



## Table of Contents

<b>Certificate</b>	<b>2</b>
<b>Acknowledgements</b>	<b>3-4</b>
<b>Table of Contents</b>	<b>5</b>
<b>List of Contents</b>	<b>5-8</b>
<b>Bibliography and Webliography</b>	<b>8</b>
<b>List of Tables</b>	<b>8</b>
<b>List of Appendices</b>	<b>8</b>

## List of Contents

<b>Chapter I – Introduction</b>	<b>9-53</b>
1.0 Introduction	
1.1 Development of Teacher Education System in India after Independence	
1.2 Problems with Teacher Education Programmes	
1.3 Educational Reforms in India	
1.4 Importance of Teacher in Sustaining Reforms in Present Education System	
1.5 Role of Teacher Educator in Developing Teachers for the Present Educational Needs	
1.6 Present Scenario of M.Ed. Programme	
1.7 Admission Modalities of M.Ed. Programme	
1.7.1 Master of Education Programme (M.Ed.)	
1.7.2 M.Ed. (Open and Distance Education Learning System)	
1.7.3 Master of Education Programme (M.Ed.) - Part Time	
1.8 Relevance of Entrance Examinations for Admission into Professional Programs – An Overview	
1.9 Variables Relevant in Selection of Candidates into Teacher Educator Training Programme	
1.9.1 Research Aptitude	
1.9.1.1 Research Trends in Teacher Education in India	

- 1.9.2 Educational Management Aptitude
- 1.9.3 Techno-Pedagogic Competencies
- 1.9.4 Living Competencies
  - 1.9.4.1 Responsibilities
  - 1.9.4.2 Rights
- 1.9.5 Adjustment Capacity
- 1.9.6 Teacher Education Disciplinary Profile
- 1.10 Rationale of the Study
- 1.11 Statement of the Problem
- 1.12 Operational Definitions of the Terms used
- 1.13 Delimitations of the Present Study
- 1.14 Objectives

## **Chapter II - Review of Related Literature 54-133**

- 2.0 Introduction
- 2.1 Studies on Relative Predictivity
  - 2.1.1 General Education Areas
  - 2.1.2 School Related Areas
  - 2.1.3 Teacher Education
  - 2.1.4 Research Trends in Studies on Relative Predictivity
- 2.2 Studies on Admission Processes
  - 2.2.1 Research Trends in Studies on Admission Processes
- 2.3 Studies on Teacher Trainees
  - 2.3.1 Characteristics of Teachers
  - 2.3.2 Value of Research for Teacher Education
  - 2.3.3 Technology in Teacher Education
  - 2.3.4 Competencies for Adjustment of Teachers
  - 2.3.5 Management of Teacher Education
  - 2.3.6 Importance of Content Mastery to Educators
  - 2.3.7 Research Trends in studies on Teacher Trainees
- 2.4 Studies on Teacher Education
  - 2.4.1 Research Trends in Studies on Teacher Education
- 2.5 Implications of the Review of Related Literature for the Present Study

## **Chapter III – Plan and Procedure 134-143**

- 3.0 Introduction
  - 3.1 Population
  - 3.2 Sample
  - 3.3 Tools and Techniques Employed
    - 3.3.1 Research Aptitude Test

- 3.3.2 Educational Management Aptitude Test
- 3.3.3 Techno-Pedagogic Competencies Test
- 3.3.4 Living Competencies Test
- 3.3.5 Adjustment Capacity Test
- 3.3.6 Teacher Education Disciplinary Profile Test
- 3.4 Data Collection
- 3.5 Data Analysis

**Chapter IV - Data Analysis, Interpretation and Discussion 144-168**

- 4.0 Introduction
- 4.1 Data Analysis
  - 4.1.1 Regression Equation for Southern Region
  - 4.1.2 Regression Equation for Northern Region
  - 4.1.3 Regression Equation for Eastern Region
  - 4.1.4 Regression Equation for Western Region
  - 4.1.5 Regression Equation for India
    - 4.1.5.1 One -variable Regression
    - 4.1.5.2 Two-variable Regression
    - 4.1.5.3 Three-variable Regression
    - 4.1.5.4 Four-variable Regression
    - 4.1.5.5 Five-variable Regression
- 4.2 Data Interpretation
- 4.3 Discussion

**Chapter V - Summary and Implications** 169-194

- 5.0 Introduction
- 5.1 Job-Profile of Teacher Educator
- 5.2 Present Scenario of M.Ed. Programme
- 5.3 Variables Relevant in Selection of Candidates to  
Teacher Educator Training Programme
  - 5.3.1 Research Aptitude
  - 5.3.2 Educational Management Aptitude
  - 5.3.3 Techno-Pedagogic Competencies
  - 5.3.4 Living Competencies
  - 5.3.5 Adjustment Capacity
  - 5.3.6 Teacher Education Disciplinary Profile
- 5.4 Research Trends Emerging through  
Review of Related Literature
- 5.5 Implications of the Review of Related Literature  
for the Present Study
- 5.6 Rationale of the Study

5.7 Statement of the Problem	
5.8 Operational Definitions of the Terms used	
5.9 Delimitations of the Present Study	
5.10 Objectives	
5.11 Methodology	
5.12 Population	
5.13 Sample	
5.14 Tools and Techniques Employed	
5.15 Data Collection	
5.16 Data Analysis	
5.17 Findings of the Study	
5.18 Implications of the Present Study	
5.19 Suggestions for further Research	
5.20 Conclusion	

<b>Bibliography and Webliography</b>	<b>195-209</b>
--------------------------------------	----------------

Bibliography
Webliography

## Table 1

Region-wise Name of the Sample Teacher Education Institutions alongwith the Sample Students	<b>134</b>
---------------------------------------------------------------------------------------------	------------

## List of Appendices

i.	List of Institutions Contacted for Data Collection	<b>i - ii</b>
ii.	Research Aptitude Test	<b>1- 6</b>
iii.	Techno-Pedagogic Competencies Test	<b>7-13</b>
iv.	Educational Management Aptitude Test	<b>14-18</b>
v.	Living Competencies Test	<b>19-25</b>
vi.	Adjustment Capacity Test	<b>26-31</b>
vii.	Teacher Education Disciplinary Profile Test	<b>31-45</b>