on paper and not in practice. Number of these lessons was grossly inadequate. Knowledge of different methods and techniques of teaching and of lesson planning was invariably given to students. Training preparation of teaching aids and also practice in blackboard writing were generally given. The period of induction was too short specially in the affiliated colleges. Fifty lessons were generally given in two or three spells, and this organisation was regarded "best" by sixtyeight percent members of the staff. It was found that practice teaching was done very hurriedly. Now teaching work like maintaining diaries, giving tests etc. was rarely done by the student teachers and they did not take part in the activities of the practising schools. The college had no control over the student teachers and got very little cooperation from them.

Shukla (1976) undertook a study on Teacher Education Programme in Orissa and indicated that emphasis of the curriculum was more on theory and less on practical aspects. The curriculum paid little or no attention to the context knowledge of the student teachers and the evaluation of teaching was far from satisfactory. 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. The staff student ratio was found to be 1:19. About fifty three percent of teacher educators did not possess the qualifications recommended by the Education Commission of 1964-66. The physical facilities provided in the institutions were not satisfactory.

Singh (1977) carried out a study on innovations in teacher training institution and noted that institution which had teacher educators exposed to foreign influences through visit, literature and other means of communications, had been able to adopt a large number of innovations. Teacher training institutions in India had not developed experimental attitude towards new ideas, methods and practices. Decisions regarding the adoption of a large number of innovations had been made by external agencies without involving the actual practitioners.

Sukhia (1973) carried on a research on Current Supervisory Practices at Agra and mentioned that most of the training colleges had inadequate library facilities, had very little provision for journals, and had inadequate accommodation and administrative staff. In most of the colleges no evaluation chart was used to assess the day to day teaching of student teachers. There seemed to be apathy to literacy and co-curricular activities in most of the institutions. Too much

emphasis was placed on assigning classes of their own choice to student teachers. In supervision, too much emphasis was laid on student teachers' correcting the incomplete or partially correct responses of the pupils in a very formal and time consuming manner, maintaining of discipline in the classroom rather mechanically taking a serious view of the mischiefs committed by the pupils and punishing them harshly. Supervisors sometimes maintained unnecessarily wide distance from the student teachers which obstructed free exchange of ideas and smooth inter-personal relations between them. The supervisors were hardly serious in matters of professional growth. They seemed to be averse to innovations in teaching and improving their own teaching through research. Supervisors devoted only about eight minutes to supervise the student teachers' actual classroom teaching in a period of forty minutes.

Srivastava et al (1976) found that the existing teacher education courses of the M.Ed examinations of different Indian Universities completely neglected most of the practical duties that teacher educators had to perform. An effort was made to remedy this defect in the syllabus proposed by the study. Education codes expected teachers to cultivate healthy attitudes. Use methods tailored to the needs of individual students, provide opportunities for group activities, equip themselves with the latest knowledge, participate in cocurricular activities, enlist parental cooperation, maintain records of students' achievements,

avoid negative measures like punishment etc. Educational personnel expected the teacher educators to know the subject well, be acquainted with the latest researches and methods of teaching in the field, have the first hand knowledge and experience of school teaching, be able to produce good and successful teachers, understand the realities of the changing social order etc.

Agrawal (1969) found that more than 53 percent teachers of primary schools were not intelligent enough to be teachers and about 50 percent did not possess adequate knowledge of the subject to be able to teach competently. In the classroom teaching, about 52 percent teachers were below average whereas 47.35 percent were weak in the competence of organizing co-curricular activities, school programmes and other activities of the school, the main problems of teachers listed were low salary irregularity in increments, salary incommensurate with qualifications, transfer etc. The problems faced in schools were multiple class teaching, attendance and the number of students in a class, poor accommodation, non-availability of teaching aids, teacher-parents relationship, supervision and relation between the school and the community. According to the evaluation the administrators, inspectors and headmasters considered 40 percent teachers as competent and the teachers considered 42 percent of them as competent.

Bhatnagar (1979) conducted a study on Organizational Climates of the Teacher Training Institutions of Uttar Pradesh and pointed out that the Organizational Climates of teacher training institutions in U.P. were characterized by high level of hindrance factor authoritarianism, high academic emphasis, low level of discipline and control and lack of facilities. The overall picture emerging was not impressive and good. The stereotype of non-government teacher training colleges' organizational climate indicated high hindrance, high democracy and freedom and high lack of facilities. The stereotype of organizational climate of government teacher training colleges, on the other hand, meant high social support, high authoritarianism, high trust, high academic emphasis and high discipline and control. In large institutions, the climate was dominated by high authoritarianism, high trust, high academic emphasis and higher degree of discipline and control as compared to small institutions. On the other hand, small institutions climate was characterized by high hindrance, high democracy and freedom and high lack of facilities. The rural institutions had high level of discipline and control and high academic emphasis as compared to the urban institutions. On the other hand the urban institutions were high on democracy and freedom and lack of facilities. The men's training colleges had better social support, greater trust, more academic emphasis and better discipline and control than the women's training colleges. The trust and academic emphasis were more predominant in the climate

of University department of education than in the climate of college departments. The organizational climate affected the effectiveness of the institution. Each teacher training institution had a unique kind of climate.

Gadgil (1981) pointed out that most of the primary school teachers in Pune desired to have continuing education / orientation in school subjects to get mastery over them and more than 50 percent teachers desired to have continuing education to improve their qualifications. Fifty-seven percent teachers did not see any advantage in orientation programmes, Very few teachers were aware that they themselves were responsible for the unsatisfactory standard of primary education. A very insignificant number of teachers subscribed to magazines leading to professional growth and a very few of them were engaged themselves in creative writing.

Goyal et al (1979) in his study found that since the syllabus of various subjects in the new pattern of school education had been enriched and a number of new activities had been added, there was an urgent need for in-service training of existing teachers working in the schools under the new pattern. Such areas were environmental studies, development of moral training were not being prepared in the area of health and physical and physical education as proposed in the new scheme. Arts was also not being offered with its enlarged scope. It was more or less done in the traditional

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form (by preparing charts, models, audio-visual aids etc.) and not by training the student-teachers to develop aesthetic, sense, creativity and appreciation of culture among children. Training for the development of moral values in children was also not being given properly to student-teachers.

Gupta (1979) concluded that in view of the emerging curricular changes at the school level and subsequently at the teacher education level, the in-service education courses were required for teacher educators.

Lakshmikutty (1978) pointed out the role expectations of teachers and summarised that the teachers should try to eliminate illiteracy and they should be thorough in the subject matter. They should co-operate with administration and the staff in maintaining discipline and treat pupils kindly. Teachers should not be political workers but social agents. They should mould the character of the pupils and also visit the families of problem children. The teacher should work for the communal harmony and they should keep close contact with the parents.

Mama (1980) conducted a study on inservice training of teachers in Maharashtra and found that of the fifty one teacher education colleges in the state, twenty six ran extension centres. Little importance was attached to in-service education. The colleges of education conducted a variety of programmes, most of which dealt with subject matter, planning of tests,

evaluation and audio-visual aids. No effort was made to involve teachers in the planning, evaluation and follow-up of in-service programmes.

✓ Mohan (1980) had designed to find out the effectiveness of the teacher training programmes in Faizabad and found that the teacher training departments did not have adequate buildings or equipment. None of these had hostels for girls' students. The hostel facilities for boys were not satisfactory. Quite a few teacher educators were not adequately qualified to supervise teaching practice in the subjects in which they were supervising the lessons. None of the teachers training departments had provision for extension services. The duration of the training course had become very short and covered only 118 working days. None of the training departments had their own practising schools. The time spent on practice-in-teaching was too short as schools were not available for a larger time. The examination for practice-in-teaching had become a farce as the examiners did not observe the lessons for adequate time.

Pande (1980) commented on the study of supervision practices that no teacher training colleges in Faizabad had special equipped rooms for teaching science, history, geography etc. and they did not have tutorial rooms where they could sit and discuss the lesson plans with the trainees. 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. Facilities for the organisation 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, sometimes the trainees had to travel considerably long distances to go to schools for teaching practice.

Sharma (1982) concluded that 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. Methods of teaching and evaluation being used in training institutions were traditional. There were evidences to show that there was lack of research data in the field of teacher education. There was dire need of organizing refresher courses, short term intensive course in special subjects, practical training, workshop and professional conferences at both the levels (Primary and Secondary) of teacher education programmes. If education was to meet the demands of our time and of coming decades, the organization, content and methods of teacher education must be constantly improved. 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. 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.

Sharma (1982) ascertained that in almost all the aspects of preparedness of teachers, the trained teachers had a definite superiority over the untrained teachers. The trained teachers differed significantly from the untrained teachers in respect of co-operative attitude and moral character. All the behavioural characteristics of the trained teachers differed significantly from those of the untrained teachers. Of the teaching aptitude, such as kindness, patience, wide interest, fairness, discipline, optimism, scholastic taste, and enthusiasm, there was no significant difference in the aptitude of the trained and the untrained teachers. From the point of view of all the aspects of classroom observation, the trained teachers showed definite superiority over the untrained teachers. According to the superior to the untrained teachers in all respects, namely, classroom teaching, organisation of curricular and co-curricular activities, and personal qualities.

Sing (1978) in his research concluded that the theoretical and social values were positively related to teaching success but the economic and aesthetic values were negatively

related. The highly successful teachers were assertive, venturesome, controlled, emotionally stable and trusting, and they were better adjusted than the average and low teachers, while the average successful teachers were better adjusted than the low successful teacher. Positive attitude towards family, a sense of identification with the people, place and profession and a growing concern for the school, students and studies were helpful in making a teacher successful. The highly successful teachers possessed better intellectual capacity and efficiency, had higher creative potential and level of aspiration, showed more introversion and better adjustment than the average and low successful teachers. The highly successful teachers were able to induce learning, develop interests and foster desirable attitudes in their students. The unsuccessful or low successful teachers contributed significantly to developing aversion to the subject, creating misunderstanding and fostering undesirable attitudes and producing little subject learning.

Sinha (1982) evaluated teacher education in Bihar and found that a majority of the colleges had inadequate staff, library, equipments and laboratory. Recent innovations in teacher education had not been incorporated into the system. In service programmes were not carried effectively and there was little attention paid to follow up programmes. The evaluation process had remained traditional. Practice teaching in colleges

of education was being neglected by the method masters.

Sinha (1980) measured the impact of teacher education programme on the professional efficiency of the teachers and found that the trained teachers were better than the untrained teachers in the knowledge of the subjects, preparation for teaching, self-confidence, voice, pronunciation, facial expression and in actual classroom teaching taken as a whole. Again the trained teachers were better than the untrained teachers about the aim of the lesson, its appropriateness, its organisation, the use of teaching devices, presentation, and effective closure.

Srivastava (1982) pointed out that in teaching population education there was no marked difference in the attitude of the male and the female teachers, the married and the unmarried teachers, the science and the arts teachers but the Hindu teachers had more favourable attitude towards teaching population education than the Muslim teachers in Lucknow.

Sujatha (1979) tried to determine the most desirable set of objectives for teacher education in general as to become conversant with the basic theories of teaching and learning and of the learning process, to know the foundations of education, to develop a positive attitude towards the teaching profession, to acquaint themselves with the meaning of democracy and its implications for education and to develop the desire to

inculcate these ideals in their pupils, to acquire the knowledge of modern evaluation techniques, curriculum planning and development, to realise the importance and significance of guidance in schools and also develop skills to offer guidance to pupils and to know different types of school organization and administration.

The objectives considered significant for primary teacher education to acquire the knowledge of the development needs of the elementary school children at the various stages of growth, to acquire the knowledge of aims and objectives of primary education in general and the specific objectives of teaching subjects at the primary level, to have an adequate acquaintance with the content of the different subjects of the school syllabus and expected to teach, to develop and use instructional materials including audio-visual aids, to realize the need and importance of work experience and to acquire proficiency in some crafts, to contrive and to use a variety of effective teaching learning procedures suited to primary school children, to be active participants in community activities like adult education, PTA etc. and to have the knowledge of various co-curricular activities suited to the primary school children and make them capable of organizing, supervising and participating in such activities.

Gogate (1983) made a study on Training of Primary School Teachers in the context of Universal Primary Education at Pune

and mentioned that a set of 16 booklets written in simple language was made available for orientation programmes and self-learning of primary teachers and a new method of orienting primary school teachers had been established. Teachers understood that education was the main instrument of child development and that they had a social responsibility for achieving this development. Teachers were aware of the methods of formal and non-formal systems of education. They knew that at some stage in the future, they would have to take responsibility for non-formal education. Teachers were now aware of the extent of education of children from weaker sections of the society and problems of education of girls.

Gupta (1986) investigates the attitude of teachers towards Environmental Education at Pune and pointed out that all the groups of teachers showed a favourable attitude towards environmental education. The order of favourableness was junior college, secondary college and primary teachers.

Ekbote (1987) undertook a study on development of a strategy for integration of skills in teacher training and mentioned that the integration strategy was found effective in terms of the improvement it made in the student teachers' performance in classroom teaching. All the seven variables 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.

Butala (1987) conducted a study on in-service educational programmes and found that the teachers were in favour of in-service training programmes being organized on working days only. The second preference was summer vacations. Working on weekends were their last preference. The training college did not have adequate facilities for conducting the programme. Teacher participants considered an attendance certificate to be a proper incentive for participating in in-service programmes. They however desired that such attendance should be considered a necessary qualification for the purpose of promotion. The in-service programmes were not evaluated systematically. The quality of in-service programmes was rated fairly high by teacher participants. They felt that the programmes were useful in terms of their professional growth.

Rajameenakshi (1988) made an intensive investigation on factors affecting teaching competency of B.Ed. trainees in Madras and found that training in the skill of demonstration and microteaching significantly increased teaching competency. The type of management and the teacher - pupil ratio were the factors that affected the mean teaching competence of B.Ed trainees in almost all colleges of education in Tamil Nadu. Female teacher trainees, teachers who taught in girls schools, teacher trainees who got first class in degree examinations, and teacher trainees with higher socio-economic status scored significantly higher in teaching competency than others.

#### 2.4 Research Studies in Other Countries

Bennett (1987) undertook a study to establish data base that would provide direction for the design, implementation, and evaluation of staff development programmes. Hence this study examined the effectiveness of staff development training procedures on teachers' attitudes, knowledge and skill acquisition and transfer of training to classroom practice. The results of this study demonstrate that teachers can learn a wide range of skills and strategies and implement them in their classrooms when sufficient opportunities to learn are provided.

Goodwin (1987) assumes that preservice teachers hold definite beliefs about teaching and that a vehicle for analysing these beliefs should be incorporated into teacher education in order to help prepare reflection teachers prior to entry into the profession. If teacher educators are interested in preparing teachers who are reflective and analytical of their own performance, they must consider the beliefs that each preservice brings into teaching. The focus should be on assisting prospective teachers to look closely at themselves and articulate what they believe about teaching and on providing them a vehicle to assess their perceptions.

Baxter (1987) examines the relationship between teacher knowledge of content and classroom instruction. As one goal

of teaching is the transmission of content to students, it is important to better understand the role teachers' knowledge of a topic plays in classroom instruction.

Ortman (1987) points out that many schools systems traditionally operate on authoritarian models and teachers tend to be more authoritarian than authoritative in their approaches. Research has suggested that the management ideology of pre-service teachers, although it appears to become more authoritative during teacher preparation programmes, reverts to pre-programme levels of authoritarianism. Once these practitioners are confronted with the realities of the classroom. The research was designed to assess the management ideology of pre-service teachers and the extent to which level of moral reasoning, causality orientation viewed as a dimension of personality, the authoritative or authoritarian climate students had experienced and background variables could predict it. It is concluded that pupil control ideologies are more authoritarian among pre-service teachers whose orientation is one of helplessness and among those whose former teachers provided models of authoritarianism. Level of moral reasoning, although it is significantly correlated with pupil control ideology, is not a significant predictor in the final model when other factors are taken into account. Pre-service teachers apparently see classroom management as a pragmatic rather than a moral issue.

Ihedigbo (1987) conducted a survey of some groups of cooperating teachers, university supervisors and student teachers with the intent to investigate the role expectations of the university supervisions of student teachers during student teachers' field experiences. It is suggested that teacher education institutions should have plan for training programmes for university supervisors in the form of courses, seminars, and workshops in order to acquaint them with the roles expected of them during student teaching.

Histrelta (1987) investigated the autonomy student teachers achieved in the decision-making process. The study focused on elementary school student teachers' interaction with cooperating teachers. It was found that student teachers felt at risk while making decisions. They felt the cooperating teachers were in charge and they conformed their ideas accordingly. Student teachers were deficient in several steps of the decision making process. They had limited skill in decision-making while teaching. Student teachers believed autonomy was important, but they failed to promote their own autonomy. Most had achieved some level of autonomy. For several, the autonomy was not extensive.

Hagey (1985) revealed that experience in years of teaching appeared to have no significance in relationship to positive attitudes of teachers towards computers. Positive attitude

were found in teachers and coordinators who had previous training on computers. The teachers with training on computers. The teachers with training usually provided their students with more computer time. Trained teachers reflected more enjoyment in computers and more confidence in their ability to use computers. They had positive feelings toward the integration of computers into the educational system and revealed less anxiety in working with computers.

Harris (1987) based his study on the thesis that basic insights into principles and practices of education are essential for effective classroom teaching. The objective of the programme was to provide teachers, who have not received professional training with an organized programme of study through the use of which they will be exposed to and hopefully learn basic psycho-pedagogical principles and become familiar with some methods of teaching.

Allegne (1987) had to determine the perceptions of student teachers at Cyril, the quality and adequacy of selected aspects of their student, Potter College of Education in Guyana. It is found that the majority of student teachers were satisfied with their student teaching experience. Student teachers had limited opportunities to participate in various practical experiences prior to student teaching. The supervision provided by cooperating teachers was inadequate. These teachers did not provide as much feedback and follow-up

assistance which students appeared to need. Student teachers were more satisfied with college supervision, although some students felt that college supervisors were not always as available as they should have been. The cooperating schools had an inadequate supply of instructional materials and equipment for teaching. Neither cooperating teachers nor principals of schools were engaged in the evaluation of student teachers.

Muniz (1987) was to examine a new course in values of moral education offered in the public schools, in Puerto Rico, during 1983-84 academic year in order to determine whether or not there has been articulation and coordination between the colleges or universities and the Department of Education. It let to determine what could be expected from the colleges and universities which had teacher education programmes when the Department of Education introduced this new course - Human Development : Values and Self-Realization. The study determined that teacher education programmes in Puerto Rico had not made any changes in their causes of study to include values or moral education in the 1983-84 academic year although the programme directors were aware of the need to incorporate this area of knowledge. The Department of Education had not either made any amendments to the regulations for teacher certification to include values or moral education although they intended to implement the programme islandwise. Recommendations were given regarding the articulation and values or moral education.

Keith (1987) focussed on the practical knowledge held and used by a student-teacher as she experienced success in classroom lessons she taught. The study explored how a student teacher formed her perceptions of success, what these perceptions meant to her, and what she should be with the pupils in her class.

Cohen (1987) made a survey that increasing demands on teachers, combined with the growing complexity of schooling, required a view of teacher education that was attentive to the integration of theory, research and practice. What teachers need to know and what teachers need to be able to do are critical questions for teachers educators. Teachers are a primary source of knowledge for teacher education. These research examines teachers perceptions about their work in classroom and explores journal stimulated recall as a methodology. The implications for teacher education are both theoretical and practical, connecting personal and public knowledge. First, the dilemmas of classroom teaching need to be explored. Second, teaching in class-room should be presented as the complex & dynamic task. Third, preparation represents an excellent opportunity to develop reflective skills, evaluative decision making and awareness of the social, cultural, and political forces that are present in schools. Stimulated recall is a method of introspection and reflection that can enhance those capabilities.

Bery (1987) investigates the problem, do teachers with a high self-concept of teaching ability have a positive influence upon student self-concept of academic ability? Intermediate elementary classrooms in small city school districts in rural Ohio became the focus of the study. If the literature is correct, the influence may occur because teachers with self-concept of teaching ability tend to become significant others to student, they tend to be more accepting of students, they should tend to create more opportunities for student success, they tend to have higher expectations for students, and they tend to be more encouraging of their students.

Klucharich (1988) examined the four professional performance skills of student teachers namely instructional techniques, planning and organisation, classroom management and use of materials and found that student teachers occasionally demonstrated the performance skills of instructional techniques, planning and organization and classroom management. The student teachers frequently demonstrated the performance skill use of materials. Some factors like college programme, supervisory techniques of the college supervisor and co-operating teacher as well as the supervisory training of the co-operating teacher were closely related to student teachers demonstration of performance skills. Some recommendations were offered as cooperating teachers should be trained in the principles of supervision and should observe and conference their student teachers on a daily basis for these four performance skills.

Cooperating teachers should design and assign learning activities for these four performance skills in conjunction with the learning activities recommended in the college curriculum.

Murphy (1985) investigated some aspects of the evaluation of an in-service education project (INSET) which was launched by the private sector in South Africa in 1983, with the purpose of upgrading under-qualified teachers in black primary school. The target group at which the programme is directed is those black teachers who have had only three years of secondary schooling and two years of professional training and who according to state legislation, are under-qualified. The study evaluates how successfully Teacher Opportunity Programmes helps these teachers to upgrade themselves academically and professionally.

Scannell (1988) enquired into the state policies in the USA restricting entry into teaching. Observed that during the past decade forty-six states beginning with those in the South, have enacted regulations requiring some form of competency assessment of teachers. These new policies represent a significant change in the level of state involvement in decision making and in the nature of standards for becoming a teacher. The policies have the greatest screening impact on nonwhite ethnic groups. The new measures restricting entry to teaching were prevalent throughout the country and there were striking

differences in the depth and breadth of such policies from state and across geographic regions. This study attempts to explain the forces behind the variations in state policies.

Al-Nasser (1988) conducted a study on class-teacher programme to improve the performance of the class-teacher in Bahrain and found that there is ineffectiveness and inadequacy in the implementation of the goals of the class-teacher programme. So recommendations were made for sufficient practical training, assignment of sufficient hours for the application of the integrated teaching methods of teaching language (Arabic) instruction, provision of sufficient and compatible teaching materials, convocation of conferences and workshops to deal with the different perspectives and viewpoints of the participants in the class-teacher programme.

Colt (1987) investigated the extent to which teacher education faculty taught with individualized instruction as well as personal, professional and organizational factors affecting its use. Significant relationships were found between use of individualized instruction and attitudes towards it, tenure and degree status, appropriateness to courses taught and physical facilities.

McMillan (1987) provides descriptions of the preservice teachers' first formal attempts at reading instruction, and a discussion of the biographical, cultural, organizational and

institutional factors which seem to have influenced the pre-service teachers' classroom behaviour.

Bac (1987) investigated American and Korean Teachers' conceptions of effective teaching and two groups of teachers were taken from the two countries for the purpose. Meaningful differences in teachers conceptions between the two nations were found- Clarity of presentation, questioning, pacing of instruction, teacher-student rapport, fair grading, corrective feedback, allocating practice time, and teacher enthusiasm appeared to be more closely related to effective teaching for American than for Korean teachers. On the other hand, availability of materials was found to be more closely related to effective teaching for Korean than for American teachers. For both groups of teachers, teacher enthusiasm, teacher-student rapport and clarity of presentation were more closely related to effective teaching than other behaviour. For American teachers, fair grading and availability of materials were rather effective teaching than other behaviours. For Korean teachers, fair grading, pacing of instruction, allocating practice time, and corrective feedback were farther from effective teaching than other variables.

Rapp (1986) identified some of the most commonly experienced problems in the teaching field as perceived by first-year teachers. The research questions posed in their study included :(1) In developing the teaching self, what are

the area in which the beginning teacher perceives himself/herself least most competent ?(2) In what ways do beginning teachers perceive themselves unprepared in their transition from the pre-service training programme to the actual teaching experience? (3) How do first-year teachers perceive the support they are given during their first year of teaching? (4) What programmes/changes can be suggested which might produce a more positive, productive first-year teaching experience?

The overall statistical summary suggested : (1) Specific opportunities dealing with problem-solving approaches for teacher-in-training must be emphasized. (2) Increased training must be directed toward teaching the individual in a heterogeneous classroom. (3) The importance and the means of developing positive relationships within the educational community must be addressed in all areas of the professional training programme. (4) Mentor programmes, formal induction programmes, and conscious efforts to provide new teachers appropriate sources of support must be established within the school setting.

Flaquer (1991) investigated the relationship between the perceptions of expectations for the role of both the student teacher and the cooperating teacher and the satisfaction and effectiveness of student teachers. It is found that there was

a significant difference between the perceptions of expectations that student teachers and cooperating teachers had for the roles of both the student teachers and cooperating teachers.

Youshock (1991) explored the relationship between stress levels of student teachers and their perceptions of 'ideal and real' supervisory styles of their cooperating teachers. The student teachers wished for cooperating teachers who would use indirect styles of supervision.

Klausmeier (1992) examined and analysed selected teacher education reform proposals of the 1990s using analytical questions developed in the professional literature dealing with the process and content of reform. Such a study was designed to determine which, if any, of those proposals addressed critical questions of purpose, substance and value in teacher education. In this way it was possible to identify those proposals which might serve to provide a concrete framework upon which teacher education reform could be directed.

Dewalt (1992) investigated the relationship between teacher training and teacher competence. Teachers who had teacher training scored significantly higher on the competencies of Affective Climate and Individual Differences than teachers who had had neither education courses nor student teaching.

Bogan (1992) conducted an investigation on environmental literacy and found that student in Florida demonstrated limited knowledge of the principles of ecology and had a positive ecological attitude. An exploratory path analysis suggested the plausibility of the awareness to action model for environmental education.

Wenzel (1992) investigated the relationship of the elementary and middle school principal to the student teacher programme. As per report of the survey the principal should serve as a support person to the co-operating teacher and the university supervisor. The principal should orient the student teacher to the schools environment by providing information about the community, the school's philosophy and goals, school facilities and staff, and teacher rights and responsibilities.

In this chapter a general review has been done on primary teacher education in various countries including Bangladesh. This review has enlightened the investigation to take appropriate measure to develop the present study. Again the researches reviewed in this chapter have provided an idea to the investigator about the methodology adopted for the study.

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