

## TABLE OF CONTENTS

ACKNOWLEDGEMENT..	..	..	(i)
CONTENTS	..	..	(iii)
LIST OF TABLES ..	..	..	(xiii)
LIST OF FIGURES..	..	..	(xiv)

<u>CHAPTER</u>		<u>PAGE</u>
I.	CONTEXT OF THE PROBLEM, ITS SPECIFICATION AND METHOD OF INQUIRY	1 - 42
1.1	Teaching as a Profession	2
1.2	The meaning of professional education and teacher education curriculum	4
1.3	The development of teacher education	7
1.3.1	The early period	7
1.3.2	The genesis of the modern system	8
1.3.3	Post-Independence period	18
1.3.4	Overview : Some observations	24
1.4	Rationale for the present study	24
1.5	Statement of the problem	31
1.6	Objectives of the study	31
1.7	Definition of a few terms	31
1.8	Delimitations of the study	32
1.9	Scope of the study	33
1.10	The method of inquiry	33
	References	39 - 42
II	REVIEW OF RESEARCHES AND PROGRAMMES ON TEACHER EDUCATION	43 - 151
2.1	<u>PART I</u> : REVIEW OF RELATED PREVIOUS RESEARCHES	46 - 86
2.1	Review of related researches abroad	46
2.1.1	On the External Structure of Training Programmes	48
2.1.1.1	Researches concerning preservice and inservice needs and functions of teachers	48

2.1.1.2	Researches concerning inservice training	51	
2.1.1.3	Researches concerning development of programmes and evaluation of training programmes	53	
2.1.2	On the Internal Structure of Teacher Education	58	
2.1.2.1	Study concerning foundations of education	58	
2.1.2.2	Studies concerning approaches	59	
2.1.2.3	Researches concerning practice teaching	62	
2.2	Review of Researches on Teacher Education in India	66	
2.2.1	Training needs and functions of teachers	68	
2.2.2	Study on foundation courses	70	
2.2.3	Researches concerning methods and approaches	71	
2.2.3.1	Researches concerning methods, approaches, techniques, strategies, etc.	71	2/
2.2.3.2	Researches concerning microteaching	73	
2.2.3.3	Studies concerning interaction analysis	80	
2.2.4.1	Researches concerning practice teaching	81	
2.2.4.2	Studies on supervision	81	
2.2.5	Researches on inservice programmes	82	
2.2.6	Programme evaluation studies, Development of programmes, Alternative models	83	
2.2.6.1	Programme evaluation studies	83	
2.2.6.2	Studies concerning development of models of teacher training	84	
	<u>PART II : REVIEW OF PROGRAMMES</u>	86 - 124	
2.3	Training Programmes for Plus two Teachers	86	
2.3.1	Preservice teacher training programmes	86	
2.3.1.1	The course at Nagpur University	86	
2.3.1.2	An experiment at Kurukshetra University	87	

2.3.1.3	The M.Sc. Ed. programmes	89
2.3.1.3.1	The course structure	90
2.3.1.4	A study of opinions of teacher educators of M.Sc.Ed. course	92
2.4	Inservice Teacher Training Programmes	101
2.4.1	The course at Madras University	101
2.4.2	The study of inservice training programme	102
2.4.2.1	The structure of the questionnaire	102
2.4.2.2	Sample	102
2.4.2.3	Data Collection	102
2.4.2.4	Data analysis	103
2.5	A Review of Secondary and Higher Secondary Teacher Education Programmes of Some Countries	114
2.5.1	System of teachers training in England, Wales and Scotland	114
2.5.2	System of teacher training in Scotland	117
2.5.3	Teacher education in the U.S.S.R.	118
2.5.4	Teacher education in the Republic of Korea	119
2.5.5	Teacher education in Sri Lanka	120
2.5.6	A review of teacher education programmes in U.S.A.	120
2.5.7	Teacher training in Sweden	121
2.5.8	Teacher education in Cuba	122
2.5.9	Teacher education in Bangladesh	122
2.5.10	Review of experiences	123
<u>PART III : IMPLICATIONS OF RESEARCHES AND PROGRAMMES</u>		124 - 129
2.6	Implications of the Related Researches and Programmes on Teacher Education for the Present Study	124
2.6.1	Introduction	124
2.6.2	The need for reorganisation of B.Ed. programme	125
2.6.3	Structural aspects	125
2.6.3.1	Duration of the programme	125

2.6.3.2	Curricular aspects	126
2.6.3.2.1	Foundation courses	126
2.6.3.2.2	Methods and approaches	126
2.6.3.2.3	Evaluation	127
2.6.3.2.4	Practice teaching	127
2.6.3.3	Integrated courses	128
2.6.4	Inservice programmes	129
2.6.5	Development of models	129
	References	130 - 151
III	TRAINING NEEDS OF HIGHER SECONDARY TEACHERS	152 - 238
3.1	Introduction	154
3.2	Purpose	154
3.3	Data Required	154
3.4.1	Questionnaire for teacher educators	155
3.4.2	Structure of the questionnaire	155
3.4.3	Sample	157
3.4.3.1	Sample characteristics	158
3.4.4	Data Collection	158
3.4.5	Data analysis	159
3.4.5.1	Objectives of teacher training	159
3.4.5.2	Curriculum	160
3.4.5.3	Methods of teaching	169
3.4.5.4	Evaluation	190
3.4.5.5	Practice teaching	193
3.4.5.6	Administration and organisation	199
3.4.5.7	Co-curricular activities	200
3.4.5.8	Inservice programmes	202
3.5.1	Questionnaire for higher secondary teachers Part 1	208
3.5.2	Structure of the questionnaire	208
3.5.3	Sample	210
3.5.4	Data collection	212

3.5.5	Data analysis	212
3.5.5.1	Objectives of higher secondary teaching	212
3.5.5.2	Alternative models of teacher training	213
3.5.5.3	Curriculum	218
3.5.5.4	Instructional problems of higher secondary teachers	220
3.5.5.5	Skills of teaching required for higher secondary level	222
3.5.5.6	Teaching aids, assignments and investigatory projects for higher secondary teachers, and methods and techniques of teaching	224
3.5.5.7	Evaluation at higher secondary level	226
3.5.5.8	Co-curricular activities	226
3.5.5.9	Inservice programmes	227
3.6	The Questionnaire for higher secondary teachers Part II	229
3.7	Training Needs (Pre-service and In-service) Identified and Their Relationship with the Emerging Training Components of Higher Secondary Teacher Training Programme	231
3.7.1	Objectives of teacher training	231
3.7.2	Curriculum	232
3.7.3	Methods of teaching	233
3.7.4	Evaluation	234
3.7.5	Practice teaching	235
3.7.6	Administration and Organisation	236
3.7.7	Co-curricular activities	237
3.7.8	Inservice Programmes	237
	References	238
IV	FUNCTIONS OF HIGHER SECONDARY TEACHERS	239 - 263
4.1	The Need for Identifying Functions of Teachers	240
4.2	Purpose	241
4.3	Data Required	241
4.4	Expected Functions	242

viii

4.5	Job Analysis Scale for Higher Secondary Teachers	244
4.5.1	Procedure adopted for developing the job analysis scale	244
4.5.2	Structure of the job analysis scale	245
4.6	Sample	247
4.7	Data Collection	248
4.8	Data Analysis	248
4.9	The Relationship Between the Identified Functions and the Related Components of Training Programme for Higher Secondary Teachers	260
	References	263
V	ANALYSIS OF THE B.Ed. SYLLABI	264 - 275
5.1	Introduction	265
5.2	The Purpose of Analysing the B.Ed. Syllabi	266
5.3	Sample	266
5.4	Data Collection	266
5.5	Data Analysis	267
5.5.1	I level analysis - the structure of courses	267
5.5.2	II level analysis - course elements	275
	References	275
VI	HIGHER SECONDARY TEACHER EDUCATION PROGRAMME	276 - 394
6.1	Introduction	279
6.2	Assumptions	286
6.3	Objectives	290
6.4	The Conceptual Scheme	292
6.4.1	Phase I : Preservice Teacher Education Programme	292
6.4.1.1	Component 1 : Pedagogical theory	295
6.4.1.1.1	Foundation Courses	297
6.4.1.1.2	Special course	306

6.4.1.1.3	Special fields	320
6.4.1.2	Component 2 : Practicum	320
6.4.1.2.1	Skill based training in simulated microteaching	321
6.4.1.2.2	Clinical activities	327
6.4.1.2.3	Internship programme	330
6.4.1.3	Component 3: Co-curricular activities	334
6.4.1.4	Component 4: Project work	336
6.4.2	Phase II : Inservice Teacher Education Programme	337
6.4.2.1	Introduction	337
6.4.2.2	Major Assumptions	339
6.4.2.3	Objectives	339
6.4.2.4	Inservice teacher education programme	340
6.4.2.4.1	Curriculum development programmes	340
6.4.2.4.2	Up-grading programmes	343
6.4.2.4.3	Remedial programmes	346
6.4.2.4.4	Programmes for special needs	347
6.4.2.4.5	Instructional leadership programme	348
6.4.2.4.6	Evaluation of inservice education programme	349
6.4.3	Evaluation: Total programme	350
6.5	Operational Features	350
6.6	Course Outlines	354
6.6.1	Course 1 : Philosophical and Sociological Perspectives in Education and the Emerging Society	354
6.6.2	Course 2 : Psychology of the Adolescent Learner	357
6.6.3	Course 3 : Higher Secondary School Organisation and Management	362
6.6.4	Course 4 : Strategies and Approaches for Higher Secondary Teaching	365
6.6.5	Course 5 : Educational Evaluation	370
6.6.6.1	Course 6 : Method of Teaching Commerce	373
6.6.6.2	Course 6 : Method of Teaching Social Sciences	376

6.6.6.3	Course 6 : Method of Teaching Languages	379
6.6.6.4	Course 6 : Method of Teaching Mathematics	382
6.6.7.1	Course 7 : Method of Teaching Chemistry	384
6.6.7.2	Course 7 : Method of Teaching Biological Sciences	388
6.6.8	Course 9 : Special Fields	392
	References	393 - 394
VII	EVALUATION OF THE HIGHER SECONDARY TEACHER EDUCATION PROGRAMME	395 - 416
7.1	The Purpose of Validation	396
7.2	Sample	396
7.3	Tool for the Study	396
7.3.1	Structure of the questionnaire for experts in education	396
7.4	Data Collection	397
7.5	Data Analysis	398
7.5.1	Objectives of Higher Secondary Teacher Education Programme	398
7.5.2	Balance between the theory and practical aspects of the programme	399
7.5.3	The structure of components of the programme	400
7.5.4	Duration of the programme	401
7.5.5	The changes needed in the programme for implementation	402
7.5.5.1	Organisational requirements	402
7.5.5.2	Curricular aspects	403
7.5.5.3	Evaluation aspects	406
7.5.6	Modifications needed in inservice component	406
7.5.7	Suggestions/observations, comments of experts for further improvement of the programme	408 - 416



VIII	SUMMARY, FINDINGS, AND DISCUSSION	417 - 462
8.1	Introduction	419
8.2	Rationale for the Study	420
8.3	Statement of the Problem	426
8.4	Objectives of the Study	427
8.5	Definition of a Few Terms	427
8.6	Delimitations of the Study	428
8.7	The Method of Inquiry	429
8.8	Major Findings of the Study	433
8.8.1	Training needs	433
8.8.2	Functions of higher secondary teachers	435
8.8.3	Preservice and inservice programmes	436
8.8.4	Analysis of the B.Ed. syllabi	438
8.8.5	Findings concerning the validation of the evolved model	439
8.9	Discussion	439
8.9.1	Problems in designing the teacher training programmes	440
8.9.1.1	Lack of consistent theories	440
8.9.1.2	A wide variety of needs to be considered	441
8.9.1.3	More demand for flexibility	441
8.9.1.4	The lack of conclusive research results	442
8.9.1.5	Financial constraints	442
8.9.1.6	The administrative problems	443
8.9.2	The structure of the components of the higher secondary teacher training programme	444
8.9.3	Duration of the programme	445
8.9.4.1	Curricular aspects	446
8.9.4.2	Relationship between theory and practice	447
8.9.4.3	Evaluation aspects	449
8.9.5	Internship programme	449
8.9.6	The inservice component	450
8.9.7	Organisational requirements	451
8.9.8	Teacher education for vocational teachers	452

8.9.9	Value orientation of higher secondary teachers	452
8.9.10	Alternative models	453
8.9.10.1	The issue of concurrency versus consecutiveness	453
8.9.10.2	The structure and duration	454
8.10	Conclusions	455
8.11	Implications of the Study	455
8.12	Suggestions for Further Research	457
	References	458 - 462
	BIBLIOGRAPHY	463 - 485
	APPENDICES	486 - 604