

CHAPTER – II

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REVIEW OF RELATED LITERATURE

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2.1 Introduction

The present chapter deals with the review of the related literature. The review of the related literature provides the background for research and makes the investigator aware of the status of the problem wherein the investigator is interested. Review provides meaningful groundwork for study by providing valuable guidelines for defining the problem and thus in recognizing the significance of the problem. Review gives a line of direction and helps in planning the study properly.

Any new knowledge, which is a product of research, cannot find its justification unless it is seen in the light of previous knowledge. Hence the past studies have been the building blocks for the present study.

The details of the reviewed studies have been presented in the following paragraphs.

Behari (1998) analysed secondary pre-service teachers education curriculum in the context of requisite abilities for selective teaching.

Behera, A. (1989). An evaluative study of the problems of teacher education programme at the college level undertaken by private agencies in Orissa. M. Phil., Edu. Utkal Univ.

Objectives: (1) To investigate the basic problems of private teacher training colleges, (2) To analyze the problem from the organizational and administrative point of view, (3) To make suggestions to the authorities and educationists for the improvement of the institutions with regard to curricular and co-curricular programmes and facilities

Methodology: The final sample consisted of 150 male and 50 female pupil-teachers from 14 randomly selected training colleges of Orissa. A questionnaire, a check-list,

interview and observations were the tools used in the study. Percentages were calculated to arrive at meaningful conclusions.

Major Findings: (1) The most crucial problems of teacher-educators (Trainees) were health and physical development, future employment and living conditions.

Bhatia, Ranjana (1987). Evaluation of New B. Ed. Curriculum in the colleges of Education Affiliated to the University of Bombay, Ph. D., Edu. Bom. U.

Objectives: (1) To identify the specific objectives of teacher education in the revised curriculum at B. Ed. level in the University of Bombay. (2) To study the relevance of the topics given in the revised B. Ed. curriculum in view of the objectives. (3) To study the relevance of the practice teaching programme in the new B. Ed. curriculum accordingly. (4) To suggest improvements in the new B. Ed. curriculum

Methodology: The study employed the normative or descriptive survey method showing the status of the present B. Ed. curriculum in comparison with the past B. Ed. curriculum in the University of Bombay. The method of purposive sampling was used for the selection of the sample. Samples included 64 teacher educators, 600 teacher trainees, 20 past student and 9 principals from Bombay college of education. Tools- Questionnaire, interview schedule, check list, group discussion, observation, reports of seminars and workshops, documents on teacher education and comparative analysis of the content of revised and old B. Ed. curriculum. The data were analysed with the help of statistical techniques viz., the rank method, mean and percentages.

Major Findings: (1) There were some important changes in the new B. Ed. syllabus. while, on the other hand, quite a few topics were repeated; (2) The revision of the curriculum had not brought about any serious changes to help produce a quality teacher; (3) Teacher educators unanimously agreed that the area of practice teaching was the most important part of the B. Ed. programme; (4) Practical work was a useful part of the curriculum and should be organized more seriously; (5) Method masters should observe practice lessons; (6) A large majority found the B. Ed. curriculum mechanical and book oriented; and (7) The study indicated that the theory and practice-teaching should be fifty: fifty

Bhatnagar, T.N.S (1988). A report on the study of the development of tools for supervision and evaluation of student-teaching and practical work in colleges of education.

Objectives: (1) To identify activities under student-teaching and other practical work which might be common in the B. Ed. curriculum in the case of most universities in the country; (2) To develop tools for the assessment of all those activities under student-teaching and other practical work prescribed in the B. Ed. courses being run at that time by various universities; and (3) To try out these scales in actual training situation through feedback from colleges of education.

Methodology: The study had two phases. The first phase concentrated on the review of studies and literature on student-teaching along with the analysis of the B. Ed. syllabi followed by various universities; the second phase was concerned with the development of tools for supervision and evaluation of student-teaching and other practical work of the B. Ed. programme. The sample comprised teacher educators and principals of colleges of education in Andhra Pradesh and Karnataka, who attended the three workshops held at Hyderabad and Bangalore where the tools were finalized on the basis of their judgement. Rating scales were used as the tools for the study and feedback on these was received from the teacher educators and principals.

Major Findings: (1) The finding stressed the need of developing common tools for assessment of activities under student teaching and other practical work for all universities in the country. (2) Common areas in which the tools were required to be developed were lesson planning, supervision/evaluation of actual teaching by student-teachers, co-curricular activities, SUPW and community work arising out of theory papers, including assignments.

Bhatnagar, T.N.S. (1980). Studies and literature on student teaching and other practical work in the B. Ed. programme in India- A review, Department of Teacher Education Project, NCERT

Objectives: 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 39 studies and worthwhile documents in the area of teacher education during 1952 to 1978.

Major Findings: (1) Most of the studies and literature were available in the form of books, seminar documents, commission reports and guide books. They 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. (2) These studies emphasized the need for a comprehensive network of school activities to be included in student-teaching programmes. (3) They high-lighted the negligence in organization of teacher training institutions and their rigid structures. (4) A few studies revealed that student teaching was the weakest link in the teacher education programme. (5) Micro-teaching, as a popular concept of teacher-teaching programme, gained ground in the seventies. Most of the literature of this period spoke highly about this training approach.

Bhosale, V. (1992) A critical study of the new curriculum of teacher education developed by all the universities in the state of Maharashtra and its implementation. Ph. D. Edu. Shreemati Nathibai Damodar Thackersey Women University.

Objectives: (i) To study critically and in depth the curricula of teacher education prepared by all the university of the state of Maharashtra. (ii) To identify the difficulties faced by the principals in implementing new curriculum of teacher education.

Methodology: In this descriptive survey, the sample consisted of all 40 Marathi medium colleges of education in the state of Maharashtra. The data were collected from 40 principals, 100 teacher educators, 300 student teachers and 250 teachers. The tools used for collecting data included a questionnaire, an opinionnaire and an interview schedule. The data were analysed by frequencies and percentages.

Major finding: (1) The majority of the topics were common to the teacher education curriculum of all the universities in the state of Maharashtra. There was a variation in topics with respect to some of the papers. (2) The number of lessons to be taught by

the student teachers was not the same in all the universities. (3) Some of the optional papers and the nature of practical work were also different with respect to the curricula, according to student teachers and teacher educators.

Das, R. (1991) A comparative study of the evaluative procedures of the secondary teacher training institutions in Gujarat state. M.Phil., Edu. The Maharaja Sayajirao University of Baroda.

Objectives: (i) To find out the differences in the evaluative procedures among the secondary teachers' training institutions in Gujarat state and (ii) To study the opinions of the principals/heads of the institutions regarding the evaluative procedures which they are adopting.

Methodology: A sample of 36 teachers training institutions and their principals/heads was selected for the study. A questionnaire was developed by the investigator to collect information regarding the evaluation procedures followed in the teacher training colleges and the opinion of principals/heads regarding them. Percentage analysis was carried out.

Major Findings: (1) Diversity exists in the evaluation process in teacher training colleges (2) The majority of the institutions follow a mixture of internal and external evaluation procedures (3) An external cum Internal marking system with continuous evaluation and the semester system should be adopted in all teacher training colleges.

Hemambujam, K. (1983). A critical study of teacher education at the secondary level in Tamil Nadu. Ph. D. Edu., Kar. U.

Objectives: (1) To conduct a survey of teacher education at secondary level and make a critical appraisal of the B. Ed. programme in Tamil Nadu at its operational set-up. (2) To locate the deficiencies in the system here, if any and suggest remedies.

Methodology: Data were collected from all the colleges of education in Tamil Nadu through a comprehensive questionnaire which collected data regarding the functional

aspects of teacher education, the opinions of teacher educators on various aspects and their suggestions for improvement and remedies for the defects or shortcomings in the programme. An interview schedule was also used for collecting data.

Major Findings: (1) The comprehensive B. Ed. curriculum was not effectively implemented due to time shortage, semester internal assessment, etc. (2) To improve the quality of teacher education programme, the cooperating schools and colleges of education needed to work in harmony.

Kakkad, G.M (1983). Secondary Teacher-Education Curricula- An Analytical study and developing teacher education programme, Ph. D. Edu., Nagaland University.

Objectives: (1) To analyse existing B. Ed. curricula of various representative university of Four different regions of the nation. (2) To study the common and uncommon aspects of secondary teacher education programme analytically. (3) To know the changes that were expected in STEP. (4) To develop a secondary Teacher Education programme

Sample: B. Ed. syllabi of 24 universities, the IATE, the NCERT and the L.T. course of UP. The tools were an interview schedule and a comprehensive questionnaire prepared by the researcher

Major Findings: (1) The duration of the STEP should be two academic sessions. (2) The aspects of STEP should be (a) educational theory (b) Practice teaching (c) Community work (d) Work experience (e) Sessional work and (f) Co-curricular activities. (3) There should be content course along with the school subject methodology. (4) Internship in teaching should be introduced for a period of 3 months. (5) There should occasionally be exchange of teachers between colleges of education and secondary schools. (6) There should be examination in theory and practicals (7) Separate results in theory and practicals should be declared.

Kumar (1996) compared the curricula of teacher education programmes at secondary level in South Indian States with that in Regional Colleges of Education and found them inadequate and unrevised for a long time.



Mohanty, S. B. (1984). A study of student teaching programmes in colleges of education with special reference to innovation. Ph. D. Edu., M.S.U.

Objectives: (1) 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.

The study was conducted on the population of all the 19 teacher-training colleges of Orissa state. All the principals and 118 (75%) of the lecturers were the respondents of the study. The investigator prepared 2 questionnaires, one for principals and other for lecturers, and the observation schedule, one interview schedule and one proforma. Data were collected by mail as well as through personal visits to the teacher training institutions. The responses to the questionnaire were analysed through percentages and the data collected through other tools were analysed qualitatively.

Findings: (1) Training in techniques of observation, maintenance of classroom discipline and organization of functions and festivals were found in all colleges. (2) Various methods of teaching were not used in teaching lessons. (3) The practice teaching programmes stressed delivery of lessons and not other activities expected from a student teacher. (4) Supervisors did not observe lessons completely. They rarely discussed their observations in lesson plan journals with the trainees. (5) The evaluation was of doubtful validity as no evaluation criteria were explicitly stated. (6) The colleges lacked qualified method masters. (7) In all respects, the functioning of government institutions was better than that of private institutions.

Sharma, G.P.(1982). A study of the foundational course prescribed for B.Ed. Degree of Indian Universities, Ph.D., Edu., Agra. U.

Objectives: (1) Examining critically the existing foundational courses, prescribed by the Indian University for the B. Ed. Degree, with a view to finding out its main defects and outstanding features (2) Offering certain suggestions for the improvement

of the present foundational courses and effect thereby the formation of a model syllabus.

The study fell within the scope of curriculum research. The investigator prepared an eight phased research design. The data collection involved examination of the existing foundational courses by 2500 teacher-educators and trained teachers; selection and finalization of learning outcomes by 2000 teacher educators and trained teacher; selection of the course contents by 2000 teachers educators, principals and trained teachers of higher secondary schools having more than 5 years teaching experience, and finalization of the objectives by 20 experts. The tools and techniques used consisted of questionnaires and check lists. Simple percentage, difference formula of Guilford and K-R 20 formula were used to quantify and analyse the data precisely.

An overall conclusion from the analytical study of the current foundational course was that there was great diversity regarding aims, titles, combinations, content classification, practical work etc. this diversity did not stem from any well-defined principles and was entirely arbitrary. In other words the two outstanding features of the existing foundational courses as revealed by this study, were diversity and arbitrariness.

Shukla (1995) made a comparative study of State level selection procedure of admission to the B. Ed. Courses institutions in Rajasthan and Madhya Pradesh, on the basis of a survey of the opinions of teacher educators, B. Ed. Student and administrators.

Srivastava & Aggarwal (1999) studied the existing pattern of secondary pre-service teacher education in the country, analysed its various components, developed an improved model and prepared guidelines to restructure the internship programme.

Walia, K. (1992). Secondary Teacher Education programmes in Northern India: An evaluative study. Ph. D., Edu. Jamia Millia Islamia.

Objectives: (1) To study the curriculum of teacher education at the secondary level.
(2) To discover the weakness and dysfunctionality of the curriculum and practices at this level of teacher education programme for the country.

Methodology: The syllabi of 17 universities of six northern States of India were collected and analysed. A questionnaire was constructed to seek opinions on teacher education.

Major Findings: (1) the curriculum of secondary teacher education lacked uniformity and clear cut definition (2) provision for optional/specialization paper ranged from 4 to 39 papers in different universities, out of which only one paper was to be selected.

Yadav, D.D.(1980). A critical study of Teacher Education in the state of Haryana and its comparison with that of CIE, Delhi and the RIE, Ajmer. Ph. D., Edu., Raj. U.

Objectives: (1) To critically evaluate the trends and issues of secondary teacher education in the state of Haryana (2) To make a case study of the five institutions, 3 from Haryana, one from Delhi (CIE) and one from Ajmer (RCE).

Methodology: The sample of the study consisted of all 23 teacher training institutions in the state of Haryana, the CIE, Delhi and the Regional College of Education, Ajmer for the purpose of investigation, a case study of five institutions was taken. 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. 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-teacher towards teaching.

Findings: (1) The growth of the colleges of education was not need-based in the state of Haryana. (2) 60% of institutions organized a limited number of co-curricular activities for providing varied experiences to the perspective teacher. (3) Teachers in the Colleges of education in the state of Haryana were not conscious about the objectives of teacher education. (4) The theory and practice teaching courses had been given 700 and 200 marks, respectively. (5) Most of the colleges of Haryana used the lecture method to impart instruction to pupil teachers. Only a few institutions were laying emphasis on tutorials, seminars, group discussions etc. (6) The theory courses

of all the colleges were similar. Most of these colleges did not pay proper attention to practice teaching.

2.2 Implication of the Related Literature Reviewed For the Present Study

The review of related literature shows that only one study conducted by Behera (1989) investigates into the working of self financed colleges. Hence, there is an urgent need to conduct researches on the various aspects of the self financed colleges. Moreover all these studies have focused on one or the other aspects of Teacher education institutions.

On the basis of the review of related literature a need was felt to produce a comprehensive scenario of the present status of the Self Financed English Medium Teacher Education Institutions of Gujarat.

The intent of the present study is to strengthen the Teacher Education Programms offered by the Self Financed English Medium Teacher Education Institutions.