TEACHERS AND TEACHER EDUCATION
A SELECT ANNOTATED BIBLIOGRAPHY

Dissertation
Submitted in partial fulfilment of the requirements
for the award of the degree of

Master
of

Library & Information Science

* by

MOHD. ARIF
Roll No. 93-LSM-11
Enrolment No. U 2698

Under the supervision of

MR. SHABAHAT HUSAIN
Reader

DEPARTMENT OF LIBRARY AND INFORMATION SCIENCE
ALIGARH MUSLIM UNIVERSITY
ALIGARH (INDIA)
1994
About the Teacher

 "The teacher's place in the society is of vital importance. He acts as the pivot for the transmission of the intellectual traditions and technical skills from generation to generation, and help to keep the lamp of civilization burning. He not only guides the individual, but also so to say, the destiny of the nation."

- Sarvapalli Radhakrishnan
About the teacher . . . .

"The school which has good teachers needs little more and the school without good theachers is little better for any thing else."

- John Locke (English Philosopher)
About the Teacher Education . . . .

"In order to make the professional preparation of a teacher, teacher education must be brought into the main stream of the academic life of the universities on the one hand and of school life and educational developments on the other."

- Kothari Commission

"Teacher education is a continuous process and its pre-service and in-service components are inseparable".

- National Policy on Education, 1986
DEDICATED
TO
My
LOVING PARENTS
CONTENTS

ACKNOWLEDGEMENT i - ii

PREFACE iii - viii

PART - ONE

INTRODUCTION 1 - 103

PART - TWO

AN ANNOTATED CLASSIFIED BIBLIOGRAPHY 104 - 243

PART - THREE

INDICES 244 - 281

Author Index 244 - 251

Subject Index 252 - 268

Title Index 269 - 281

LIST OF THE JOURNAL'S DOCUMENTED 282 - 284
ACKNOWLEDGEMENT

First of all, my head is bowed before Almighty
ALLAH TAALA whose mercy bestowed on me the opportunity and privilege for the completion of this work.

I wish to express my sincere and heariest gratitude to my teacher and supervisor Mr. SHABAHAT HUSAIN, Reader, Department of Library & Information Science, A.M.U., Aligarh, who inspite of his busy schedule shared his precious time, provide me with all possible help, valuable guidance and perceptive advice during the course of completion of this work. Without his cooperation and blessings this dissertation would not have seen light of the day.

My profound thanks and regards are due to Prof. Mohammad Sabir Husain, Chairman, Department of Library and Information Science, A.M.U., Aligarh, for his effectuate encouragement and whole hearted support that I have received from him during the period of my studies in the Deptt. of Library & Information Science.

I am highly indebted to the respected teachers viz Mr. Al-Muzaffar Khan, Mr. Hasan Zamarrud, Mr. Mustafa K.Q. Zaidi, Readers, Department of Library & Information Science, A.M.U., for their kind attitude sympathy and full co-operation in all aspects, whenever I needed.
Thanks are also due to Prof. Syed Jafar Raza Zaidi, Chairman, Department of Hindi, A.M.U., for his blessings, inspiration and whole hearted support during the course of my stay in Aligarh.

Sincere thank are due to my family members for their collective and cultivative support moral backing to continue my study and getting the pleasure of completion of this work.

I express my sincer thanks to Mr. Janal Siddiqui and Mr. Mohd. Yunus Ansari, who rendered all positive help during this work. My room-partners, friends Mr. Khan Pervez Rafi, Izharuddin, Abdul Kamil, Mohd. Wasim Khan, and younger brother Mr. Imran Khan deserve special thanks for helping me during the completion of this dissertation.

Last but not the least, I feel delighted to exprr my earnest thanks to my classmates, well wishers and Typist Mr. Abul Kalam Azad for their co-operation in undertaken this venture.

[ MOHD. ARIF ]
PREFACE

1. **INTRODUCTION** :

   Education is accepted as a fundamental right to all members of the society. Continuous efforts have been made to extend education for all through formal and nonformal system. The teachers have the responsibility of changing the and content of education to make it meaningful for the young who would have to cope with it as also work for better future. Realizing the importance of the role of the teacher. The National Policy on Education reiterates that, "no people can rise above the level of its teacher". It is in this context that the teacher educations have to shoulder great responsibility, namely, education the teacher. There can be improvement teacher is given proper training of his vocation so that he may develop such a tendency as to bring about required revolution in education. For desirable improvement in the community and all round development of individual's personality, proper training of teachers is necessary.

   The professional training of teachers to be employed in elementary and secondary school is prerequisite. In 1987-88, a centrally-sponsored scheme (CSS) for restructuring the reorganisation of teacher educations wa started, which included Mass Orientation of
school teachers (HOST), Strengthening of Secondary Teachers Educational Institution (STEIS). State Council of Educational Research and Training (SCERT), setting up of District Institutes of Education and Training (DIETs) and establishment and strengthening of Institute of Advanced Studies in Education (IASE) in Universities. Between 1987-88 and 1991-92, 12.96 Lakh teachers were converted under the scheme of MOST and Central assistance was extended to set up 287 DIETs, 25 STEIs and 12 IASEs. There are at present 1200 institutes for training of elementary school teachers and about 360 colleges for preparing secondary teachers. The New Policy of Education 1986 calls for the overall of teachers education as the first step towards educational reorganisation.

2. SCOPE:

The present study displays in the form of classified annotations most of the significant material available on "Teachers and Teacher Education". Although the bibliography is selective in nature but exhaustive, and an attempt has been made to cover the topic as comprehensive as possible. The purpose of the bibliography is to collect in one place articles related to various aspect of teachers and teacher education. I am sure that the researcher of the subject will find it useful.
3. **METHODOLOGY** :

To collect material on the subject, secondary source such as Index India, Indian Education Abstract, Sociological Abstract where consulted to approach primary source which includes periodical, articles and conferences. The little of the periodicals used for compiling the bibliography are listed as in part III of the bibliography.

Abstract are mostly informative based generally on author's abstracts as it is generally assumed that author is the best person to summarises his article.

4. **STRUCTURE OF THE BIBLIOGRAPHY** :

4.1 **Descriptive part** :- This part one deals with the introduction of the topic, includes concept fo teacher education, types of teacher education, need and significance of teacher education, types, need and significance of preservice and inservice aspects of teacher education and recommendation of various commission regarding teachers and their education.

4.2 **Classified Post** :- This part two consist of 216 entires, on the subject that are classified according to caton classification edition 7th.
4.3 **Standard Followed:** The Indian Standard recommended for bibliographical references (IS:2381-1963), title of the periodicals are written as it is available in the article and classified catalogue code (CCC) of Dr. S.R. Ranganathan have been followed. In some cases, where the said standards become unhelpful I have preferred own judgement (Local variation).

4.4 **Subject heading:** Subject headings are derived with the help of chain processure by following 'last link first' method as Dr. S.R. Raghunathan has suggested in classified catalogue code (CCC).

4.5. **Arrangement:** All entries bearing the class numbers are arranged in their ascending order as per the following ordinal value in the following sequence: -

\[ \& \cdot . \\ - \rightarrow + a b . . . y z 0 1 . . . 8 9 \\
A B . . . M A N . . . Y Z ( \]

If a class number has more than one entry, they are arranged alphabetically by the author (s) name. The entries are serially number bered to facialite the location of an item through index given in the part III of this ovrk.
The items of bibliographical reference for each entry of periodical article are arranged as follows:

(a) Serial number
(b) Name of the author/authors
(c) A full stop (.)
(d) Title of the article including sub-title and alternate title if any (with its punctuations).
(e) A full stop (.)
(f) Title of the periodical being underlined
(g) A full stop (.)
(h) A comma (,)
(i) Issue number
(k) A semi colon (;)
(i) Year of publication
(m) A comma (,)
(N) Month of publication
(o) A semi colon (;)
(p) Inclusive pages of the article
(q) A full stop (.)

4.5.1 SPECIMEN ENTRY
39 HADFIELD (M) and HAYES (H). Metaphysical approach to quantitative methodologies. Educational Action Research. 1,1; 1993, Jan; 153-73.

4.5.2 Explanation :- In the above mentioned entry the article is taken from the periodical "Educational Action
Research, which is entitled as "Metaphysical approach to a quantitative methodologies," written by HADFIELD (M) and HAYES (M), in first volume, in the first issue number of the month of January of the year 1993 on the pages from 153 to against this entry the number has been given.

4.5.3 **Classified Scheme followed** :- Entries in the bibliography have been arranged in the classified forder for which Colon Classification (7th ed.) has been used.

In case of localised body/organisations, are represented by the use of cronological device (CD) and added to the common personality isolate (CPI) without any prefix. If the specifying institution is a national body chronological device (CD) folloed by empty digit 9 is used prefix for the CD. as far as possible. In few cases, where the year of establishment of the national body/institution could not be found Alphabetical device (AD) has been used.

4.5.4 **Indexes** :- In the part III of this work there are three separate indexes namely Author Index, Subject Index, and Title index, have been given in for the convenience of the users. The author Index is compaed of the Entry Element of author's name followed number of entry. Similarly subject Index, contains indusive subject headings followed by entry number. Likewise Index followed by respective entry number.
PART ONE

INTRODUCTION
Types of Teacher Education

Pre-Service
- Discussions
- Seminars
- Workshops
- Talks
- Seminar Readings
- Summer Camps

In-Service
- Pre-Primary
- Primary
- Undergraduate
- Graduate
- Postgraduate
- Training for Supervisors
- Comprehensive College
- Correspondence Courses
The chief function of education is to develop a nation. It can develop physical, mental, moral, vocational, scientific, emotional, spiritual and learning power in student. In this regard M.K. Gandhi has stated "by education I mean all round drawing out of best in the child and men-body, mind and spirit". For the proper fulfilment of national goals teacher's role assumed great significance. But quantitative improvement in education depend on proper training of teachers.

The teacher is considered the nation builder. The quality of nation depends upon the quality of citizens which in terms depends upon the quality of the teachers. Every teacher should realize the dignity of his calling; that he is a social servant set apart for the maintenance of proper social order and the securing of the right social growth.

In this way the teacher always is the prophet of the true God and the usherer in the true kingdom of God. In the western world also the teacher is given great regard, "A teacher affects eternity, he can never tell where his influence stops. His contributions do not confine to a particular period of time. Johann Heinrich Pestalozzi once said, " It is like the art of gardener under whose care a
thousand trees blossom and grow. He contributes nothing to their actual growth; the principle of growth lies in the trees themselves. He plants and waters, but God gives the increase . . . So with the educator: he imparts no single power to men. He only watches least my external force should injury or distrub. He takes care that developments run its course in accordance with its own law".

According to National Commission on School Teachers, 1983-85, "We underscore that the prime task of the teacher is concerned with man making merely the making of Indian of tomorrow". The teacher occupies a pivotal position in educational process, without his active help and effective participation no educational reform can be successfully accomplished. In order to understand clearly the background of the teachers and teacher education/training, and its need, significance and various features, it seems necessary to give a historical account of the development of education in India in different ages. It will help the readers to appriciate and understand the various educational developments and role of teacher in different ages. The historical account can broadly be devided into following parts :

01. Education during the Ancient Period.
02. Education during the Medieval Period.
03. Education during the British Rule, and
04. Education after Independence.
01. **EDUCATION DURING THE ANCIENT PERIOD**

We have a very little record of the pre-vedic period. In the early vedic period numerous teachers were called Guru instructed a small number of students. The primary objective of education was religious in character. The studentship was characterised by religious ceremonies, offering prayers, memorising vedic hymns by rote and observing a strict code of conduct in accordance with the rules of celibacy. In the post-vedic period the same system called Brahmanic system of education, the Ashrama as it is mostly called remained in vogue for centuries till the Buddhist and Jaina system replaced it.

The aim of education was a realization of self and curriculum chiefly consisted of vedas, upnishad, sanskrit grammar and literature and functional task connected with different vocations. The method of teaching was mainly oral and there was communication between the teacher and pupil through oral discussion.

The Buddhist system of education came into ascendancy about 600 B.C. In the Buddhist system maths were installed where monks (who were teacher) and pupils assembled in large number. Maths were the elementary instructions of learning. All castes were equally admissible to the Buddhist community. A life of meditation in the solitude of a forest was considered to be the best of
all, but from the first this was adopted only by the most earnest and the majority of the monks or bhikshuks.

The first act of admission was called the "Pabbijja" and after admission the candidate become a novice. No one could receive the admission till he was eight years of age. This main difference between the Brahmanic and Buddhist education was that Buddhist education was not based on vedic study and its teachers were not Brahmans, unless those who had become converted to Buddhism. It was open all comes and not merely the three 'twice born' castes.

02. EDUCATION DURING THE MEDIEVAL PERIOD:

Before the mughal emperors, there was not systematic or consistent education policy. Education, however, took large strides during the period of mughal emperor Akbar. Residential colleges were started for both Hindus and Muslims. Besides state institutions, privately managed school also were started for post graduates.

Education began with the performance of the ritual known as "Bismillah" which was performed at the age of four years, four months and four days. Education was imparted in Maktabs i.e. a primary school. The teachers called Maulvies taught the alphabet along with verses from the Holly Quran,
namaz, azan, arithmetic, drafting, painting, conversation, letter writing etc.

During this period, relations between pupils and teachers were not marked by intimacy, but there were no doubt about sincerely and purity. Though, teachers (Maulvies) received a low salary. They had an important place in society. People respected them and bestowed faith on them. The teacher had a paternal attitude towards his wards.

03. **EDUCATION DURING THE BRITISH RULE**:

At the beginning of the nineteenth century there were in India a large number of recognised states of Sanskrit and Arabic literature and indigenous institutions of the elementary type.

Indian education received a great impetus by Raja Ram Mohan Roy who in 1816-17 founded a college at Calcutta. There was by now considerable interest in the spread of education and committees of public instructions were appointed in Bengal in 1813 and in Madras in 1826. There arose in Bengal two groups. The orientalists favoured the policy of teaching through the medium of classical language. The other group viz. 'Auglicists' preferred the medium of English. This struggle gave rise to the famous minutes of
innovation may usefully be seen as one of resocialization.

The term teacher development is often used to emphasize adherence to the growth paradigm rather than to any particular development theory, but three fairly precise patterns of use have been identified by Feiman and Floden (1980). The first is that of fuller and Bown, while the second is rooted in the advisory approach of progressive educators whose advocacy of the growth ideal for children fits naturally with a similar approach to teachers. Mitchell (1950), for example describes four stages of growth towards maturity.

(a) Willingess to try something new.
(b) Recognition that further study of subject matter and children is needed.
(c) Curriculum building based on this knowledge and experience.
(d) Seeing the relationships between their own work and the world outside school.

Since this analysis was based on long term workshops manned by staff from a single agency, Bank Street College, the resocialization metaphor once more seem appropriate.

The third perspective on teacher development comes from adult education. The implications of recent theories of
1835 of Macaulay, which decided in favour of Anglicists. so, Lord William Bantinck (1835) and Lord Auckland (1834) enclosed the policy of Macaulay. Thus the system of English education was encouraged by the government and at the same time vernacular schools were established. Two other events gave impetus to vernacular education - the conferment of freedom of press in 1835 and the substitution of varnacular for persian in the Lowest courts in 1837. It was the time in the history of India that parliament investigated seriously into the development of Indian education.

In 1882 an Education Commission was appointed to review the process of education, since 1854 with special reference to primary education. In 1884 further expansion of education was approved as suggested by the commission Lord Curzon called an educational conference in 1901 and subsequently the Indian University Commission was appointed in 1902 to investigate the report of university education in India.

Owing to the educational policy adopted by the Government in 1904, primary education made considerable progress in the country but the demand for it was increasing from a day to day with the growing population in India. The Swadeshi Movement and the resultant political awakening and drawn the attention of the country to an important issue i.e. the education of general masses and made the people
keenly interested in it. Between 1904 and 1912, the number of students in secondary school increased, but satisfactory increase was not brought about in the number of secondary schools themselves and teachers training institutions were 15 approx in number in this period. As a result of educational policy adopted by the state in 1913 the secondary school multiplied in number abnormally. The number of pupils were raising to an extent that the pre-existing institutions could not cope with the situation. There was same improvement in the training teacher's condition of service and their salary. There was scarcity of trained teachers in schools at that time.

04. **EDUCATION AFTER INDEPENDENCE**:

The first milestone in the development of education in independent India was the enactment of Indian constitution which defined number of matters concerning education. The provision for free and compulsory education for all until the complete the age of fourteen, has been made. In 1948-49, the Union Government appointed University Education Commission with Dr. Radha Krishnan as the Chairman. The Commission made edetailed recommendations during the teaching staff and their service conditions.

In 1952 the Union Government appointed Secondary Education commission under the Chairman of Dr. A. Lakshman Swami Mudaliar, Vice-Chancellor, Madras University. The
Secondary Education Commission, 1952-53 in order to improve the quality and standards of education a worthy medium of the balanced development of students personality have rightly observed, "we are, however, convinced that most important factor in the contemplated educational reconstruction is the teacher - his personal qualities, his educational qualifications, his professional training and the place that the occupies in the school as well as in the community. The reputation of a school and its influence on the life of the community invariably depend on the ind of teacher working in it".

The Union Government appointed in July 1968, Indian Education Commission under the Chairmanship of Dr. D.S. Kothari (Chairman U.G.C.). The Education Commission after reviewing the status and service conditions of teachers have pointed out. " of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teachers and undoubtedly the most significant. Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory condition of work in which they can be fully effective".

The major recommendation of Education Commission were accepted, viz, free and compulsory education to all
children up to the age of 14 should be provided by the earliest possible date and suitable programme should be developed to reduce the prevailing wastage and stagnation in schools.

The commission has added that a programme of high priority in the proposed educational reconstruction is to feedback a significant proportion of the talented men and women from schools and colleges into the educational system. It is, therefore necessary to make an intensive and continuous efforts to raise the economic, social and professional status of the teachers in order to attract young men and women of ability to the profession and to retain them in it is dedicated, enthusiastic and contented workers. Very limited number of persons with adequate attitude and ability can be attracted to the teaching profession by altruistic, motive, social service, love for children and so on. But the provision of adequate remuneration, opportunities for professional advancement and favourable conditions of service and work, are the major programme which will help to initiate and maintain the feedback process.

The Government of India set up National Commission on Teachers on 16th February 1983 vide a Resolution Number 23-1/81-PN-2. It dealt with the issues relating to teachers at the schools stage and prof. D.P. Chattopadhyaya was the Chairman of the Commission. It consisted of 18 members
besides Chairman and Member-Secretary. The National Commission—I decided to set of six working groups to consider various aspects of problems as set forth in the terms of references such as security of service, professional excellence, welfare of teachers, status of teachers, training of teachers etc. The Commission members also visited various parts of the country to collect evidence on the spot and also to have meaningful interaction with teachers, their organisations and also the departments of education of states concerned.

NCT-1 eventually submitted their Report to the then Minister of Education on 26th March, 1985. However, they were main available to the public during 1988. The report covered various matters of urgent important which according to the commission required Government's immediate attention.

1. HISTORY OF TEACHER EDUCATION

"The status of teacher reflects the socio-cultural ethos of a society; it is said that no people can rise above the level teachers".


The nation's well-being depends on teacher's well-being. Our three and half million teachers are the custodians of our future. We talk of honouring and
cherishing teachers, but do our actions match our words? We have no right to hold teachers alone to a vow of self-sacrifice. It is incumbent on the society to pay due regard to the teaching profession and to ensure that the teacher is kept above want to given the status which will command respect from his student. The most important equipment of a teacher is his background of education and training. A teacher must represent a running stream and not a stagnant pool.

1.1 History of Teacher Education in the West:


"In primitive societies much of teaching was done in the family. Children learned by observation and initiation. As civilization developed and education became more formal, parents, elders and priests introduced the young. Towards the end of the 5th century B.C., the Sophists emerged as the first professional teachers. Protagoras, the most distinguished scholar of the time is credited with preparing the first grammar. Socrates was the most famous of the ancient teachers. He used the method of questioning and analysis still known as the Socratic method."
Fathers in the early Christian Church were also teachers. By the 6th century A.D. the priests and monks had become the custodian of education. The medieval universities were originally associations of students. They congregated in a centre of learning such as Bologna or Paris for the purpose of learning and hired profession of the discipline in which they were interested. Teachers were the employees of the students and could be fined for failure to meet classes or for poor preparation of teachers. Thus students rather than faculty members or administrators made decisions about what to study and who should teach.

As times went by, particularly well-informed and eloquent lecturers attracted crowds of students. In colonial America, the rudiments of education were often provided in 'Dame Schools' where for a small fee, women in their own house taught neighborhood children.

In the 17th and 18th centuries, the Latin grammar school continued as a leading from secondary school. Public High Schools began to increase in number in the 19th century. To meet the needs of teacher, teacher training institutions opened. In addition, more specific qualifications for teaching became common.

In many countries, the 20th century saw teaching profession established as a major profession.
According to 'The Encyclopedia Americana' (1985), "what is probably the earliest manual for teachers was written by Quintilian in the 1st century A.D. 'His Institutes of oratory' influenced not only contemporary practices in Rome but also the procedures employed by teachers elsewhere in later generations".

One major teacher training effort was made by the Society of Jesus. The Jesuits made a deliberate effort to select, train and supervise the very best teachers. They gave instruction in methodology and required students to teach demonstration lessons. In the 16th to 18th centuries, the Jesuits founded 612 colleges and 157 normal schools (specialised teaching training institutions) in Europe.

John Amos Comenius produced a treatise on teaching 'The Great Didactic Setting Forth the Whole Art of teaching to All Men' (1632). Later educators like Johann Pestalozzi and Friedrich Froebel took steps for improving the education of teachers.

The first seminary on normal school for preparing teachers was set up in Halle (Germany) in 1706. In 1794, the first government sponsored normal school was established in France. Rousseau's theories led to emphasis upon child psychology as the basic subject. Early in the 19th century, Prussia was the first country to establish a
state-controlled system for the training of teachers. Methodology was based upon the educational theories of Pestalozzi and later of Johann Herbert.

G.De Landsheere has described in 'The International Encyclopedia of Teaching and Teacher Education, edited by Michael J. Dunkin (1887), the history of teacher education as: Until the beginning of 9th century education could be provided in elementary schools by anyone who had a certain command of reading, writing and arithmetic (so-called three R's). Similar situation could still be observed in some parts of the World not so long ago. Soon after 1800, however, specific training institutions appeared.

These were based on the eighteenth century. Austrian 'Nomalschule' and the German 'Lehrerseminar'. The Nomalschule was not an independent situation, but consisted of a short course of a few weeks or months for teachers or aspirant teachers, given in the model elementary school, and called 'Normalschule' because the pedagogical courses given there. The 18th century German 'Lehreseminar' was not an independent institution either, and the curriculum of the 'Seminars' varied a great deal from place to place. It was, however, the model of the 'Schulehrer seminar' that become normative in the 19th century and its paralleled was surprisingly, to be called 'Normal school in many western countries ('ecole normale', 'escuela normal', scuole normale', 'normal-skolan').
It must be emphasised that the 18th century 'normal schools' were essentially training in teaching methods: experience primary school teachers showed how they taught; something akin or recipes were given which were then tried and imitated on the job. Typically, a 'Lehrer seminar' or 'normal school' was open to pupils having completed primary school. It had a three-years theoretical and practical curriculum, a boarding school system and its own practice school. The basic components of the curriculum were: religious and moral education, content and skills to be taught later on the teaching practice. Primary school teachers were lower class member who had to educate lower class children in the respect of religion and social order and equip them with the three R's needed for work.

The situation was different from grammar school teachers or the equivalent: they would have a full college education in a field of specialization and some, mostly philosophically oriented, introduction to psychology and pedagogy. Teaching skill and methods occupied little place, if any, in their preparation. As for university professors, they would have resented as a sort of insult any obligation to study educational theory and practice. A reaction that has far from completely disappeared yet.

1.2 Teacher Education in Ancient and Medieval India:

Notwithstanding the fact that India has had a great
literary heritage, we find very little evidence of a formal system of teacher education in ancient India.

Dr. Veda Mitra refers to the 'monitorial system' in which "senior student have put in charge of their scholars during the temporary absence of their teacher. This method of entrusting teaching work to brilliant students had a great educational value. It placed a high incentive before the students. It afforded opportunities too intelligent students to learn the art of teaching and thus indirectly performed the same function as Teacher's Training colleges discharges today".

Education was essentially a religious affair in the ancient and medieval period. A formal training or education teacher in the sense as it is understood now was then unknown.

1.3 Teacher Education in India During the British Rule:

Missionaries played a very important role in the training of teachers during the early days of the role of the East India established an institution for training of teachers at Tranqueber, to be employed in the Charity schools.

In 1802 William Carey, another missionary, established a Normal School for the training of teachers.
Dr. Andrew Belh started the experiment of Monotorial System which formed the basis of teacher training programme. In 1819, the Calcutta School Society started training of teachers for indigenous schools. In Bombay, Elphinstone, recognised the importance of teacher training and prepared a role on school management and organisation. In 1824, he made arrangements for the training of 26 teachers - 12 in Gujarati and 14 in Marathi. The Bombay Native School Society recommended Bell's system. Similarly the Madras School Society proposed a training school for the training of teachers.

By 1826, 24 teachers were trained by the Native Education Society Bombay. Training comprised knowledge of contents, method of instruction and the practice of teaching. In the same year, a training school for superior teachers was established at Madras. Students were given a stipend of Rs. 15 per month. The age of candidates was approximately 18 years. Selection of teachers was based on a communal basis.

In 1828, a training school for women as teachers was started under the auspices of Ladies Society for Native Female Education at Calcutta. Stipend were provided to the candidates and the trainees were assured of their future employment.
In 1856, a normal school for teacher training was started under the Government Management at Madras. Later on a similar institution was started in Lahore in 1880.

The Madras Normal School for teachers was attached with a model of practice teaching school.

by 1859, there were four normal schools in Bengal with 258 pupils and one normal school in Banaras for vernacular school teachers. Normal School provided training for teachers.

There were 106 Normal Schools in India in 1881-82. In Bengal, a new system of teacher training was introduced. The headmasters of the middle schools who has received training in normal school, impored instruction to 'Gurus' in neighbouring pathshalas. The teaching was done after school hours. The lower classes of middle schools were used for practice teaching. The headmaster was paid Rs. one per month for each Guru he trained.

The first training college is established at Madras in 1956 which was later shifted to Saidpet. The second training college for secondary teachers was started in 1881 at Lahore and was called the Central Training College with B.T. and (Senior Anglo Vernacular) classes. There was eight graduades and eighteen matriculates in the training college at Madras and thirty student at Lahore.
In 1889, a secondary department was opened in Nagpur training school and was shifted to the Jabalpore training Institution in 1902.

In 1892, a training college was started of Rajahmundry for L.T. degree of Madras University. In 1899, a training class for secondary teachers was started at Kurreong.

A training college was started at Lucknow but was later shifted to Allhabad. In 1901-02, there were six training colleges for secondary teachers with a strength of 271 students. All the colleges were maintained by the Government. The course of Kurreong Training class provided for Kindergarten school also.

In 1882, it was felt that the training school should give definite training in pedagogy or knowledge of professional subjectes, when Indian Education Commission (Hunter Commission) recommended:

"An examination in the principles and practice teaching be instituted, success in which should here after be condition of permanent employment as a techer in any secondary school government or aided".

The Government of India Resolution of 1904 emphasised on the following aspects of teacher training:
i. the equipment of Training College should be as important as that of an Arts College.

ii. For graduates, the training course should be one-year university course, leading to a university degree or diploma. For others it should be a two-year course.

iii. The training in the theory of teaching should closely associated with its practice, and for this purpose a good practicing school should be attached to each college.

iv. Every possible care should be taken to maintain a confection between the Training College and the School.

These recommendations had very good effect and were mainly implemented. The policy was further confined by declaring in 1912 that:

"Eventually under modern system of education no teacher should be allowed to teach without a certificate that he qualified to do so".

In 1912, there were 15 training institutions for teachers in secondary schools with 1,400 students. The Calcutta University Commission of 1917-1919, emphasised the need for systematising research and creating a Department of Education in each University.
In 1921-22, there were in British India including Burma, 926 training institutions for men (with an enrolment of 22,774 students) and 146 training institutions for women (with an enrolment of 4,157 students). Out of these 433 were conducted by the Government, 483 by local Boards and Municipalities grants and 156 were managed by private bodies, out of which 151 were aided and 5 unaided. The Mission conducted 92 training institutions.

There were 13 training colleges for secondary school (English) teachers in 1921-22. The Layd Willingdon College was started in 1923 and it awarded diplomas in physical education and domestic science. Mysore instituted the Faculty of Education in 1925. During the 1930's 13 out of 18 universities established Faculty of Education. In Delhi Lady Irwin College was started for women teachers with Home Science as the main subject.

The Hartog Commission of 1929 suggested the standard of general education of primary teachers should be raised, course of training should be long and there should be provision for in-service training. In 1936-37, there were 15 institutions for training teachers for secondary (English) schools with an enrolment of 1,488 which included 147 women.

During 1936-37, there were about 478,200 teachers in primary and secondary schools out of which about 206,700
or 43.3 percent were untrained. The first institution basic teachers was the training school at Wardha which was opened in 1938. This was followed by Basic Training Course at Jamia Millia, Delhi. In 1942, a training school for Industrial School Teachers was started in Andhra.

In 1946-47, out of about 566,400 teachers, 217,900 teachers or 38.5 percent were untrained.

1.4 Teachers Training in Free India:

Teacher Education is more dignified term than "Teacher Training". In the words of a famous education Mr. W.H. Kilpartrick: "One trains circus performers and animals but one educates teachers".

On the basis of a proposal given by the author, the Punjab University in 1967 changed the names of all its training colleges into 'College of Education'. It is all due to the new concept of teacher-education which has emerged in free India, owing to the following factors:

1.4.1 Improvement of Teacher Education:

The needed improvement of education in different fields of which free India envisages, implies the improvement of teaching and hence teacher-education.
1.4.2 Guided by Democratic Values:

Pre-independence concepts and pattern of behaviour no longer command prestige in the country at present. If teacher education is to make its real social contribution in the existing situation, it must be guided by democratic values and procedures.

1.4.3 Philosophy and Practices of Teacher Education:

The philosophy and practices of teacher education is being shared mainly by Indian leaders themselves and not by foreign educationists.

1.4.4 Teacher Perception:

The concept of teacher perception is undergoing a rapid changes throughout the whole world. It has been realised that teacher education is something deeper than mere teacher training. It affects all areas of living, it requires many years of learning, and it has its root in vital philosophy of daily living with children.

1.4.5 New Concept:

Under the influence of the new ideology of Basic Education the old concept of teacher education is undergoing a radical reorientation. It is being based on the need of the pupil and the community.
Cultural, economic, political and social changes gave a new meaning and direction to teacher training in India. Efforts have been made to relate it to national aspirations and needs. A detailed description in this direction is given in the following chapters. Here, only the diary of the main events in the developments of teacher training/education in India is presented.

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1947</td>
<td>Opening of the Central Institute of Education, Delhi.</td>
</tr>
<tr>
<td>1948-49</td>
<td>Recommendations of the University Education Commission.</td>
</tr>
<tr>
<td>1950</td>
<td>Holding the first conference of teachers training colleges of Baroda.</td>
</tr>
<tr>
<td>1955-56</td>
<td>Recommendation of the Assessment Committee on Basic Education.</td>
</tr>
<tr>
<td></td>
<td>Plan to provide in-service education to teachers.</td>
</tr>
<tr>
<td>1958</td>
<td>Establishment of the Central Institute of English, Hyderabad for the training of English teachers.</td>
</tr>
<tr>
<td>1957-59</td>
<td>Recommendations of the Committee on Women's Education regarding need for additional training institutions for women teachers.</td>
</tr>
<tr>
<td>1960</td>
<td>First National Seminar on the Education of Primary Teachers.</td>
</tr>
<tr>
<td>1961</td>
<td>Establishment of NCERT.</td>
</tr>
</tbody>
</table>
Recommendation of the Committee on Emotional Integration for national minnum scale of salaries for teachers.


1964 Kunzru Committee suggests the inclusion of training in sports, fine ar, etc. in teacher training.

Baroda Study Group on the Education of Secondary Teachers in India.

Regional College of Education at Bhopal State Institute of Education

Centre of Advance Study in Education at M.S. University of Baroda.

Girls Education and Public Cooperation Committee recommends measures for motivating women to join as teachers.

1965 National Survey of Elementary Teacher Education in India.

1966 Summer School-cum-correspondence in four Regional Colleges and in the Central Institute of Education, Delhi.

Recommendations of the Kothari Commission.

1967 Summer Institute for Mathematics and Science Teachers in selected Teacher's Colleges.

1968 National Policy on Education.
1969
Reports of the Second National Survey of Teacher Education.
Seminar on Institutional Planning and Involvement of teachers.

1970
Preparation of Primary Teacher Education Curriculum.

1972
Second National Survey for teacher Education at the elementary level.
Third National Survey of Secondary Teacher Education in India.
Report of the Pre-school child Group.
Government of India's decision to establish a National Council for Teacher Education.

1973
Committee on 10+2+3 suggests the provision of Teachers for vocational subjects.

1974
National Council of Teacher Education appoints 26 statewise working groups in Teacher Education.
Committee on the status of Women suggests provision of more teachers.

1976
Integrated two years course in pre-school and primary teacher Education.

1977
Regional College of Education introduce B.Ed. Elementary Education Course.
1978 Preparation of Teacher Education Curriculum - A framework by NCTE.
Adiseshiah Report on vocationalization of Education.
Development of Higher Education in India - A policy frame-work.

1981 National Curriculum for Primary and Secondary Education.
*Working of Group on vocationalization of Education.
*Challenges of Education.
National Commission on School Teacher and Teachers of Higher Education.

1986 Working Group for Preparing a Scheme for Revitalization and Modernization of Pre-service Teacher Education.
Working Group on In-Service Education of Teachers.
National Policy on Education.
Programme of Action.
Massive Programme of Teacher Reorientation.
Announcement of Pay Scales of School Teachers.

1987 Mehratra Committee Report (Salary of Teachers working in Colleges and Universities).
Revision of Pay Scales of teachers in Universities and colleges (U.G.C. Document)
Announcement of Revised Pay Salary for College Teachers.
Massive Teacher's Orientation Programme.
2.1 **CONCEPTUAL FRAME**:

the expression of pre-service teacher education to meet the needs of unprecedented expansion of education in the post independence period and the increase focus on in-service education of teachers on a continuous basis brought in its wake concomitant problems relating to the quality of teacher education in the country. Education is accepted as a fundamental right of all members of the society. Continuous efforts have been made to extend education to all children through formal and non-formal system and through special schemes for the social deprived groups, such as girls, scheduled castes or scheduled tribes and lastly for the disabled also. But much remains to be achieved to ensure acceptance and utilization of the access provided.

While it is easy to say that the facilities for education have improved, it cannot be said with equal confidence that the quality of education has also improved, whether in relevance or in depth or his improvement of quality of life. On the contrary, there is a sense of loss.

It has been rightly recognised that education is the most important input for the development of an individual, society and nation. It provides the basics—right type of attitudes, values, adequate knowledge and essential
skills. Demand of ever increasing knowledge and very fast changing technological scenario make it imperative that the system of education be reviewed and modified from time to time. It is in this context that the government of India has adopted the National Policy on Education - 1986. Great expectations have been aroused in the country about the change being brought about in education, to meet the needs and aspirations of the people.

Basic tenets on which the policy has been formulated may be summed up as education for all, education for material and spiritual development, education for the development of manpower for different levels of the economy, education for national cohesion and scientific temper and education that would further the goals of socialism, secularism and democracy adopted in our constitution. Briefly, the policy seeks to achieve the objective of attaining equity with a excellence in education.

It is said down in the policy document that the national system of education is expected "to promote values such as India's common cultural heritage egalitarianism, democracy and secularism, equality of the sexes, protection of the environment, removal of social barriers, observance of the small family norm and inculcation of scientific temper. All educational programme will be carried out in strict conformity with secular values."
There is an urgent need today to promote national unity and national identity. A common for national integration need to be developed in the minds of all citizens - citizens of today as well as those of tomorrow. The school curricular not only need to be designed for understanding the compositeness of our culture but it must also be interpreted in the school in term of "Unity-in Diversity'.

There is a concern over the erosion of values particularly among the younger generation. The system of education must make a conscious and deliberate effort towards development of desirable values taking care that the values promoted are universal in character, and in accordance with the tenets of our constitution. They must not have a sectarian appeal. Special efforts would be needed to eliminate abscurantism religious fanaticism, violence, superstition and fatalistic attitudes from the minds of the children.

There is tremendous pressure on natural resources because of rapid growth of population. High consumerism is creating both imbalance in the pollution of the environment. The present generation has a responsibility towards those who will follow. It is important that these ideas are understood and absorbed at an early age. Herein lies the role of the teacher, a role that is to obvious to be laboured about.
Although we have committed to a social order which does not discriminate on the basis of caste, religion or sex, we have not really been able to provide equal opportunities for improving quality of life of all sections of society. Prejudices against weaker sections have persisted denying them the right to improve their lives. Special attention is needed to ensure proper educational growth of girls, first generation learners, scheduled castes, tribes groups and at time of linguistic minorities. Organisational and curricular changes can contribute only to a limited extent. It is the implementer, that is, the teacher, who is the central figure in bringing about the change.

Today, the emphasis should be on work-experience, value education and to make education more responsive to the needs of our times, specially of our country. These ideas are not new to the history of education of this country. Nearly five decades ago, the father of nation Mahatma Gandhi gave a system of education which had all the qualities mentioned. It was relevant, at that time, too the socio-political needs of the country. It's base was work-experience with its roots in value system in which the nation believed.

Realising the importance of the role of the teacher, the policy document reiterates that 'no people can
rise above the level of its teacher's. This is a challenge. It certainly is great responsibility. The teaching community must accept the challenge and rise to the occasion. It is in this context that the teacher educators, have to shoulder a greater responsibility, namely, educating the teachers. Their responsibility becomes onerous and twofold. They may have to loosen or change some of the attitudes and values already acquired from the society or the general system of education, which are considered undesirable. In most cases the time at the disposal of teacher education institutions is limited. By and large it is two years for education of primary teachers and only one year for preparation of secondary teachers. The precious time has too be used most meaningful and effectively for achieving the objectives of teacher education.

The teacher education or teacher development can be considered in three phases: preservice, induction and inservice. The three phases are now considered as parts of a continuous process.

While the education of professionals like medical doctors, engineers, and agronomists, is to great extent basically similar all over the world, the nature of teacher education, often limited to teacher training, is strongly dependent on the level of economic development and the social context. Furthermore, it is deeply influenced by the
local culture and history. That is why one can find in the contemporary world the full range of institutionalized teacher-education schemes or progress that developed throughout the history of humankind, from no specific preparation at all to sophisticated university education.

This is a nearly perfect instance of a situation that cannot be understood and interpreted without some historical background.

2.2 **NEED AND SIGNIFICANCE OF TEACHER EDUCATION**

The contentional that teachers are born, not made, can be true only in a few rare cases. It is also not contented that training, by itself, if sure to make a good teacher. But it is generally observed that a teacher with training become more nature and confident to perform his task more efficiently. Proper training and education enables the teacher to have a knowledge of how children grow, develop and learn, how they can taught best and how their innate capacities can be brought out and developed. Teacher education is needed for kindling the initiative of the teacher, for keeping it alive, for removing the evils of 'hit and miss' process, for according a professional status of the teaching profession and above all for making the optimum use of time and energy of the teacher and the taught.
It has been aptly remarked, "If you educate a boy, you educate one individual. If you educate a girl, you educate the whole family and if you educate a teacher, you educate the whole community".

The Education Commission (1964-66) said, "A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measures against the resulting improvement in the education of millions.

2.3 **TEACHERS' CAREERS** :

Many INSET activities, especially long courses leading to academic awards, are valued primarily for their career implications. This may sustain the flow of students and enhance the image of teacher professionalism but it can also be a source of undesirable side effects. An emphasis on extrinsic motivation, particularly when associated with an element of compulsion, can diminish personal involvement and weaken the critical feedback that might lead to course improvement. Yet further dangers are associated with promotion-oriented courses which serve an "anticipatory socialization" function. When attention is focused on the next job, student's existing knowledge and experience tends to be associated with concerns outside the classroom,
practical class-room knowledge has very low status. These effects can be counteracted by deliberate attempts to use student's existing experience, by planning at least one component with a class-room focus, and by involving experienced holders of promoted pasts in the teaching.

Even short courses may be used by teachers as opportunities to enhance their visibility and gain the sponsorship of people who might influence their future careers; and this diminishes their reputation with teachers who have more intrinsic reasons for participation in INSET. Moreover the advisory approach to INSET is often awkwardly intertwined with other career - sponsoring and supervisory responsibilities. Many authors have urged that INSET should be clearly separated from these other concerns, a principle that is attainable in the context of interclass room visitation but not in the context of cooperative school based evaluation or curriculum development. When career considerations come into conflict with other INSET purposes, it is a fair assumption that the former will dominate. Hence the insistence of teacher unions that INSET policy cannot be divorced from the question of salary structure is more than just special pleading.

2.4 THE TEACHER AS PROFESSIONAL :

The aspirations and obligations that go with teaching as a profession has considerable significance for INSET. At the very least, teacher professionalism would seem to imply:
(a) A moral commitment to serve the interests of their clients;

(b) Informed decision making in which options are explored and evaluated in order to determine most appropriate course of action, and

(c) An obligation to advance the knowledge of the educational community.

The first of these duties is the most universally recognized but begs the question of whose definition of client interest is to prevail. Creditibility would be improved if there was more visible profession against the inevitable tendency for client's interest to be interpreted in ways that coincide with teacher's convenience - a concern which is frequently expressed about other professions as well. The second duty implies that schools need to devote time and effort to decision making and evaluation procedures and to seeking advice that might be relevant to them. Teacher professionalism demands a collegial approach, and this whole conception of teacher professionalism is intimately bound up with the problem solving paradigm.

The obligation to advance the knowledge of the educational community would seem to suggest both teachers should share knowledge and experience with their colleagues and that at least some of them should participate in
advanced study and research. The prevailing influence, however, would be that of the growth paradigm. This activity takes on special significance for those who believe that a major part of knowledge about education resides in the practical knowledge of teachers. Such knowledge cannot be readily shared, codified, or extended without significant teacher participation and leadership.

Professionality also contains within it a considerable step for the unwary. Much initial training serves to provide teachers with a set of idealistic aspirations and an espoused theory of action, which may later yet reinforced or even elaborated during INSET. Yet Fesntermacher (1980) suggests that during education these become a set of intentions in storage, while a second set are acquired by socialization at the workplace. The former are consciously held and philosophically defensible but impractical; the latter are semiconscious and acquired without proper reflection, corresponding to what Argyris and Schon (1976) call a "theory in use". For some teachers this dichotomy may become apparent, and either lead to disillusionment or act as a spur to professional development. Others succumb to the temptation to use an espoused theory to justify actions which are quite inconsistent with it, without even being aware of what they are doing. Or perhaps the level of awareness is just
sufficient to induce a feeling of guilt and a strong resistance to the invasion of their classroom privacy without their understanding the nature of the problem or the extent to which it is shared with their colleagues. Failure to recognize and come to term with this particular farm of the theory-practice dichotomy constitutes a major barrier to professional development.

Linked to this problem of impractical ideals and going beyond the nation of teacher efficacy is the question of teacher's values. Not only do values have enormous influence on actions but they act as the filters through which experience is perceived and interpreted. The desire to perform at optional level is dependent on believing in the worth of what one is doing, yet "many teachers view what they take to be the 'establishment goals' with outright distain". Time for reflecting on and clarifying one's values without any pressure to conform to official views will be an INSET priority for some teachers, as will the need to find some personal accommodation between legitimate attempts to bring about change, respecting the immediate interests of students embedded in the existing system, and remaining in public employment as teachers. It would be a mistake to neglect the extent to which reformist oriented teachers provide the energy and leadership which sustain many INSET activities and stimulate the renewal of the profession.
2.5 **TEACHING AS THE BIGGEST PROFESSION:**

The teaching profession has developed mainly since the early 1800's, when the first teacher training schools began in Western Europe. Before then, school teachers received very little training. To-day most of the countries in the world require teachers to complete a professional training programme.

According to the 'The New Encyclopedia Britannica' (1985), "Measured in terms member, teaching is the world's biggest profession".

Again it states "The entire teaching crops, wherever its member may be located, shares most of the criteria of a profession namely:

i. a process of formal training;

ii. a body of specialised knowledge;

iii. a procedure for certifying, or validating, membership in the profession; and

iv. a set of standards of performance - intellectual, practical and ethical - that are defined and enforced by members of its profession."
3. **THE NEW EDUCATION POLICY AND TEACHER EDUCATION**

In the NPE 1986 a few recommendations have been made about teachers and their training. Strengthening of teacher education institutions and consistently upgrading teachers' competencies have been emphasized in the Programme of Action. Initial training and recurrent training of teachers both have been considered important and essential. Teacher performance has been considered the most crucial input in the field of education. NPE (1986) has been exclusively devoted to teachers and the training of teachers. Highlighting the importance of the role and the status of the teacher in the society the NPE asserts, the "Status of the teacher reflects the socio-cultural ethos of a society." It further says, "No people can rise above the level of its teachers." The teachers as recognised by the NPE should have the freedom to innovate and to devise appropriate methods of communication and activities for teaching pupils." The structural changes in the organization of teacher education suggested to be brought about to achieve these objectives include (i) Upgrading of teacher training colleges to complement the work of the SCERTs, and (ii) strengthening of NCTE, which will provide guidance in curriculum and methods to other teacher training institutions and will also have the power to accredit institutions of teacher education in the country. The policy does not suggest any specific and detailed recognition of teacher education in the country. Nor does it make any significant hint on changing the
management of teacher education in India. The Programme of Action too, has nothing to suggest about organization and management of teacher education. In the context of secondary education it only says, "The teacher competencies would be improved by attracting better qualified people to the profession as envisaged in the policy and by improving the preservice and inservice training programmes through strengthened secondary teacher training institutions". The need for training in teaching for the lectures of affiliated colleges and universities has been officially recognised, perhaps, for the first time, in the NPE which says "... teacher orientation will receive attention. This will require preparation of teacher at the beginning of the service as well as continuing education thereafter." Before this statement the Policy has stated the purposes which have got to be served by teacher training for lecturers of institutions of higher learning thus: "A major effort will be directed towards the transformation of teaching methods, audio-visual aids and electronic equipment which will be introduced". To achieve this objective training of lecturers becomes essential. The Programme of Action, in continuation of the above policy decision, lays down "specially designed orientation programmes in teaching the methodologies, pedagogy, educational psychology, etc. for all new entrants at the level of lecturers will have to be organized."
3.1 ORGANIZATION OF TEACHER EDUCATION:

There is no uniformity in the country in the organization of secondary school teachers' education. Differing patterns and structures are found in states. There are two patterns regarding duration of courses - a one-year course and a four-year course for example, in the four Regional Colleges of Education at Ajmer, Bhopal, Buvaneshwar and Mysore. But, in all the states leaving aside these four colleges, there is only one-year B.Ed. course which is very much under fire as it is felt by many teacher educators that this duration is insufficient, particularly under the present circumstances when most of the institutions are closed most of the time in the year due to students' and teachers' agitations. The effective teaching-learning period of most of the training colleges is not more than 6-7 months. In Uttar Pradesh in some colleges this has gone not beyond 3-4 months in certain years due to late admissions, agitations and boycott of examinations.

There is no uniformity regarding the kind of management running teachers' training colleges in India. There are government colleges, privately managed colleges, university departments of education and education departments of affiliated colleges. Each has its own problems. In the government colleges, the staff members are generally, recruited by transfer of teachers on promotion
from amongst the staff members of intermediate colleges or higher secondary schools. When their next promotion is due they are again shifted from training colleges to administrative positions. These teachers neither have any background of the theory of teaching and the latest development in the field of teacher education, nor do they feel responsible and devoted to the profession as they know they may be shifted anytime to another place.

The privately managed teacher training institutions are of two types, one of these being part of full-fledged affiliated colleges administered by a privately constituted trust or management and another existing separately and independently as colleges of education but privately and independently as colleges of education but privately managed by a management committee. In U.P. 95 per cent of secondary school teacher education institutions are in the form of B.Ed. departments of affiliated colleges of various universities. Only a few government training college and a couple of private training colleges are separate independent colleges. In Rajasthan, Madhya Pradesh, Haryana, Punjab, Orissa, and a few other states also they exist separately as independent institutions, some of which are government colleges. The privately managed institutions leaving aside a few which got government grant acutely suffer from paucity of funds, lack of adequate building and equipment, lower salaries given to teachers leading to poor quality of teaching staff and various kinds of corrupt practices such
as selling of B.Ed. admission seats by the management committee, charging exorbitant fees from students resulting in poor quality student teachers. All these factors combined together render teacher education not only of poor quality ineffective, but they also turn out teachers who carry with them negative and undesirable attitudes and values. It is those teachers who are destroying the whole system of teaching learning. The B.Ed. department of affiliated colleges in U.P. present entirely a different perspective. The staff members having been provided with the security of services and all other benefits given to other teachers of the colleges stand alienated from professional thrust and work values due to lack of facilities such as proper accommodation within the college building, lack of adequate recognition by the principals who happen to be largely untrained, lack of practising or demonstration schools, centralized B.Ed. admission in which case the teachers do not have their say even in framing the rules of admission which are finalized and sent to them by the state secretariat of education. The affiliated colleges have a different kind of culture which largely is not favourable for teacher education departments.

3.2 TEACHER EDUCATION FOR TOMORROW:

Eduction in the NPE (1986) has been viewed as fundamental to the all round development of people which
"has an acculturating role" and "develops manpower for different levels of the economy", assuming the status of "a unique investment in the present and the future". These roles to be played by education may be considered new thrusts of the NPE. These may be considered cherished objectives to be achieved through education. Improvement of the quality of education, arresting erosion of essential values and "increasing cynicism in the society and cultivation of social and moral values have also been emphasized as the roles to be played by education. It is said that education "should foster universal and eternal values oriented towards the unity and integration of our people. Such value education should help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism". These are some of the newer thrusts which the NPE (1986) presents before us. To achieve these objectives teachers have to be trained in new ways so as to enable them to make education play these roles and achieve the above-stated objectives. The present system of teacher education is incapable of achieving this for reasons described earlier. To be effective in this perspective teacher education in India has to be organized and managed in entirely a different manner. The possible way of doing this, is given below:

1. the one-year pattern of teacher education (B.Ed.) should be immediately abolished. It should be replaced by a four-year B.A., B.Ed., five year B.A.,
M.Ed. and six year B.A., M.Ed., M.Phil pattern. For many reasons one-year B.Ed. pattern is incapable of achieving the objectives. In just six months' duration it is impossible to bring about the desirable changes in the tainee teachers; while admitting higher secondary or intermediate pass students and keeping them for a period of 5-6 years in the college of education, it is possible to achieve their desired acculturation. In one year it is not possible to develop that unique professional culture which is required to shape the teachers as visualized and described in the NPE (1986).

It needs to be emphasized here that allowing B.Ed., M.Ed. and M.Phil one year course side by side with newly started four to five year comprehensive colleges of education will defeat the purpose. Hence, they have to be abolished altogether.

ii. To bring about uniformity with regard to teacher education in the whole country, it is necessary that teacher education colleges should be structured and managed on the patterns of medical colleges. I.I.T.s., regional engineering colleges and other professional colleges or institutes. Like these institutions teacher education institutions, too, should be considered centres of professional culture concerned with the development of high specialized
knowledge, attitude and skills in the trainees. The National Council of Teacher Education should play the role of a centre of control. Initially these institutions may adopt the same administrative and management structures which are found the I.I.T.s., or regional engineering colleges. The same admission and recruitment procedures may be followed. The examination and evaluation system currently being followed in the IITs will be quite suitable for these institute of pedagogy also.

iii. Implementation of this revolutionary change may give rise to certain problems, particularly the resistance by certain people having vested interest in the present system. Even the government may not readily accept it. But, these problems can be obviated by adopting a few relevant change strategies by educational administrators and leaders. These strategies are low profile action, systematic experimentation emphasizing vigorous approach to planning and evaluation of the change introduced, participant involvement, creation of demand, development of legitimacy, creation of power block control of internal organizations, and control of communications.
3.3 THE INDIAN INSTITUTES OF PADAOGY:

These proposed institutions will be centres of excellence for training teachers for secondary and higher secondary schools and also for affiliated colleges and universities. They will aim at upgrading the knowledge in the subject or discipline that they will be required to teach in the schools together with developing in them the skills of teaching and background of pedagogy. The trainees will be provided with sufficient practice in teaching and evaluation. Through discussions and brainstorming methods they will be helped to develop a conviction in new methods of teaching and the whole culture that must surround the teaching profession. Since the duration of training will be sufficiently long and the trainees will be caught young, it will be possible to bring about changes in behaviour, attitude and values of the trainees through the use of various behaviour modification techniques. The new behaviour technology may be used successfully in these institutions. The teachers will succeed in identifying themselves with the profession of teaching as they will find themselves in the big, exclusively teacher education institutions providing them with better facilities and professionally rich environment. These institutions will have a strong department of inservice education of teachers well equipped with modern electrical and electronic apparatuses using new technology and methods of teaching.
4. **MAIN FEATURES OF TEACHER EDUCATION**

A. Institutions of teacher education have increased in the recent past.

B. In most of the colleges, admission are made through capitation fee.

C. Many of the teacher trainees are without jobs and there is no surprise if corrupt practices are current in the recruitment of secondary school teachers.

D. There is no coordination between the number of trained teachers required and the number of teachers produced every year by the universities of teacher education.

E. The teacher-education courses of bachelor's level are highly theoretical and they do not provide reference to the courses of studies at preprimary and secondary levels.

E. The intensive teaching practices provides for trainees has reference only to standard eighth and ninth while ignoring other standards.

F. Many subjects areas like physical education drawing audio-visual training, citizenship training work experience, library service, laboratory work are not given third due weightage in the B.Ed. courses. Consequently these areas remains neglected in secondary school also.
H. There is hardly any creative work done by the teacher trainees as most of the course there are in English medium whereas majority of the students do not have grasp of the language.

I. Equipment terms in other Indian languages in various disciplines, critical studies and reviews of the departmental syllabus and text books of different school subject are not pursued during the B.Ed. course in most of the colleges.

5. TEACHER-ORIENTED PERSPECTIVES

5.1 The Teacher's Predicament:

Many critics of In-service Education and Training of Teachers (INSET) argue that it takes insufficient account of teacher's predicament. The difficulties of contemporary teaching includes relevantless time pressure, demanding mentoa efforts cellular isolation, an increasing rang eof often unrialistic expectations, additional nonteaching responsibilities, an environment of negativism, fear for one's job, and a general feeling of being at the bottom of the education status system. INSET activities appears to be just another pressure, not an aid to copying with these problems or a stimulus to rising above the "dailiness" of teaching. Moreover, they are usually organised by people who have sescaped from the class room but still seem to claim
that they know more about the teacher's students and situations than do the teachers themselves. In spite of previous negative experiences, however, the teacher's predicament presses them to look for INSET activities which promise quick returns and to label as impractical, ideas which would take a long time to work into their practice.

5.2 Teacher Concerns and Teacher Development:

Fuller and Bown's (1975) research on beginning teacher's concerns suggested a three-phase sequence in which immediate concerns for survival gradually develop into concerns for coping with the teaching situation and school expectation and hence into concerns about impact on pupils and the quality of one's teaching contribution. However, the expression of third-phase concerns may not necessarily mean that those in the second phase have ceased to matter, merely that they have become more taken for granted. Indeed concerns probably vary according to individual student, class, and content; and many older teachers may feel that they are regressing as children become more and more-difficult to teach.

The concerns concept has been subtly transformed by Hall and Loucks (1978) from the growth paradigm to the change paradigm. The following shows seven stages of concern for teachers involved in implementing an educational innovation.
5.2.1 **Awareness** :

Little concern about or involvement with the innovation is indicated.

5.2.2 **Informational** :

A general awareness of the innovation and interest in learning more detail about it is indicated. The person seems to be unworried about himself/herself in relation to the innovation. She/he is interested in a selfless manner such as general characteristics, effects, and requirements for use.

5.2.3 **Personal** :

The individual is uncertain about the demands of the innovation, his/her inadequacy to meet those demands, and his/her role with the innovation. This includes analysis of his/her role in relation to the reward structure of the organization, decision making, and consideration of potential conflicts with the existing structure of personal commitment. Financial or status implications of the programme for self and colleagues may also be reflected.

5.2.4 **Management** :

Attention is focused on the processes and tasks of using the innovation and the best use of information and
resources. Issues related to efficiency, organizing, managing, scheduling, and times demands are utmost.

5.2.5 **Consequence:**

Attention focuses an impact of the innovation on students in his/her immediate sphere of influence. The focus is on relevance of the innovation for students, evaluation of student outcomes, inducing performance and competencies, and changes needed to increase student outcomes.

5.2.6 **Collaboration:**

The focus is on coordination and cooperation with others regarding use of the innovation.

55.2.7 **Reconfiguring:**

The focus is on exploration of more universal benefits from the innovation, including the possibility of major changes or replacement with a more powerful alternative. The individual has definite ideas about alternatives, to the proposed or existing from the innovation.

This adoption may be more than just conceptual for it also suggests that the process of implementing for an
adult learning and development for INSET have yet to be properly digested, through Carrigan (1979) officers a number of interesting suggestions. Recent adult learning theories have a strong personal growth orientation with an emphasis on experiential learning, reflection, and group discussion. Adult development theories stress the significance of age or position in the life cycle, or progress through complex stages of cognitive development. Their assumptions that adult development is an individual affair and takes a considerable period of time is consistent with other teacher development perspectives, but their more precise application is difficult to envisage.

The general conclusion of this section, therefore, is the INSET needs to be long term and personalized, through this should not be taken as excluding group activities than can accommodate to individual differences.

5.3 Principles:

The trend is universal in future, all teachers will enjoy higher education. This is employed by another trend in all developed countries, basic or fundamental education for all trends to include completion of higher school. This extension of general education and retardation of vocational specialization are needed in a very rapidly changing culture.
For psychological, educational, socioeconomic, and strategic reasons, all teachers of future should have university status. The psychological and educational justifications of this principal will be analyzed with the representation of curriculum. Socioeconomic and strategic reasons only are discussed here.

In many countries, only the senior-high school teachers had a full university degree and are paid accordingly. As a consequence, and specially where prevision is made to help access for the gifted to higher education, only the less gifted choose the primary or primary-school career. This situation, differs radically from the past when the summit of ambition for most bright lower class children was becoming a primary school teachers. This explains why western Europe primary schools for about a century. (roughly 1840-1440) were staffed by elite teachers.

Today, while the crucial impact of the first years of schooling is acknowledged, the qualification of the teachers responsible for the lower-school levels is rather low in many countries. There are, of course some individual or local exceptions, but this phenomenon definitely exists. Even when equal base salary is granted to all teachers, a difference of prestige - and consequently for attraction remains between training in colleges and universities.
Research shows that the schools of education are for front, being the first choice of high-achieving secondary-school studies. As a conclusion, real professionalization of the teacher is not only a qualification need but also a necessary recruitment strategy.

The foundation of university education is also general education. The faster knowledge advances the less valid is a narrowly conceived initial education. That is why at university level also, initial teacher should be primarily focussed on laws, basic principles, understanding of processes, skill learning as well as research methods and techniques is the field of study and in the related fields. More specialized knowledge would be gained as a sort of illustration of more universal approaches and as something needed for practice. The place of field work and internship should be more important than in the past.

This does not mean that specialized acknowledge can be superficial; on the contrary, to make general and high-level specialized education possible, curriculum reform will be needed in many universities where advanced and encyclopedic education will remain synonymous.

Teacher education should normally comprise general education specific subject mastery, strong psychological good
command of instructional methods and techniques in the broad sense of those terms. Not only are all those components rapidly advancing, but they also represent such a learning load that a four or five year university curriculum can not suffice. this is why initial teacher education must now be conceived indirect relation to further education.

The model (Frey 1971) portrayed below in the figure, illustrates the way teacher education as a whole can be conceived. Frey's show how, after completion of two years full time university theoretical studies, teaching practice begins and gradually increases, from 10 percent to 90 percent of the working time. During the remainder of a teacher's career, 10 percent of the time is devoted to further education. Another main characteristic of this model is the continuity between initial and further education.

![Diagram of Teacher Education Model](image-url)
6. TYPES OF TEACHER EDUCATION

Teacher training or teacher education is of two types:

i. Pre-service Training.

ii. In-service Training.

Various types of institutions which impart the above two types of training to teachers can be categorised as under:

6.1 Training Schools for Pre-Primary Teachers;

Pre-primary teacher training courses are of various types i.e., Montessori, Kindergarten, Nursery, Pre-Basic, Happy Education etc. In 1972 there were only 80 recognised teacher-training centres for pre-primary teachers.

This training is a certificate or diploma course conducted normally by state government. Schools which train teachers on Montessori pattern are affiliated to Association Montessori International, while the institutions of Pre-Basic type are recognised by Hindustani Talimi Sangh, Wardha.

Few years back Punjab and Haryana conducted one year course titled as "Certificate Course in Pre-Primary and Nursery Education" to produce teachers for pre-primary
schools. Later on it was discontinued. In 1987 Haryana government evolved a two year course leading to "Diploma in Pre-school Education." A number of institutions are being by the Government to run this two year course. This course is open to Matriculates and has been designed in the context to National Policy on Education (1986). The board areas of its curriculum are as under:

i. Philosophical Foundations of Pre-school Education.

ii. Child Development.

iii. Content Course in Languages and Environmental Studies (Physical Science and Social Science).

iv. Pre-school Organisation and community Relations.

v. health, Hygiene and Nutrition.

vi. Creative Arts.

vii. preparation of Teaching-Learning material

viii. Development of skills in Practical Activities.

ix. Community Activities.

x. Skill in teaching two subjects.

6.2 Training Schools for Elementary Teachers:

There has been large scale expansion of such training schools during five-year plans. Their total number was only 649 in 1946-47 and it rose to 1006 in 1984. Similarly the enrolment increased fourfold from 38773 in 1946-47 to 1,40,000 in 1984.
This training is one year course after Matriculation in some states while it has been raised to two year after Matric or Senior Secondary. According to National Survey of Teacher Education (NCERT) the prevailing picture is as under:

i. One year Course after class X .... 8 states.
ii. Two year course after class .... 13 states.
iii. Two year cours after class XII .... 7 states.

Considering that this training is so crucial, it is recommended that the duration of the course should be two years and should begin only after senior secondary or class XII. The National Commission on Teachers (1985) has recommended that a four-year integrated training Course be developed after class X for teaching elementary classes.

6.3 State Institutes of Education:

With a view to provide in-service training to the teachers of Training Schools and the inspectors of Primary Schools, one State Institute of Education was established in each state during third five year plan. The scheme was entirely financed by the Central Ministry of Education which has now been taken over by the states. For Punjab, The State Institute was located a Chandigarh. Haryana had set up it won institute at Gurgaon. Now their State Institutes have been merged with their respective State Councils of Educational Research and Training (SCERTs).
6.4 **State Institute of Science**:

With view to improve science teaching in secondary schools and promote science education programmes, State Institute of Science Education have been set up in many states. Major programmes of these Institutes are to organise workshops, seminars and refresher courses for science teachers, to review the science curricula, to scrutinize science text books and to organise Science Fairs at district level and state level. A number of states have now merged their Institute of Science Education with their respective State Councils of Educational Research and Training (SCERTs).

6.5 **Regional Institutes of English**:

English, being a foreign language, is difficult to teach. To help the school teachers to teach English in an effective way, Regional Institute of English have been set up in different regions. Their main programmes are to familiarise the teachers with newer concepts and trends in English and to equip them with latest methodology of teaching. Teaching English through structural approach is one innovation being introduced in schools through the efforts of these Institutes. For the northern region of Punjab, Haryana, Himachal Pradesh, Chandigarh and Jammu & Kashmir, the Institute is located at Chandigarh.
6.6 *Training Schools for Under-graduate Teachers*:

In many states such training schools exist which prepare teachers for lower secondary schools. The course is open to undergraduates i.e. intermediate or matriculates, and the duration of the course is one or two years, leading to a Certificate or Diploma of Teaching like, T.D., Dip., T., L.T., C.T., S.T.C., T.T.C., etc. in different states.

There is no such training school in Punjab, Haryana or Himachal Pradesh. The J.B.T.'s are considered eligible for teaching in middle classes. In Haryana J.B.T. is replaced by Diploma in Education.

6.7 *Training Colleges for Graduate Teachers*:

Training Colleges prepare graduate teachers for High or Higher Secondary classes. It is normally a one-year course with an emphasis on Principles and Methodology of Teaching leading to B.Ed. degree.

The expansion in the number such Training Colleges has been many-fold during the last four decades. The number rose from 42 only in 1947 to 360 in 1987. The enrolment has also risen from 3095 in 1947 to about 50,000 in 1987.

This one-year B.Ed. Course has been under fire for the last so many years. It is considered to be narrow, too
much bockish, theoretical and does not cater in the needs of the schools. It is isolated from the main stream of the academic life of the university, as well as from the daily problems of the schools. A number of committees and Commission have recommended that its duration be enhanced from one to two years. Perhaps it is not possible at present due to various reasons. However, it is possible to make use of the present duration by extending the working days in the academic year from the existing 180 days to 230 days.

It is urgently desired that the entire curriculum be revitalized, made relevant to schools needs and more time be given to practicals. Re-orientation in subject content is also needed by the teachers. The national Policy on Education (1986) has also recommended that the entire curriculum be overhauled.

6.8 Regional Colleges of Education:

To meet the shortage of teachers for Technical, Commerce, Fine Arts, Home Science, Agriculture etc. in Multipurpose Schools, following four Regional Colleges were set up to serve particular begins given below. These colleges are managed, controlled and financed by National Council of Educational Research and Training (NCERT).

i. Regional College of Education, Ajmer (For Northern region i.e., Jammu & Kashmir, Punjab, Chandigarh, Rajasthan Uttar Pradesh, Delhi and Himachal Pradesh).
ii. Regional College of Education, Bhubaneshwar (For Eastern region i.e., Bihar, Orissa, West Bengal, Assam, Manipur and Tripura).

iii. Regional College of Education, Bhopal (For Western region i.e. Maharashtra, Madhya Pradesh and Gujarat).

iv. Regional College of Education, Mysore (For Southern region i.e. Andhra Pradesh, Mysore, Tamil Nadu and Kerala).

7.9 Training Colleges for Integrated Course:

In 1960 a new experiment in teacher education was launched at College of Education, Kurukshetra (Haryana), when first division matriculation were admitted to a four-year integrated course leading to B.A/B.Sc. (Education). There has been no tuition fee for the course, instead, each candidate was given a stipend of ₹. 75 per month.

The idea was to integrate the four-year B.A./B.Sc. and one-year B.Ed. together so that the pupil teachers receive the training in theory and practice of teaching side by side with general education for full four years. This experiment was hailed from all quarters and the teachers coming out of this course were considered superior to the teachers who receive one-year training after B.A/B.Sc.
6.10 **Training Institutions for Specialist Teachers**

Following are various courses and institutions to prepare specialist teachers:

**i.** One-year Diploma in Physical Education (D.P.E.) after B.A. for Punjab, Haryana and Himachal Pradesh. There is only one such centre at Patiala.

A number of universities have started two-year M.A. in physical Education.

**ii.** Training courses to prepare teachers of Music, Dancing, Painting and Fine Arts. The well-known institutions in the field are:

(a) Vishva-Bharti University, Shantiniketan (W.Bengal).
(b) Sir J.J. School of Art, Bombay.
(c) Institute of Art Education, Jamia Millia, Delhi.
(d) Government School of Art, Lucknow.
(e) Kala Khestra, Adyar, Madras.
(f) Teachers College of Music, Madras.

**iii.** One year training course to prepare teachers for Home Science. The well-known institutions are Lady Irwin College, Delhi, S.N.D.T. Women University, Bombay and four Regional colleges of Education.
iv. Certificate Courses in Art and Craft are conducted Departments of Education of different states.

v. In some states there are special courses for preparing specialists in the teaching of English, Hindi, Geography etc. The Central Institute of English and Foreign languages at Hyderabad is well-known for preparing teachers of English.

6.11 Institutions for Post-Graduate Teacher Education

Research.

Post-graduate courses in education are of four types:

(i) One-year M.Ed. Course:

This course is open to those who have passed B.Ed. examination creditably. It is a popular course and most of the universities of the country are running it. Candidates having master's degree in arts or science with M.Ed. qualification are considered eligible for the appointment of lectures in training schools and colleges as well as for various administrative posts in SCERT's, N.I.E.'s and NCERT. Persons having M.Ed. degree with the specialisation of Educational & Vocational Guidance are appointed Guidance Officers in Employment Exchanges and numerous educational
institutions. Those having M.Ed. with "Educational Administration" are preferred for administrative jobs in schools, Colleges of Education and other institutions.

ii. **Two-year M.A. in Education:**

This course is open to graduate and is considered equivalent to M.Ed. in many respects. It is in recognition of the fact that now "Education" has been developed as a discipline of knowledge like Economics or History. M.Ed. is considered to be applied side of Education, while M.A. (Education) is being taken as basic or pure side of the subject.

The Universities of Calcutta and Gauhati were the first to start this course. Therefore Aligarh Muslim University followed suit. Now a large number of universities are conducting this degree course and is becoming quite popular.

iii. **Two year Ph.D. Course after M.Ed/M.A (Education):**

A number of Universities in India have arrangements for Ph.D. in Education which is open to those who have passed M.Ed. or M.A. in Education in second division. The M.S. University of Baroda is the pioneer in producing maximum number of Ph.D's in Education through their Centre of Advance Study in Education.
iv. **Post-graduate Diploma in some aspect of Education after B.Ed.**

Normally the national Council of Educational Research and Training, New Delhi, conducts this specialised training in Audio-visual Aids, Educational and Vocational Guidance, Evaluation, Research Methodology, Laboratory Craft etc. The duration of these courses vary from three months to one year.

6.12 **Teacher Education Department of NCERT**

The Department launches various programmes from time to time for the professional growth of teachers, with the following aims in view:

i. To examine, evaluate and coordinate the programmes of teacher education which are being conducted by the State Department of Education and the universities.

ii. To conduct research surveys with a view to evolving better methods of teacher education.

iii. To produce literature required for teachers and teacher educators on educational subjects.

iv. To provide orientation training and refresher courses to the staff of the State Institutes of Education.
v. To organize seminars, workshop and refresher course for principals of training institutions on inter-state basis.

v. To conduct experiments, to improve curricula of teacher-education and teaching methods used in training institutions.

6.13 **Extension Service Departments**:  

The Government of India has set up a network of Extension Service Departments in selected Training Colleges for the purpose of giving in-service training to secondary school teachers. There are 104 such centres in the country. For Punjab these centres are located at Faridkot, Ferozepur, Jlandhar and Patiala. In Haryana, the share goes to Kurishetra and Rohtak.

6.14 **Institutions for Correspondence Course**:  

In most newly developing and advanced countries, correspondence courses form an important part of their educational facilities and programmes.

In correspondence system, lessons prepared by experts and outstanding teachers can be made available to every participant, even if he is in a remote corner of the country. Unlike class-room education the correspondence
system does not suffer from the limitations of physical accommodation and, in fact, the larger the number, the more economical is the, whole system.

Correspondence course were first started in France and Germany over a century ago when foreign languages began to be taught by mail. The world famous international correspondence school began in 1891. Since then the method has continued to expand in Western countries, the U.S.S.R. and other countries of the world. Every year in the United States of America more people enrol in correspondence course than enter the first year of all colleges and universities combined. Educators of Australia, New Zealand and Canada use the home study method extensively in elementary, secondary and technical education. Ethiopia, Indonesia, Japan and Malaya are among the Afro-Asian countries using correspondence courses for the in-service training of teachers. As most teachers have the necessary mental disciplines, correspondence instruction works well in teacher training.

In India Summer School-cum-Correspondence course has been started from 1966 the four Regional Colleges of Education at Ajmer, Mysore, Bhubaneswar and Bhopal. The purpose of this new programme is to clear the back log of untrained graduate teachers. The total duration of the course is 14 months including two summer vacations of two
months each, during which candidates are required to live in the campus of a Regional College for an intensive instructional programme. The intervening period of ten months between the two summer vacations is used for supervised field experiences.

Now these courses are becoming so popular that a number of universities have started for various courses. The universities of Punjab, Punjabi and Kurukshetra have made arrangements for preparing students for Pre-University, B.A. B.Com. and M.A. The Himachal Pradesh University, Simla surpassed all by instituting correspondence courses for B.A., M.A., B.Ed. and M.Ed. with effect from 1971. Owing to the policy of the State Government it had to stop the teaching of B.Ed. from 1972. It is the first University in India to start M.Ed. through correspondence.

The University of Annamalai (South India) is running B.Ed. and M.Ed. through Correspondence. The University of Jammu has also instituted B.Ed. Course through correspondence.

Indira Gandhi National Open University, New Delhi has recently been set up to start a number of courses through Correspondence.
7. RECOMMENDATIONS OF KOTHARI COMMISSION (1964-66):

7.1 Removing the Isolation of Teacher Training: In order to make the professional preparation of a teacher effective, teacher-education must be brought into the mainstream of the academic life of the universities on the one hand and of school life and educational developments on the other.

7.2 (i) To remove the existing isolation of teacher education from university life:

(a) education, as distinguished from pedagogy, should be recognised as an independent academic discipline and introduced as an elective subject in courses for the first and second degrees; and

(b) schools of education should be established in selected universities to develop programmes in teacher education and studies and research in education, in collaboration with other university disciplines.

(ii) To remove the existing isolation of teacher education from schools:

(a) extension work should be regarded as an essential function of a teacher training institution and an Extension Service Department should be established
in each institution - pre-primary, primary and secondary - as an integral part of ot;

(b) effective Alumni associations should be established to bring old students and faculty together to discuss and plan programmes and curricula;

(c) Practice-teaching for teachers under training should be organised in active collaboration with selected schools which should receive recognition from the Education Department as co-operating schools and special grants for equipment and supervision; and

(d) periodic exchange of the staff of the cooperating schools and of the teacher training institutions should be arranged.

(iii) an intensive effort should be made to remove the existing separation among the institutions preparing teachers for different stages of education or for special fields such as craft or art of physical education by:

(a) implementing a phased programme of upgrading all training institutions to the collegiate standard with the ultimate objective of bringing all teacher education under the universities.
(b) establishing comprehensive colleges of education in each State on planned basis.

(c) establishing "State Board of Teacher Education in each state to be responsible for all functions related to teacher education at all levels and in all fields.

7.3 Improving Professional Education. The essence of a programme of teacher education is 'quality' and in its absence, teacher education becomes not only a financial waste but a source of over-all deterioration in educational standards. A programme of highest importance, therefore, is to improve the quality of teacher education.

7.4 Duration of Training Courses :- The duration of the professional courses should be two years for primary teachers who have completed the secondary school course. It should be one year for the graduate students but the number of working days in a year should be increased to 230.

7.5 The state Board of Teacher Education should conduct a survey of teacher education programmes and curricula and initiate the necessary revision.

7.6 New Professional Courses must be developed to oriented headmaste an teacher educators to their special field or work.
7.7 **Improving the Quality of Training**: Early steps should be taken to improve training institutions for teachers on the following lines:

(i) **Secondary Teachers**:

(a) The staff of secondary training colleges should have a double Master's degree in an academic subject and in education. A fair proportion of them should hold Doctorate degrees. They should all have taken induction or orientation courses in teacher education.

(b) Qualified specialists in subjects like psychology, sociology, science or mathematics may be appointed on the staff even if they have not had professional training.

(b) **Summer Institutes** should be organized for in-service training of staff.

(c) No student should be allowed to specialize in the teaching of a subject unless he has studied it for his first degree or obtained an equivalent qualifications prior to training.

(e) Attemps should be made to recruit first and good second class students to teacher training institutions and adequate scholarships should be provided for them.
(ii) **Primary Teachers**:

(a) The staff institutions for training primary teachers should hold a Master's degree either in Education or in an academic subject as well as B.Ed. and should have undergone special induction courses in teacher-education at primary level.

(b) New appointment of primary teachers should be restricted to those who have completed at least ten years of general education; exceptions may be made for women teachers and teachers in tribal areas.

(c) For study correspondence courses, liberal concessions and leave should be made available to unqualified teachers in primary schools to improve their qualifications.

(iii) **General**: It is necessary to introduce the following reforms in training institutions for the primary as well as secondary teachers;

(a) All tuition fees in training institutions should be abolished and liberal provision made for stipends and loans.

(b) Every training institution should have an experimental or a demonstrating school attached to it.
(c) Libraries, laboratories, work shops etc. are very inadequate at present in most institutions, especially at the primary level. These need to be improved.

7.8 **Expansion of Training Facilities**: The training facilities should be expanded on a priority basis. The objective should be to ensure that every teacher in a primary or a secondary school is either already trained at the time of his appointment or receive such training within three years of his appointment. From this point of view:

(a) part time facilities and correspondence courses should be provided on a large scale and care should be taken to see that the standards in full time institutions are not diluted.

(b) The back log of untrained teachers should be cleared at an early date.

7.9 **Standard in Teacher Education**:

(i) At the national level, the U.G.C. should take the responsibility for the maintenance of standards in teacher education. The State Boards of Teacher Education should be responsible for the raising standards at the State level.
(ii) A substantial allocation of funds should be made available to the U.G.C. in the fourth five-year plan for improvement in teacher education in the universities.

(iii) The U.G.C. should set up a joint standing committee for teacher education in collaboration with the NCERT. It should consist of competent persons from the profession and should be responsible for the maintenance of standards in teacher education.

8. NATIONAL COMMISSION ON TEACHERS (1985): has given a lot of importance on the status of teachers. It composite running pa-scales of

500-20-600-20-700-30-850-30-1000-40-1200-40-1400-40-1600
-50-1850-50-2100-50-2350-50-2600-60-2900-60-3200-75-3575
-75-2950.

for school teachers, heads of institutions, school inspectors, administrators and other education officers.

The Commission gave following recommendations for the benefit of teachers:

8.1 Professional Benefits: The following professional benefits should be allowed to Teachers;
(i) Facilities for further study through correspondence courses.

(ii) Permission to appear at University examinations as private candidates.

(iii) Additional increments on acquiring higher qualification of particular relevance to their teaching responsibilities.

(iv) Research Fellowships for doing research.

(v) Travel concessions in addition to leave travel concession for attending professional programmes.

8.2 **Family Welfare Benefits** : The Commission recommends the following measures of family welfare for Teachers.

(i) Free education to teachers wards at all levels.

(ii) Educational scholarships to children of teachers particularly those working in remote areas.

(iii) Provision of creches for women teachers during duty hours.

(iv) Employment to their wards on death or incapacitation.

8.3 **Housing Facilities** :- The following measures should initiated:
(i) Creation of a Housing Fund for teachers to facilitate easy soft loan for house building.

(ii) Promoting house building societies for teachers.

(iii) Provision of holiday homes for teachers in major cities.

(iv) Medical allowance at the rate 7.5% of the basic pay and reimbursement of the entire cost of treatment and medical expenses in maternity and serious illness.

9. **IN-SERVICE EDUCATION**

9.1 **Meaning**: It is the education a teacher receives after he has entered the teaching profession and after he had his education in Teacher's college. It includes all the programmes - educational, social or others, in which teacher takes a vital part, all the extra education which he receives at different institutions by way of refresher and other courses, all the travel and visits which he undertakes. The need for further education during a teacher's entire career has been recognised. For teachers who have enjoyed an education of good quality, further education can be limited to reading the disseminated information, to periodical seminars, short refresher course and, of course, post graduate study.
There are cases, however, where the teachers education has become obsolete (at least to a significant extent) or has practically never existed in certain aspects demand important for their job. Examples of such situations are the introduction of a "new mathematics" curriculum when teachers have never studied it themselves, or the introduction of teachers to educational research methods and techniques when they had not place in the initial training programme. In such cases, further teacher training is often called "recycling".

9.2 Need and Importance of Inservice Education:

As in the National Policy an Education 1986, "Teacher education is a continuous process and its pre-service and in service components are inseparable". The third Regional Confernce of Ministers of Education of Asian countries observed, "As long as education is needed and knowledge about eduction and children continuous to increas, the teacher has always something to learn. Learning to teach is a life long persuit and of teacher's education is a continuing education otherwise is no more than a certification".

is extraordinary that our school teachers learn all of whatever subject they teach before reaching the age of twenty-four or twenty five and then all their further education is left to experience which is most cases is another name for stagnation. We must realise in must cases realise that experience needs to be supplemented by experiment before reaching its fullness and that a teacher to keep aline and fresh should become a learner from time to time. Constant outpouring needs constant intaking; practices must be reinforced by theory and the field must be constantly tested by new."

The commission on Teacher Education in U.S.A. explained this clearly as: "The continued education of teachers means much more than making up defects in preparation. It means continuous growth in the capacity to teach. It means broadened understanding of human development and human living. And now more than at any previous period in school history it means grov/ht in one's capacity to work with others, with classroom teachers and princespals in a variety of activities, with the administration with parents and community leaders and with children of different age groups:"

The Ministry of Education in England had stated:" The hallmark of a good teacher is that he is himself
learning and always developing his knowledge and understanding of children and young people. In short a teacher should be a person who, because of his attitude of knowledge, to ideas, to his fellows and to life generally is better educated today, than he was yesterday and will tomorrow better educated than he is today. A Lamp can never light another lamp unless it continuous to burn its own flame."

Ravindar Nath Tagore advises, "The teacher can teach never truly he is still learning himself." We must catch the spirit of Thomas Arnold, the eminent teacher at Rughy, who said, "I prefer that my students should drink from running stream rather than a stagnant pool.

10 **INSET SERVICE EDUCATION AND TRAINING OF TEACHERS (INSET)**

The inservice education and and training of teachers (INSET) is conveniently defined as: "Those education and training activities engaged in by primary and secondary school teachers and principals, following their initial profession certification, and intended mainly or exclusively to improve their professional knowledge, skills and attitudes in order to that they can educate children more effectively."
While some countries use rather narrower definitions for administrative purpose, the problems and issues discussed under this broader brief still be highly relevant.

national governments have been giving increasing attention to INSET recently for at least some of the following reasons:

(a) They believe that educational practice needs to be more closely linked to national needs and/or the needs of the local community.

(b) approaches to educational change which neglect the INSET dimension are usually unsuccessful;

(c) teacher's, like other adults, need continuing education to keep abreast of changes in modern society.

(d) there is growing concerned in some countries about the quality of teaching and career development of those who have had less basic education and training than current recruits to teaching;

(e) demographic trends have reduced the demand for new teachers in some countries, cutting off one important source of new ideas, diminishing career prospects, and focusing attention on those teachers who are already in service.
(f) the general feelings that educational has failed to fulfill the hopes of the expansionist era between 1964 and 1974 has created a public pressure for improved school performance.

At the same time it is widely recognized that the structures and practices which have developed historically may not be the most appropriate for the final part of the 20th century. Even in United States, where expenditure on INSET has probably been highest, Corrigan (1979) was able to state that "there is almost universal consensus among all persons involved that most in-service efforts are relatively ineffective". With a few exceptions, provision is either scant or fragmented; the most commonly available opportunities appealed to only a small minority of teachers; and the purposes and strategies of INSET are under conceptualized. However, since the early 1970's there has been a considerable advance in thinking. There have been several notable experiments with new styles and approaches and the identification of key problems issues in several countries has been assisted by a long services of conferences and reports promoted by the Centre for Education Research and Innovation (CERI) of the organisation of Economic Co-operation and Development (OECD).
10.1 **AIMS OF INSET:**

10.1.1. **To maintain the knowledge and skills of teachers.**

10.1.2 To give teachers the opportunity to enlarge and improve their knowledge and educational capacities in all fields of their work.

10.1.3 To make teachers ready and able to understand and face in time new situations coming up in society and to prepare their students for the new economic, social or cultural challenges.

10.1.4 To enable teachers to gain additional qualifications and to develop their special talents and dispositions.

10.1.5 To raise the culture and professional standard of the teaching force as a whole and strengthen its innovative vigour and creativity.

10.2 **Various Agencies Engaged in In-Service Education:**

10.2.1 National Council of Educational Research and Training, New Delhi.

10.2.2 National Institute of Educational Planning and Administration, New Delhi.

10.2.4 State Departments of Education through agencies like State Institutes of Education, State Councils of
Educational Research and Training State Institutes of Science Education, State Bureaus of Educational and Vocational Guidance etc.

10.2.5 Institute of English and other languages.

12.3.6 Teacher's Organisations.

10.3.7 Foreign and International Agencies like the British Council, United States Educational Foundation in India, UNESCO etc.

10.3 Shortcomings and Inadequacies of In-Service Education Programmes:

The Working Group on In-Service Education of Teachers 1986 (NCERT) pointed out the following shortcomings of the in-service teacher education (INSET):

(a) Inadequate understanding of the importance of in-service teacher education. INSET not only helps to update the teacher continuously but also remedies inadequacies of the existing preservice education. In the process of providing in-service education teacher educators gain experience relevant to pre-service education of teachers.

(b) Absence of a national system of in-service education. This has resulted in inadequate and unsystematised services to teachers.
(c) Lack of attention to methodology of in-service education. In the absence of specific infrastructure including manpower for in-service education, suitable methodologies for communication with small groups have not evolved.

(d) Unsystematic selection of participants and resource persons. Lack of advance planning and communication regarding content and objectives affects the deputation of suitable participants from various institutions. It can also affect the quality of resource input.

(e) Ineffective follow up. Contact with teacher participants of in-service programmes is usually not maintained. Institutions and groups do not follow up the functioning of their trainees.

(f) Poor coordination and monitoring of in-service education programme. Agencies are not identified at the State/Central level to monitor the total efforts in the area. There is adhocism both in planning and implementation.

(g) Limited opportunities for training of in-service education personnel. Opportunities for renewal and interaction with colleges are equally important for those who are responsible for planning and implementing in-service education.
(h) Absence of research base for making in-service education more effective and inadequacy of research in INSET has already been mentioned. It is the result of poor recognition given in the area which in turn impinges upon its development along suitable lines.

(i) Inadequate infrastructures for INSET at the State and national levels. To make the programme of in-service teacher education really effective, these shortcomings need to be rectified. In service education needs of a large number of teachers cannot be met without a well developed appropriate infrastructure.

The National Commission on School Teachers 1983-85 pointed out the following inadequacies:

(i) There is today absence of clear-out policies and priorities for in-service education.

(ii) There has been no systematic identification of needs.

(iii) The content and quality of programmes offered are generally poor.

(iv) Strategies are vague and half-hearted.

(v) Not much emphasis appears to have been place on solving the practical problems of teachers or meeting their educational needs.
(vi) In-service courses rarely result in the development of a corps of instructional material that can be used by participants and other teachers.

(vii) Hardly any use is made of new media and technologies.

(viii) Administrative support for innovations is lacking as headmster and supervisors are not often involved in programmes where teachers are being trained in the use of new methodologies.

(ix) The phenomenon of routine transfers finds trained personnel not placed in position where they should use their training maximally.

11. REQUIREMENTS FOR IN-SERVICE EDUCATION

In order launch a scheme of inservice education there are a number of essential requirements.

11.1 Organisation: In every state there is need for a coordinating Board of in service ducation. It will be the function of the Board to see that inservice training is not imparted haphazardly. At the directorate level, one deputy director must be incharge of teacher training. The
directorate must have two wings, viz; the preservice training and the inservice training.

The preservice training wing will govern the training schools and raining colleges. The inservice training wing must govern the following:

(i) The inservice training units at the Training colleges extension service Departments.

(ii) Special units for inservice education attached to schools or colleges. At Prantiya Shikshan Mahavidyalaya, Jubblepur, there is a separate seminar department for inservice education.

(iii) Zonal offices which will coordinate the activities of all other activities of all other units in the zone the state can be devided into a number of zones for this purpose.

11.2 Finances :- The state Governments shall have to make special allotment in the state budget for special grants, travelling expenses to participants, equipment and other establishment expenses.

11.3 Facilities to Teachers :- In order to motivate the teachers to join seminars, workshop, conferences etc., the following facilities must be provided to them. They must
be paid full T.A. and D.A. permissible according to rules. Since the teachers are usually called for such purposes during vacations, they must be given special vacation, allowances. Mere leave credit in lieu of duty during vacations is not enough. In some western countries separation from family allowance is also given to teacher joining seminars out of station. Without such a legitimate allowance the teachers may not like to leave his family for long periods. Sometimes the teachers are deputed to workshops and seminars but no substitutes are appointed in their places with the result that the student suffer and the teacher also not able to complete the courses in time. Substitutes on temporary basis must be appointed in their places and the headmaster must be empowered to make the temporary appointments. The authorities organising the seminars or refresher courses must award certificates on diplomas for attending the course. The certificates will remain with them as a documentary proof of having attending such and such seminars. Not only must the certificates be issued, these must be recognised also by the Education Department, Public Service Commission, University and other employing authorities. Another important facility is the publication facility. It is the task of the state Govt. to publish arrange to publish teachers journals wherein the teachers can communicate their experiences, reports of the result of their experiments contribute their original thoughts present
testing material, and give practical suggestions and solutions to problems of common interest. There must be provision for publication of brochures and small pamphlets dealing with educational investigations and Actions Researchers.

There are some of the requirements of the inservice education. A modest beginning has been made but the problems is as gigantic as the preservice education. Inservice education needs to be strengthened as much as the preservice education. It is calculated that inservice education should pay higher dividends than the preservice education. For continued efficiency of the teachers, we shall have make a head way in this direction and mobilise own existing resources.

12. THE TYPES OF IN-SERVICE EDUCATION

The classifications of the types of in-service education can be made from a number of points of view.

12.1 The level of education: From the point of view of levels of education, it will be of the following types:-

12.1.1 In service education for teachers working in the elementary school.

12.1.2 The in service education for teachers working in the secondary schools.
12.1.3 The inservice education for lecturers in training colleges.

12.1.4 In service education for inspectors.

12.1.5 In service education for lecturers in Arts and Science colleges.

12.2 **The Place of Education** :- From the point of view of place, its various types can be categorised as follows:

12.2.1 **Inservice Education in the School Itself** :- opportunities can be provided to the teachers refreshing their experience through club meetings, faculty meetings, study circles, exhibitions in the school, experimental projects, symposia, extension lecturers from exports from outside, functions, fairs and library services. We should give first place to such opportunities received in the school. Charity begins at home. School is the first and the foremost centre for inservice education. It has got practical advantage also in so far as the teachers have not to be absent from the school in order to receive inservice education and the daily schedule of work is in no may disrupted. Among the items listed above the teachers club is the most important agency. There can be clubs for general educational problems and also clubs for special subjects. The subject clubs or subject facilities can work under the guidance of an export from a training college.
12.2.2 *Inservice Education at the Training College and the Extension Service Department* :- A very encouraging beginning has been made in this direction by way of enrolling the secondary schools in a particular zone to a particular Training College and its extension service department and organisation seminars etc.

12.2.3 *In Service Education at a Special Institute* :- Certain specialised institutes may cater to inservice education in a specialised field of education. The Institute of English at Hyderabad provides short term courses in the teaching of English and linguistics to teachers in English. An institute like this has been opened at Chandigarh also. There is need for providing such specialised training as sports guidance, evaluation, text book writing, curriculum construction etc. Training in these can be imported at such institutes as sports College, Guidance Bureau, Evaluation Unit, Textbook bureaus set up by the state or Central Government.

12.2.4 *Inservice Education Through Tours and Visits* :- Educational tours to different states and foreign countries; visits to places of educational importance and observation of educational activities at institutions other than two, go a long way about widening the metal
horizon of the teachers. Even now very measure facilities are provided to the teachers for having educational excursions. Majority of the teachers have the outlook and the attitudes of the frag in the well.

12.2.5 **Teacher Exchanges System** :- In western countries exchange of teacher among different countries has received a great impactus during the present country. U.K. and U.S.A. have been exchanging teachers almost with all the developed countries. Our country is just making a beginning in this direction. The exchange of teachers should be taken on a world wide scale. This task can easily be undertaken by UNESCO. Exchange of Indian Teachers with the teachers of other countries might have meagre and remote chances at present, but exchange of teachers, between the Indian provinces is a matter needing immediate attention, in case we want to promote national integration, national consciousness, national solidarity and one nationhood. It will again cut barriers of provincialism, casteism linguism, racialism, etc. There are teachers who know very little about their own country. Teacher exchnage system is bound to increase the general efficiency of the teachers. The medium of instruction might pose a problem for elementary school teachers, but at the college level as long as English continues as an
alternate medium to regional languages, there is no such difficulty. There is not such difficulty is the Hindi region as well because Hindi is the common medium in all the institutions.

12.3 **Type and Nature of Inservice Education** :-

12.3.1 **Short Training Courses** :- These can be either for general education or for specific subjects technical and vocationa.

12.3.2 **Experimentting** : Model schools attached to teachers colleges should be changed to Experimental schools. Such schools will serve as laboratories in which educational theories, principles and policies are integrated with practice in the class-room.

Experimental school should be opened as demonstration and observation of centres for pupil-teachers as well as experienced teachers.

If possible all the teachers of the surrounding area should be gathered at the experimental school once a month, for observation of good teaching and of the experiments being performed, for hearing discourses on education, for the discussion of common problems and for standardizing the curricula of schools.
12.3.3 **Professional Writing** :- The staff of the teacher's colleges must exert themselves for the creation of original works in psychology curriculum guidance and school administration. Training colleges should become real centres of new teaching national and the techniques of teaching.

12.3.4 **Extension Lectures** :- The school itself or training college can arrange some lectures by experts in the various field of education. The nearest extension service Department of a training college can be very helpful in this regard.

12.3.5 **Indirect Training** :- Reading educational journals, other relevant literature released by NCERT or other agencies, newspapers, listening to radio, seeing educational films, participating in social organizations, teacher's federations, visiting places of educational importance etc. are some of the ways by which the teachers can get indirect professional education.

12.3.6 **Refresher Courses** :- The fundamental purpose of refresher courses is to enable the teachers to keep themselves abreast of the latest developments in their subjects as well as in the pedagogy of education. These are short term professional courses, participation in them
bring about the desired awakening in the teachers. To quote the University Education Commission: -

"... An urgent reform is the institution of vacation refresher courses for high school and intermediate college teachers. At present neither students nor teachers utilize their vacation, for most of them vacations is period of want of occupation. Most of our school teachers do not keep intellectually alive, and there is little inducement for them to do so. . . . It is extraordinary that our school teachers learn all of whatever subject they teach before reaching the age of twenty-four or twenty-five and then all their further education is left to 'experience' which, in most cases, is another name for stagnation. We must realize that experience needs to be supplemented experiment before reaching is fullness, and that a teacher, to keep alive and fresh, should become a learner from time to time. Constant outpouring needs constant intaking, practice must be reinforced by theory and the old must be constantly tested by the new."

12.3.7 Workshop :- A workshop is organised to consider intensively the practical problems of classroom teaching where free time and ample opportunities are given to the
participants to work out effective measures to meet the problematic situations in the class. Workshops can be organised on lesson planning, curriculum construction and test construction. For concrete results, the workshop is expected to prepare one or two lesson plans or to construct syllabus on a particular subject for particular class or to construct an Achievement Test in some group. The work of every participant is placed before the whole group so that all the participants may be able to derive benefits out of it an thus improve their own working also.

12.3.8 Study Groups :- Teachers of similar professional responsibilities and interests may organise a study group. The training college staff can assume leadership though major responsibility for planning and organising a group rests with the teachers themselves.

Discussion on some subject of common interest may be initiated by a lecturer of the training college or some senior member of the staff and books suggested for further study. The groups may hold weekly or fortnightly meetings. Every subject is taken one by one and dealt with exhaustively. Each member of the groups contributes materials and ideas on the topic under discussion mainly arising out of the practical needs and experiences of the members of the group.
Such study group can work wonders in the field of education if effective leadership is provide by training colleges.

12.3.9 **Conferences** :- Apart from study groups training colleges should organise small regional conferences yearly or half-yearly. These conferences will focus their attention on subjects of practical importance such as the revision of the school curriculum, selection of text-books, reports of successful educational experiments, guidance of the handicapped children etc.

A conference may be called for the discussion of teaching subjects like social studies, general science, languages etc.

12.3.10 **Professional Writings** :- The staff of the teachers' colleges must exert themselves for the creation of original works in psychology, curriculum guidance and school administration. Training college should become great centres of new teaching and the techniques of teaching.

12.3.11 **Bureau of Publications** :- Facilities for the publication of the findings for experiment and study should be available at teachers' colleges and some publications should be made easily available to teachers
in service. Directorate of Extension Programmes for Secondary Education (NCERT) has done commendable work in this direction.

12.3.12 Seminars :- A seminar is a small class or group for discussion and research. It is a meeting of teachers to discuss common problems. Through a seminar knowledge and experience is gathered by collective effort.

13. CONCLUSION

Teacher education is a continuous process and its pre service and in-service components are inseparable. Professional training of teachers to be employed in elementary and secondary schools is pre-requisite in all parts of the country. A large number of training institutions suffer from inadequate facilities - human, physical and academic to provide good professional education curricula remain unrevised, reading lists out of data and practices adopted by teachers educators in direct contradiction to ones being prescribed to prospective teachers.

Enjoying the same social status and prestige or all those who imminently must be a professional, whose educational programme and level should be more and more
comparable with the physician's education. The teaching profession must unify: we should not dream of less education or less pay pediatricians than for doctors who look after adult.

The teaching of profession has and will keep having its "generalists" and its "specialist". Most "generalists" will probably be entrusted the education of younger peoples; with time, their role may appear so crucial for the future of humanity and society that they may become the most distinguished members of profession.

Statutory status will be accorded to the National council for teachers Education (NCTE) to lay down and maintain standards in institutions and courses. The scheme of District Institutes of Education and training (DIETs) and Secondary Teachers Educational Institutions (STEIs) and Institute of Advanced Studies in Education (IASE) would be continued and their coverage expended with view to strengthening the institutional infrastructure and programme of teacher education. A large number of teachers will be covered through in-service programmes, both institutional and distance education, and reputed professional organisations will be encouraged to conduct in service and refresher course for teachers. Open universities at the national level and state level will be encourage to introduce induction teacher training course to supplement the efforts of the existing training institutions.
PART TWO

AN ANNOTATED CLASSIFIED BIBLIOGRAPHY

Describes effective In-service Education Programme should cover all the activities of the teachers and educational administrators and the aim should not be limited to the mere making of the deficiency of pre-service training. For the planning and implementation of such a programme and the role that the schools, the training colleges and the consultants could play for the success of in-service education.


Highlights that if training has to be effective there must be adequate scope for practice teaching. According to the author training colleges at present are not doing full justice to this. He offers many suggestions which makes teaching practice more effective. (1) Practice teaching must be planned beforehand. (2) The number of lessons to be given by each trainee must be
increased. (3) There should be throughly supervision of important aspect of practice teaching and practical suggetions offered. (4) Progress of each trainee should be noted on a card and givin back to him. (5) The trainees should be givin adequate training to write effective lesson plans. (6) The training college must provide good teaching aids like books, maps, carts, visual aids and laboratory facilities.


It has been stated old concept of practical teaching one lesson of 45 minutes must be abandoned assessment of practical work must be changed. Equal weitage should be givin to theory and practical work. Trainees should encourged to participat in in co-curricular activities. As a general trainees should be requried to give 30 lessons supervised by the college staff. Block practice teaching should be provided during the course. Finally, the Board should interview every candidate to assess his personality, knowledge in
and professional conference. The grade of candidate in the practical work would be decided on his total performance.

4. SARAF (Somnath). Attitudes of basic student-teacher towards teaching profession and towards basic education. Shiksha. 10, 2; 1957, Oct; 30-43.

Explains three sets of questionnaire which were sent to student-teachers, member of the staff and the heads of the institution of which 251 trainees, 47 staff members and 5 heads of institutions-replied.

Based on the above findings some suggestion were made: (1) systematic and sound selection of candidate for training is necessary; (2) Period of training should be extended; (3) Society should give due recognition to the profession in the form of adequate remuneration, decent grades and other amenities of life.

Highlights that in pre-secondary classes there is hardly any teacher who did this subject in his school career. In most high school the teaching of science are far from satisfactory. In higher secondary schools graduate in science have been permitted by some boards to teach the subject. For science teaching in intermediate level teachers with Master's degree in science are a necessary. Science teaching is to be meaningful if laboratories in educational institutions should firstly be equipped adequately. Work in the laboratories should continue even in vacation. This is how more students can study science effectively.

T,16 (TUS;1398)<— N67<— N62 TEACHER TRAINING PROGRAMME, SECONDARY, EDUCATION.


Explains that reorganisation of secondary education as envisaged under the Third Plan can only be effectively implemented if the teacher training programme is suitable reoriented to the needs of the Plan. Which include: (1) Improved
teaching of subjects like social studies and general science (2) Training in improved evaluation procedures. Teacher trainees are given proper grouping in developing objective based tests for both informal class room and terminal and annual examination.


Evaluates the administrative performance of representative committees in the state school in Victoria, Australia, it become obvious that temporal factors were a major concerned to the majority of teachers, both committee members and nonmembers. It is suggested that there may inherent contradictions in trying to impose the time/space administrative structure of a representative committee system on top to the traditional, time-table, clock-regulated structuring of teacher's work.

T,17:7;ag QUALITY, TEACHING/LEARNING, HIGHER SECONDARY, EDUCATION.
8. SHARMA (CL), How to secure dedicated teaching, *Educational India*. 32, 2; 1965, Aug; 43-6.

Describes the society has to organise education of children. It should also be prepared to pay adequately for quality education which dedicated teaching must needs. The quality teachers should be improved requirements of teaching should be raised and strict standard for teacher employment should be established. Educational administrators should make sincere efforts to seek active and willing cooperation of teachers in all school affairs. Research should be conducted to identity the factors that makes teaching interesting and enjoyable to teachers. Attempts should be made to determine conditions which would be conducive to dedicated teaching.


Analyse the data on 23 public secondary schools from the high school and beyond survey
are used to examine the effects of external political pressure on the distribution of influence in US school districts, focusing on the influence of school-level administrators and teachers on school-level policy: A theory of local variation across institutional organizations relating external political pressure and centralization is developed.

T,17:aTC.44 INDIA, CRITICISM. EVALUATION, HIGHER SECONDARY SCHOOL, EDUCATION.


Highlights the result of hurring through a year's work over night many things are left incomplete on the actual day of inspection, furnishing thus a handle to an inspectors for criticising the school. Mostly defects can be eliminated if teachers and heads of schools work regularly and systematically right from the start of an academic year. The areas of school work where cooperation, system and regularity on the part of the teachers raise not only the efficiency of school but also the criticism of an inspector: (a) Home work; (b) composition work in the classroom; (c) Laboratory; (d) Library; and (e) Social and cultural activities.

Describes that increasing number of higher secondary school are not able to obtain easily to teach in the XI class. Although first or second class graduates with proper training, can handle not only IX and X classes but also the XI class. This is particularly in the case of social studies, Hindi, mathematics, physiology and hygiene, and domestic science. But in the case English, Chemistry, Botany and and Zoology, the opinion is sharply divided. The author supported that good second honours graduates should be permitted to teach in all the classes of higher secondary school.


Explains that staff meetings are necessary for free and full discussions of the problem of institution and its workings, it secure the co-operation of staff. In case of the longer
staff it may desirable to have a small committee representative of various sections. Teacher expect the following things in staff meetings. (1) Help on this, problems (2) A wider out look an education; (3) meetings to happy and wholesome, and (4) Meetings based on appreciation of effort and accomplishment rather than short comings and faults.

T,18:3X&j71-53:ul SURVEY, PRACTICAL TRAINING, METHOD, TRAINING/LEARNING, ASSESSMENT, UNIVERISTY, EDUCATION.


Analysis the practices of assessing the student teacher's efficiency at teaching as prevalent in various training colleges of the country, with a view to suggest concrete proposals from reforms. A questionnaire consist of (1) markes of assessment, (2) by whome the assessment is made and (4) criteria kept in view for assessment, was sent to 68 post graduates teacher training collges, of which 32 were returned filled in. Assessment is more in hands of
university appointed examiners than in the hands of college staff. Greater weightage is given to the final examination.

T,32&rA17 PARENTS, influencing, CHILDREN, EDUCATION.


Reveals that the importance of involving parents in their children's education has been consistently documented, as has the need for school psychology as a profession to work actively and collaboratively with parents. It is suggested that behavioural consultation offers a usual framework for working within and between family and school system to involve parent and teacher's together in corporative problem solving, with focus on the interacing system of the child's life.

T,32;311 ATTITUDE, CHILDREN, EDUCATION.

15. HAGGERTY (William J). Education: A race against catastrophe. Teacher Education. 28,7; 1962, Jan; 218-20.
Explains that prejudice, bigotry, hate and fear which exist today could be eliminated if a few basic attitudes were included in the children strongly enough to remain through adulthood. If the survival of civilization depends on education winning the race against catastrophe, then the challenge programmes is very great. By the selection of best persons to the teaching profession and by providing them with the best possible opportunities to develop into good teachers, the challenge can be met partially.

16. RAO (CB). Parents teachers and pupils. Educational Inia. 25,8; 1959, Feb; 301-4. Paint out the parent teacher cooperation for the education of the child. This co-operation makes home life and school life a harmonious blend of good influences. Articles also discusses the various methods interest in the school programmes.

Gives an account of an educational excursion to a rural area undertaken by the teacher-trainees and some members of the staff of Vinaya-Bhavana, Visva Bharati, Santiniketan. The object of the excursion was to study certain aspect of village life in West Bengal with a view to get an intimate first hand knowledge of the educational needs of the area.

18. MATHUR (VS). Teacher training: Presidental address South Indian Teacher. 32, 2; 1960, Feb; 31-5.

Explains the methods of selection of the candidates for admission. For this type should be made to teach a few lessons and the potentialities of their performance in the classroom taken as the main basis of selection. They may be followed by 'aptitude-cum-intelligence' test and a short interview, if necessary. Regarding the actual training it is pointed out that a trainee does not in connection with a practice lesson in training college, is not possible for him to do in actual schools what is needed that he should be deputed to school for three months and should be considered as an ordinary member of the staff, sharing completely the burden of the school organisation with other college.

Discussess the human relationships in Japanese schools under the following heads: Relationship among fellow teachers; Relationship between teachers and students; In Japan Teacher's Union—one of the most powrful union in the country serves as a cementing bond among the teachers. They have to solve the problems through common study and group discussion and setup educational programmes. The teachers believe that democratic ideals demand, of necessity, respect for fundamental human rights. The dominant trend in Japan tody is towards co-education.


Stress on control of speech activities and equips one for higher achievemnts in art literature, philosophy and other fields of study. Students who are wasting their mental energy in aimless talking or thinking should be trained to discipline this energy and harness it to creative
one of the effective means to protect the mind potential from going waste is voluntary observance of silence. Every school should include a silence period in its programme and this period should gradually extended to 15 minutes and should follow immediately the school assembly or prayer.


Describes teacher's opinions and attitudes towards parental co-operation in the field of education. The conclusion and suggestion find out by the author in an investigation are: (1) To obtain necessary information regarding the child, the interviews of parents are inevitable, and for this purpose, teachers should visit children's homes once in four months; (2) A teacher should allotted one period a week to accomplish this purpose (3) Parents should be invited for social functions celebration in the school, Parent's Day may be observed in the school annaly or twice a year; (4) The special parents-teacher organization for every activity in the school should be formed.

Explains necessity of the parent teacher co-operation is stressed to promote the integrated development of the child and to bridge the gulf between home and school. Five objects are suggested for parent-teacher associations.


Describes the parent's committees constitute one of the main forms of co-operation between school and parents. The author, himself was the Chairman of the Parent's Committee of school in Moscow, gives an account of the work done by a typical schools committee.


Examines that the direct contact with parents and the study of the home environment of the child give the fullest understanding of the nature of the problem which the teacher faces. And when
nature of the problem is known, the solution will not be too far to reach. The teacher and the parents should meet at least once a fortnight to discuss the progress of their wards.


Express dissatisfaction with the present day practices of teacher's colleges of Bombay of arranging practical lessons of teachers under training in two ways: (1) half-day practice, half-day lecture, and (2) continuous practice. Puls forth that a scheme that training colleges should admit fresh graduates and the training period should be of two years duration. Also suggests that the teacher trainees should be appointed as part-time paid teachers in the practicing schools.

Working as Assistant Director for scientific work in Leningrad State pedagogical Institute, the writer describes how the student-teachers are equipped with the practices and skills necessary for successful work in the school, in the pedagogical institutions of the soviet Union with particular reference to the author's own institution.

27. SENGUPTA (K). Vicious circle. Teacher Education. 1,4; 1957, Apr; 32-6.

Examines that the teachers are incapable of anything but routine and uninspired school keeping. The author cites his own experience to prove that many teachers of today are proving themselves to be for able for more imaginative and original, for more responsible as participants in seminars and workshops than they appear in their own class-room. Reasons for this discrepancy are explored.

Pointed out that Robbins Report on Higher Education has advocated a planned development of teacher training for a twenty-year period. In India universities have adopted different means and curricula for a training of teacher. The crisis of shortage of well-qualified and trained teachers still exists as suitable young people prefer another employment in the field of technology. The pupil and their parents should be made to understand that the status of teaching profession is being raised higher and higher. Government should pay full attention towards the development and enrichment towards teachers training programme that is necessary for national development.


Evaluates the problems of teachers training and welfare, i.e. the number of teachers in the
country should be increased and teacher education should be improved. Correspondence courses is not beneficial to teacher education. The many recommended to be spent on correspondence courses should be spent on strengthening the financial position of existing educational institution, to improve the quality of teacher education and the period of training should be lengthened.


Points out and the two year period of teacher-education will be divided into seven stages during which the students will have successively (i) a preliminary course on matters of general interest in education; (ii) some practical training with group of two or three children; (iii) experience in practical teaching with groups of ten to twelve pupils; (v) group discussions for the integration of experience; (v) preparatory work of school practice; intensive
practical teaching to full classes, and (vii) a final course in group discussion and lecture work with first year students.

T,B: TEACHING/LEARNING, TEACHERS, EDUCATION


Explains the most important need is to raise the economic, social and professional status of teachers so that they can properly train up talented young persons in the profession. Adequate facilities should be provided to all teachers so as to enable them to work at their highest level of efficiency.


Focusses on the selection procedure of teachers. It is imperative to vitalise the teacher training programmes. This will enable the prospective teachers to bring out their best. The main job of a training college is not only to arrange for classroom lectures and routine teaching practice, but also to have an enriched
training programme which will have a permanent impact on the trainee's thought and action. An also describes the efforts of NCERT and Education commission (1966) regarding the better teacher education.


Questionnaire data from 111 teachers in New South Wales, Australia are used to test teacher's externalization of occupational stress in terms of 4 stress factors; personal, student, and external (to school). Examination of the association between job satisfaction and stress revealed insignificant canonical correlations. The main contributions to the correlation between stress and satisfaction were the personal domain, income (satisfaction), the school domain, and school culture.

T,B:7.52T USSR, TEACHING/LEARNING, TEACHER, EDUCATION.

34- PIRES (EA). Teacher Education in USSR. Teacher Education. 1,1; 1957, Jan; 20-9.
Highlights two levels of raining; the Pedagogical schools for teachers of pre-primary and primary classes and pedagogical institute for post-primary teacher. The author gives detailed account of these school is and institutes, their studies, activities and other facilities offered by them, and the examinations.


Analyse the experiment conducted by S.S. Training College at lachyan in Bijapur District to train the student-teacher in practice-teaching. For this purpose some topic which were selected are as: (1) Discipline; (2) Methods of teaching; (3) Teaching aids; (4) Building and playground equipment; and (5) school records.

36. BHATTACHARYA (Srinibas). Improvement of teacher's training in New India. Education Today. 6,12; 1956-57; 16-9.
highlights the three points criticism against the present system of training: (1) Curriculum should be designed keeping in view the aims and objectives of training concerned; (2) it should keep pace with the changing demands of society and state; and (3) curriculum should be supported by some psychological principles. Concrete suggestions should be made regarding papers on principles of education, history of Education, psychology and general method of teaching.

37. APTE (TA). What is wrong with the training colleges? Teacher Education. 2,5; 1958, May; 36-41.

Evaluates the training colleges, which withdrawn into their own shell and doing only a routine job, are unable to have impact on the schools or on the teaching colleges are deliberately designed for the building up of the teaching profession teacher's job will continue to be the last refuge of the unemploy'd.

Describes that the author shows, to incorporate the best that is in Basic training colleges in our traditional teacher training institutions. A list of topics that can be incorporated in our present theory syllabus for teacher education is given.

T,B:71 METHOD,TEACHING/LEARNING,TEACHERS, EDUCATION.


Explain the principles of expanding teacher awareness of reflection process in teaching practices allow teachers to articulate underlying theories and recognize their role in their construction. Traditional assumptions about reflection includes: a separation of through and action; a stable confident method for resolving conflicts; the acknowledgement of the tacit dimension; the professionalization of knowledge beyond common sense; and a focus on context Vs event. It is noted that the resolution of, adaptation, to or change in conflicts require alternative constructs.
40. MASIH (V Kalyan). Teacher's assessment form. Educational Forum. 2,1; 1957, Jan; 8-10.

Deals with assessment form comprising following items: (1) Time table, (2) Special school duties, (3) Correction work for the week, (4) Teaching aids used (5) New Experiments, (6) Extra-curricular and co-curricular responsibility, (7) Professional interests, and (7) happiness and satisfaction in one's job.


Highlights the proposal for putting teachers education on a sounder footing: (1) The Govt. Education Department should permit appointment of supernumeracy staff schools on the scale of pay subscribed for untrained teachers; (2) Trainees while teaching in schools will get themselves acquainted with school routine, the know-how of classroom instruction, co-curricular activities,
pupil-teacher and parent-teacher relation. (3) The teacher Education Authorities will accept the work such people will do in schools in partial fulfilment of the requirements of their training course.

T,B:71-141.44 INDIA, PROGRAMME, TEACHIN/LEARNING, TEACHERS, EDUCATION.

42. CHATTERJI (GN). Teacher-training programmes in India: Need for a fresh outlook. Education Miscellany. 2, 3-4; 1965, Dec; 1-13.

Examines three components of teacher-training: the academic preparedness, professional preparedness, and attitudinal preparedness. To attain this goal each teacher's training college should be run as a composite one with arrangements for the training of both primary and secondary school teachers. A comprehensive college should be arranged for this purpose. A pre-selection examination at class eight level for recruitment of teacher-training, carrying them through higher secondary course under residential arrangement with suitable provision of adequate stipends for them in the training college.

Describes the teacher education programme. Shows the defects in the systems such as lack of coordination the processes and practices, incomplete curriculum and ineffective teaching methods. Suggests measures for improvement such as adopting various experiments more emphasis on practice and use of modern techniques of evaluation.


Describes the programme of work experience in the higher classes under the heads: (1) Work Experience Project; (2) Trade and occupational information and exploration; (3) Work and
production efficiency; (4) Small scale management; and (5) creativity and innovation. Highlights organization of work experience in schools, requirements of work experience teacher, role of NCERT and Regional college in organizing in-service programmes for administrators and educators and also for general teacher, pre-service training programme for work experience teacher, teacher's training programmes for Diploma holder in Engineering, summer courses B.Ed. in work experience, and for four year B.Tech.Ed. course for work experience.


Explains that pre-service teacher-education is not enough to be a competent teacher. For continuous professional growth on the job, teachers in service may expand their knowledge through school and public libraries. The best method of improving one's professional efficiency is advanced study in the professional training or subject specialisation. Professional growth can be increased by becoming a member of professional
organisations such as; Local teacher's association, state or regional association of teachers, national teacher's associations and study group of subject specialists, and suggests various programmes of in service training of teachers.

T,B:71-52.73 UNITED STATES, IN-SERVICE TRAINING, METHOD, TEACHING/LEARNING, TEACHERS, EDUCATION.

46. PAITHANKAR (VP). In-service education in U.S.A. Maharashtra Educational Journal. 10,6; 1962, Mar; 148-50.

Highlights activities of in-service education programme in U.S.A. includes workshops, teacher meetings, individual readings by teachers, study groups, discussion groups, seminar, conferences and co-operative programmes with nearly colleges. Workshop is lectures, demonstrations and conference provides most successful method of in service education.

T,B:71-52:af2.44 INDIA, COMPARISON, IN-SERVICE TRAINING, METHOD, TEACHERS, EDUCATION.
Suggests in-service training for teachers as it exists in U.K. In U.K., Area Training Organisations provide opportunities not only for in-service training but also for research. In U.S.A., Education Authorities, Schools of Education, Research Organisations and many other agencies have begun to offer courses to help teacher keep abreast of time. The refresher courses being arranged currently in India help in service teacher a lot, but these should be held in mofussil areas and small villages, where teachers have little resources to enrich their knowledge.

Discuss the present method used in teacher preparation are far from adequate. Suggests that (1) instead of lecture method now in vogue some activity method should be adopted which will set the trainees on the path of enquiry qualities of self reliance and independent thought (1) Tutorial
system should be followed in all training
institution and each member of the staff should
be in charge of not more than to pupils who will be
required to meet their tutors individually at
least once a week.

T,8:71-53 PRACTICAL TRAINING, METHOD, TEACHERS,
EDUCATION.

49. DHAR (TN) Practical training of teachers. Naya
Shikshak. 4,1; 1961, Jan; 36-43.

Discusses: (1) Why should practical training
be given? In other words, what should be the
objectives which such training should strive to
achieve? (ii) what should be the activities and
programmes which should constitute the content of
training? (iii) How should the training programme
be organized within a brief span of one year?

T,B:71-3g1.56 UNITED KINDOM, DEVELOPMENT,
PRACTICAL TRAINING, METHOD,
TEACHING/LEARNING, TEACHERS,
EDUCATION.

50. SIDGWICK (Susan), MATONY (Pat) and HEXTALL (Ian).
Policy and Practice in the professional
development of teachers. International Studies in
Sociology of Education. 3,1;1993; 91-108.
Explores dilemmas and issues encountered in developing practice in three key areas of teacher education in U.K.: (1) the implementation of school-based forms of initial teacher education in partnership with schools; (2) the development of higher education involvement in and responsibility of teacher's professional development in the first year of teaching.

T,B;72,b;t3 TEACHING, PROFESSION, TEACHING METHODS WITH SPECIAL AIDS, TEACHERS, EDUCATION.

51. STARNAMAL (Sandra). Test of a caused model of communication and burnout in the teaching profession. Communication Education. 41, 1; 1992, Jan; 40-53.

Concludes survey data collected from 538 teachers in an urban school district in the Midwest, a casual model is developed and tested regarding the relationship among burnout, communication, and organization stressors, and outcomes in the educational setting. Variables related to communication within school mediate the burnout process, e.g., support from the principal and participation in decision making.
52. CHAURASIA (G). New approach to teacher education. 

Describes how the Regional Colleges of Education set up the NCERT help improve the teacher training programme and provide facilities for the training of educated persons in the latest methods of teaching. The objective of these colleges are: development and provision of programme of education for secondary school and preparing teachers for technical subjects; provision of in service programmes and field service for teachers, supervisions and administrators concerned with the regional secondary schools; provision of post-graduate course for training teacher-educators and specialists in selected areas; and collaboration with other institutions in the region for initiation and promotion of improved methods and practices.

53. LARENCE (HSS). Teacher I admired most. Secondary Education. 5,3; 1960, Oct; 7-11.
Deals with the candidates intended to join the teacher training course were asked to rate the qualities which make successful teacher. His teaching and conduct are being constantly observed by his students. Therefore, every teacher, whether abrodly in the profession or intending to join it, should always bear in mind, he must try and cultivate the qualities that will endear him to them. Among the qualities the most important are: (a) Teaching well; and (b) A kind of loving disposition.

54. NORTON (John K). Certain basic considerations related to teacher education Naya Shikshak. 4,1; 1961, Jan; 19-23.

Describes the factors in the field of teacher education, which require close security are (i) Is there programme for recruiting capable persons for teaching? (ii) Is teaching a stepping stone or a profession in its own right? (iii) What are the intangible rewards of teaching? (4) What are the opportunity for professional and corresponding advancement offered in teaching?

55. SAIYIDAIN (KG). This business of education. Education India. 29, 3; 1962, Sep; 89-93.
Highlights that the teachers can regain the territory which they have lost during the last hundred years if they make efforts to cultivate a correct appreciation of basic significance of their work. Teachers can raise the standards and improve the tone of discipline. He should insist on high standards of efficiency in all that the children do—whether it is practical work or intellectual work or artistic work.

56. SARTOR (Lina). How good a teacher am I? Secondary Education. 2, 2; 1957, Jul; 45-6.

Suggest a check list method under 4 heads by which teachers can evaluate their own attitudes, behaviour and teaching techniques: (1) Philosophy and personality; (ii) Class room procedures and activities; (iii) Community relationship; and Professional attitudes.


Addressing the Training College union at Karaikudi, the author observes that the quality, the psychology and attitude, of the teacher towards his profession is entirely forgotten in the curriculum of the teaching training. Article also deals with the problems and obligations of teachers towards the aught.

Focuses attention on how political, socio-cultural and organisational factors work together to control classroom education, and directs attention away from the individual psychological traits of teachers and on how they teach in the classroom. Special factors that have led to the disemployment of teachers are explored. Empowerment will depend on teachers' ability to resist these trends, to work collaboratively in order to gain organizational power, and to transform their professional role and the work itself. Implications of teacher education and research are highlighted.


Trace the changing attitude of teachers in English to further study, from the former practice
part time study for qualification as well as from the earlier professional interest. In service courses open to teachers emphasis that this great traffic in refresher courses is a sign of professional strength.

T,B;3151:7 TEACHING/LEARNING, CREATIVITY, TEACHERS, EDUCATION.

60. SWAMINATHAN (Mina). Training for creative teaching. NIE Journal. 1,1; 1966, Sep; 57-9.

A creative teacher is one who has some capacity for self-criticism and self-evaluation. The three most important aspects of such a person ability, awareness and growth-corresponding three phases of training - selection, pre-service and later training. The article highlights these three aspects. The first aspect must be gauged right at the movement of the profession. The second aspect is related to the training colleges and their roles. The third aspect of teacher growth lies in the in-service training, through refresher courses and inservice training college to help the routine teachers who will benefit more from a short term training than the training college student.
Enumerates that most teachers today think that their duties are done when they succeed in helping pupils in acquiring knowledge and passing their examinations. This misconception of teacher's vocation militates against our tradition ideals of education. The teacher with his superior power of knowledge is supposed to understand the feelings of pupils and direct their impulses into forms of social and civilized behaviour. Teacher are responsible for all-round development of his pupils, then more half of his work has been done.

Deals with the problems of textbooks, financial burden, home-tasks checking-up words, after school stays, and tuition work.

Deals with the problems of textbooks, financial burden, home-tasks checking-up words, after school stays, and tuition work.
Highlights the methods of teaching to make the teaching effective: (1) Lecture method; (2) assignment method; (3) discussion method. As regards the Lecture method should be easily digestible by students, he should have a rich vocabulary and should be attentive to his pronunciation. The voice of teachers, his grasp of subject, and knowledge of reference sources of information go a great way towards making his lesson successful.

T,B;63 (TUS:094):7 TEACHING/LEARNING, PROBLEMS, FINANCE, TEACHERS, EDUCATION.

64. CHARI (MSV). Problems of training teachers. Progress of Education. 34,1;1959,Aug;21-2.

Discussion the problems of financing teacher education that is so formidable that the Government at the Central and State levels seem to be in a quandary. It has been suggested that training and supply of teachers at all levels can be solved adequately and without involving the country in any further expenditure. Teacher for primary can be trained in the multipurpose school at three year course in pedagogy. The secondary
raining course which will prepare secondary grade
teachers will be two year course open to the
students who have been declared eligible for
academic course of higher education. The teacher's
colleges will concentrate on pedagogical research.

65. GHOSH (Amala). In quest of better qualified
teacher. Bulletin of the West Bengal Headmaster's
Association. 6,4;1957, Dec; 56-7.

Describes the lot of teachers the author
criticises Government proposal for raising the pay
scale of teachers as halting and inadequate and
their selection through a Public Service
Commission as unnecessary.

66. FRANKLIN (CW). Establishment of a minimum national
scale of salaries for teachers. Indian Education.

Deals with determining the national scale we
must take into account the actual cost of living
and very minimum requirements of teachers in the
matter of amenities of life. Minimum scale based
on the criteria of substance living laid down by the 15th Indian Labour Conference (1957) and the Second Pay Commission Wages to determine (a) Living wage, (b) Minimum wage; (c) Fair wage. The criteria adopted for these are based upon the Gadgil Committee (1952) and the One man Independence Body on Dearness Allowance (1964). In metropolitan and other class 'A' cities, the cost of living allowance of 95% should be added.

T,B-15 PRIMARY TEACHERS, EDUCATION.

67. INDAPURKAR. Teacher in basic school Progress of Education. 85,3; 1960, Oct; 86-8.

Describes that if basic system of education has failed due to the teachers are not up to the mark and that the aim of social revolution, which due system aims to bring about is platonic. Teachers must be resoundminded with ability to work social adjustment and to initiate programmes of basic education in different environment giving them adequately suitable shapes. They must have originality and latent. Most of to day's teachers lack of these qualities. The success of basic education higher on teachers having missionary zeal to work out the aim of the system.

Highlights the difficulties associated with the transfers and postings of primary teacher in India and suggest that these difficulties can be minimised and the injustice, which primary teachers generally feel they are subject due to lack of proper rules regarding their transfer and posting can be removed to a certain extent.


Explores the British government proposals for the reform of primary initial teacher education (ITE), including the transfer of major responsibility to schools. A model of appropriate objectives for school-based primary ITE is outlined, and an alternative concept of partnership based on cooperation between higher education institutions and schools is offered.

Focuses on suggestions for better functioning of basic schools: (1) proper selection of teachers is necessary in which case one year's training will do (2) Four periods should be allotted for teachers work by masters with not room for keeping the period idle without the teacher. (3) Three or four notable books on basic education may be prescribed for non detailed study; (4) Trainees should have previous knowledge in takli and charkha spinning; and (5) A daily progress report of the work done must be made in the prescribed form etc.

Experience that the scheme of basic education is based on certain set of principles, the quality and quantity of the training experience that basic teachers in different States have received have varied much. This is due to different syllabuses pursued in the country's different training institutions.

72. CHANANA (PS). Basic school teacher according to Gandhiji. *Education India*. 26,1;1959, Dec; 174-6.

Evaluates the qualities of basic education teachers. According to Gandhiji the teacher in the first place, should be a firm believer in his work. He should have the spirit of enquiry, humility in learning, originally and initiative, a fund of assimilated knowledge, engerness to learn, and proficiency in craft. He should not teach for monetary gains, nor depend on the Govt. for help. As regards the training of teachers Gandhiji maintained that teacher could not be trained in the needs of villages through a training school in city: The whole training is to be imparted in a rural setting.
T,B-16:7 TEACHING/LEARNING SECONDARY TEACHERS, EDUCATION.


Deals with the raining of teachers for high school and higher secondary school could be a bit different from what it is at present. At present we have one year's training programme which is traditional and mainly theoretical. For high schools we have only ten classes it is desirable to have a four year integrated programme of teacher education. In this programme academic and professional subjects should be taught concurrently.

T,B-16;ag QUALITY, SECONDARY SCHOOL TEACHERS, EDUCATION.


Describes the result of a survey conducted by the author through questionnaire. On the basis of responses from 2042 elementary, intermediate and secondary students, the qualities, traits, and practices they would expecte in a perfect teacher.

Deals with the secondary education in India is facing a serious problem of acute shortage of teachers. It is a fact that most of them are ill-equipped to fulfill their obligation, which is expected to them. Author has suggested a three year programme to solve the problem.


Explains how a secondary school teacher is heavily burdened with many duties of varying nature that he hardly finds any time to improve the quality of his teaching. Apart from teaching load many other co-curricular and extra-curricular activities as well as the clerical job.
T, B-17: g^ IMPROVEMENT, HIGHER SECONDARY SCHOOL TEACHERS, EDUCATION.


Suggests for better preparation of teachers for the secondary schools. Secondary Education Commission and the International Team in support of the view that better teacher preparation is conditional on better staffing of training colleges. To improve the present course there should be a core curriculum which would avoid overlapping and crystallise the different topic in syllabus both for intensive and extensive treatment.

T, B-17: 7d INSTITUTION, TEACHING/LEARNING, HIGHER SECONDARY TEACHERS EDUCATION.


Explains three grades of training institutions: (1) those which trained teachers for primary schools (2) those which train undergraduate teachers for junior high schools. (3) those which
train graduates teachers for higher secondary schools. Education of child is continuous and integrated process, training institutions of all grade will gain immensely by polling up their experience and opinions and sharing from that pool.

T,B-17:71-52 IN-SERVICE TRAINING, METHOD, TEACHING/LEARNING, HIGHER SECONDARY SCHOOL TEACHERS, EDUCATION.

79. ROY (PK). Educating teachers for higher secondary schools. Education Quarterly. 11,4;1959, Dec; 287-91.

Describes present practices in teacher education, its loop holds, the criticism that are often levelled against the teacher training institutions and their instructional programmes. Suggests programmes of better teacher education, state what should be scope of co-curricular activities; how visual aids as prepared by student teacher can be made really useful under proper guidance; how examinations for student-teacher should be remodelled so that they may test their ability to judge and apply their knowledge of classroom situations; and what training colleges
and departments of Education and Teacher's Association can do for in-service education of teacher.

T,B-18.1 WORLD, UNIVERSITY TEACHERS, EDUCATION.


Points out that besides students and parents, the university teachers are also responsible for the present malaise in our universities, Sums up the deficiencies and defects of the average university and college teacher and suggests that to be a scholar and a capable teacher he should be a great personality, a well-balanced, rounded individual with many-sided interests and strength of character.

T,B-18:7 TEACHING/LEARNING, COLLEGE TEACHERS, EDUCATION.

81. ATMARAM. Training for college teachers: A few suggestions Progress of Education. 41,4; 1966, Nov; 139-42.

Suggests that one month's orientation course for college lecturer should be held every year
during vacation as some professional training for such teachers is considered essential. In such courses which should be well planned and careful thought out, problems should be discussed with special reference to college classes. For this purpose, Heads of Departments and specialists in the subject should be invited to addresses. There should be separate centres for orientation courses for science teachers. There should be weekly tests rather than one test at the end of course.


Focuses on college teachers who need training as school teachers. To train such teachers a training institution may be set up under the aegis of the U.G.C. The university schools of different subjects may also be entrusted with the responsibility of training college teachers. The difficulty of finding competent men who would train college teachers may be obviated by having on the staff persons also, in addition to their Master's degree have post-graduate training in education.
83. MORRISON (Donald H). Test of a good college teacher. Journal of the Mysore State Education Federation. 11,6; 1957, Sep; 124-6.

Enumerates the quality of a good teacher some of which are: (1) He should abundant physical vitality and energy; (2) he must be enthusiastic about his work; and (3) he should possess sturdy personality. The article suggest some work to improve teaching unde the heads: (1) The aim of libration education should be reaffirmed; (ii) Well trained teachers are needed; and (iii) Better teaching can be got if better candidate are attracted.

84. KUNDU (Ramanath) and BANERJEE (Debabrata). Some psycyho logical aspects of college teacher's personality. Indian Journal of Social Work. 22,3; 1961, Dec; 247-52.

Highlights the psychological aspects of college teacher's personality by adopting questionnaire method and whole study was devided
into two parts. The first part consist of some general information regarding status of institutions, designation of the teachers, their age level pay scale, etc. The second part comprising 16 questions dividing into three sections (1) recreation of college situations (2) recreation to outside situation. and (3) attitudes towards certain common things and activities.


Examine the study of job-satisfaction of college teachers of Patna University. 70 male teachers of different age and experience filled the questionnaire. It has been observes that teachers of higher age and longer experience were moderately satisfied and teachers of lower age and shorter experience were either most satisfied. The large number of teachers of the most and least satisfied groups were unmarried. Age, experience and marital status of teachers were significantly related to job-satisfaction. The most striking finding of most and least satisfied reported of adequate facilities in their job.

Evaluates that in Indian college teachers generally do not welcome the idea of professional training because they believe that whatever professional preparation they have acquired by academic excellence is adequate for them to teach college students. Recently the problem of giving professional orientation to college teachers has attracted some attention in America. The author feels that professional orientation in India cannot be effective unless professional training course are arranged for teachers.

SHINGWEKAR (GK). Advice to young teacher. Educational India. 32, 9; 1966, Mar; 315-6.

Suggest some points which may be helpful to the young teachers. The young teacher should have
good commanding voice, good physique, impressive appearance, good training, kind and systematic nature. He should also have full command over the language through which the teachers. he should be site long student, always trying to learn something new and developing his knowledge.


Enumerate the root cause of deterioration in th standard is that majority of those who are entrusted with the teaching of English in our schools and colleges are not properly qualified to teach subject with their inadequate knowledge of English and lack, wholly or partially, of the right kind of professional training.

Examines the improvement of practice teaching student teaching programmes should be properly planned, executed, supervised and evaluated. It is the responsibility of training college and secondary school staff to set up high standard of student teaching. In order to facilitate linking of theoretical with practical work it is desirable to hold a seminar of headmasters and teachers who are connected with the staff of training college and trainees.

T.B(1,1),t2 LOWER EDUCATION INSTITUTION, SCIENCE, TEACHERS, EDUCATION.


Evaluates the weakness of science education in the elementary classes. It is due to the lack of proper equipments at the school and training institution. A sfor equipment for science teaching it is not necessary to incur heavy expenditure on this. The instruction of science in high schools has been imparted by trained science teachers.
Analyses the provision of training for social studies teachers. To train them the subject groups of history geography and economics should be made for the study at the degree level. If it is not possible all the allied subject in social studies may be made main and ancillary in some group or other. The Maharashtra university has provided such courses with wide choice in ancillary subjects in the three years degree course. Every social studies teachers should specially study and try out suitable methods of teaching of subject e.g., group discussions, debates, parliamentary procedures and project during his period of training. Knowledge and ability to handle audio-visual aids constitute a part of the equipment of the social studies teachers.
Suggests measures for improving the existing conditions of teaching the subject in schools: (1) A special course may be devised to enrich and refresh the teacher's knowledge of the subject in relation to other branches of study and the needs of the society; (2) A library of new types of books on the subject may be developed in every school, and the system of inter-library loans encouraged; (3) periodical workshops the use and knowledge of mathematical tool may be organised.

T,B(F) TECHNOLOGY, TEACHERS, EDUCATION.


Examines two measures to build up a competent and contented teaching: (1) The pay scale of assistant professors and lecturers should be raised (2) The proportion of post of professors and assistant professors should be increase. 50 percent of posts should be reserved as promotion quota and the rest as direct recruitment quota."

Describes that the intention of art educational programme at the primary level to impart only the formal skills but to foster an all round growth of children through creative expression and help children to keep impact the forces of their creative urge. On the part of teacher, a systematic approach to children's work without imposition of adult standards. This can be best achieved in the art education departments attached to the primary teachers training institutes. After the completion of courses at the art school, students should be admitted for professional education in art education department of teachers training institute.

T,B(TUS;714:091) ROLE, PERSONALITY TARAIT, TEACHERS EDUCATION.

95. VYAS (KC). Personality of the teachers. Educational India. 29,3; 1962, Sep; 94-7.

Describes the personality traits helps a teacher to play an important role in his professional task. Teacher should be able to feel appreciate and know the various urges, emotions,
feelings and reactions that the child experiences during his learning process. He should possess an active social personality, creative ability and feel enthusiastic for whatever he takes up. He should love and understand his people.

T,D15;52.t EDUCATIONAL INSTITUTION, EFFECTIVENESS, HEAD/PRINCIPAL EDUCATION.


Describes qualities which a headmaster should possess for efficient management and administration of his institution some of the qualities are - a good and imposing personality, clean habits and spotless character, power of organisation and leadership, administrative abilities intrinsic love for work, scholarship and teaching abilities, power of speech and interest in social service.

T,D15 (TUS;7194:051) NEGATIVE EFFECTS, SOCIO-ECONOMIC STATUS HEAD/PRINCIPAL, EDUCATION.

Analyse the causes of the deterioration of the social status of headmasters. Suggests that the problems of building up the position of the headmaster must be attached from several sides: (1) recruitment (ii) training and (iii) opportunity for professional growth. Lists some do's and don't's for headmasters.

T,G"t6 IDEAL, TEACHER'S ASSOCIATION, EDUCATION.

98. ULRICH (William E). Ideal teacher association. Indian Education. 5,3; 1966, Feb; 11-20.

Examines the difficulties of teacher associations regarding the size of class, number of teaching hours. Examination procedure, teacher-student relationship, class room behaviour of students, etc. Teacher association is realised for ensuring economic security and satisfactory working conditions; insulate teachers from educational jobbers; social recognition of teachers.

T,G TEACHER'S ASSOCIATION, EDUCATION.

Deals with the objective to be achieved should be the unification of teachers organisation at the local, state and National levels. The teachers in India have been advised to make no little plans' and make an effort that all the teachers in local state or national scene speak with one voice.


Evaluates that in 1987, the Rochester Teacher Association and the Board of Education negotiated a ground breaking contract that included a professional career ladder for teachers, mandated shared decision making at the school level and called for strengthening the relationship between teachers and their student families. In general teachers were positive about the reform ideas but raised a variety of critical concerns about various aspects of the reforms activities.
FAZIEL (Haim H) and TAUB (David). Teachers Unions and Educational reform: A comparative perspective: T cases of France and Israel. Educational Policy. 6,1; 1992, Mar; 72-86.

Comparises the impact of teacher's union's on the school reforms in two centralized educational systems France and Israel-based on analysis of related documents and interviews with Teacher's Union's leaders and high officials in the ministeries of education. Teacher's union's of both countries have been demanding more say in educational reforms. For their part, governments in both countries show a great openness towards Teacher's Union demands, stemming from a liberal union's are more politically oriented: and the Israeli Teacher's Union's are much less involved in Israeli politics.

T,G:7.44 INDIA, TEACHING/LEARNING, TEACHER'S ASSOCIATION EDUCATION.
Describes the teacher is the main factor in educational sense of the country which is in turmoil. The associations for teacher, in India are behaving like a trade-union bodies demanding more from society. These associations are lying more stress on the claims of teachers by way of financial stability, respect from the community and social security. The associations in India are not doing well to solve the problems like improving the quality of teaching, help solving the problem of overcrowded classes, student indiscipline and standardisation of text books. There is an imperative need for associations which will address themselves to these problems of Indian education.

Suggested some ways by which teacher's association can gain influence: (1) Teacher should keep himself abreast of the interests of
the society, its deals, and its inspiration, and (2) While the teacher's association should safeguard the interest of teachers, they should not lose sight of the welfare of the society.

T,G;ad:t3 TEACHING, FUNCTION, TEACHER'S ASSOCIATION, EDUCATION.


Analyses the need to teacher's associations at all levels of teaching. It should work for the development of professional growth of teachers, secondly teachers through their organisation should assume leadership in making educational opportunities, thirdly, contribute much towards the professionalisation of teaching by taking as active role in defining the standard for teacher training programme. Fourthly it should encourage the spirit of experimentation among its membership. Standard and qualifications for teaching is depend on working conditions and emoluments offered to teachers and partly on the desire of the teachers themselves to experiment and improve practices.
Deals with the problem of improving the teacher's economic and social status. But as teacher's gain knowledge and grow to maturity their interest undergoes a shift, and they perceive that professional competence is the surest foundation of professional status. This is where subject teacher's association play a vital role in bringing subject features together in the fellowship which promotes future efficiency.

Criticises the Government on its step monthly tratment towards the teachers in private
institutions. Pleads for increase in the financial and to those institutions without much strings.

107. COOPER (CaryL) and KELLY (Mike). Occupational stress in Head Teachers. *British Journal of Educational Psychology.* 63,1; 1993, Feb; 130-43.

Questionnaire were used to assess occupational stress among 2,638 head teachers of primary and secondary school principals/distributors of further and higher education (FHE) in the UK. Data was collected on personal/job demographic, source of job stress, mental health, job satisfaction and coping strategies. Findings indicates that moving from FHE to secondary primary schools, levels of job satisfaction and mental ill health rose. Female head teachers in secondary and FHE school suffered significantly greater job satisfaction than their main counterpart. Male head teachers on the other hand, suffered more mental ill health problems than their female counterparts.

Focusses on the changes in the pattern, of teaching which is necessary to the working of basic school. The present pattern will have to be replaced by continuous teaching in basic school for one academic year. A training institution except from its own practicing school, should have in its vicinity about 15 to 20 basic schools to which the trainees can be attached as regular teacher. The trainee will be in full change of a class, right from planning work to carry it out and assessing it. The trainees will have to manage all the lessons and organise community living programmes which will help them to keep in touch with pupils.

Highlights some of the weakness of our training colleges and suggests measures to overcome them. Training college do not maintain genuine perpetual contact with secondary schools. Department of Education sent copies of their circular, syllabi to all secondary training college. The other drawbacks are the fastidiousness of teacher education for teaching methods; the programme of secondary training colleges leaves less time and respite to our pupil teachers to read about education and pedagogy. Another shortcoming is the internal marking system which leaves much to be desired.

110. BOURAI (HHA). Investigation into the attitudes of Basic S.T.C. students towards practice of teaching. Buniyadi Tamil. 7,2;1964, Apr; 59-63.

Highlights the attitude of student of Sardarshahr Basic Training college towards practice teaching. The difficulties enumerated by the authors are: Correlation, choice of activity, duration of teaching periods, accomodation,
equipment and absence of agricultural facilities. To improve the present state of affairs it is suggested that; fixed number of lesson should be replaced by providing for periods of continuous teaching; success of basic education lies in the type of the teacher receive training.

T,K1(TUS:731) TEACHER TRAIDNING, PROFESSIONAL COURSES, EDUCATION.

111. SAHGAL (Gopal Das). Teacher training courses: Some impressions. Indian Journal of Educational Administration and Research. 1,4; 1961, 33-4.

Pointed out that the trainees who succeed in getting missions to the training institutions have no business to be there. Author, thinks that the lectures of training college can be considered to be inspiring teachers. Regarding the currciulum be thinks that four-fifths of the trainee's time is wasted in lapping up theoretical courses which are least improtant part of his training. On the other hand teaching practice which is the crux of the matter suffers from serious neglect.
112. RANGANATHAN (G). Training college curriculum. Teacher Education. 4,9-10; 1960, Sept-Oct; 54-61.

Examines the products of training college that occupy the strategic positions in the educational structure, such as primary school teachers, teachers in high schools and administrators of schools. Any reform here must such to remedy two defects namely the inadequate intellectual equipment of students admitted to the training college and the discord between its syllabus and syllabi of primary and secondary education. The training course should enable the trainees to handle primary and secondary school syllabi more effectively that of present. Article discusses how these two objectives can be achieved.

Points out that in any programme of improvement of science teaching, attention must be given to curriculum, the method, the evaluation, system and teacher training. The improvement programme should consist of - frequent visits to schools attention in service training through seminars, workshops and refresher course; publication of periodicals an matter dealing with the class room problems; and interschool visits of primary school teachers to gain from mutual experiences and to observe good lesson. Every training college has to lest a science teacher, well of equipped laboratory and a hobby centre through which different hobbies, e.g. gardening, bird watching etc., may be encouraged.

T(TUS;73:891).44 INDIA, EVALUATION, PERFORMANCE, EDUCATION.

114. MATHUR (VS). Thought on Indian education. Educational India. 33,1;1966, Jul; 3-8.

Evaluates the performance of the two National Commissions on Education and the Five year plans in the development of Indian Education policy and implementation. Suggests the nationalisation of teacher training colleges, the
recruitment of teachers being trained and lengthening the training course duration, for improving teacher education.

TUS:07-71.8T NEW ZEALAND, ROLE OF TEACHERS, DEVELOPMENT, EDUCATION.


Explain that the recent educational reforms in New Zealand, which have been informed primarily by neoliberal view of the role of education and the state, we designed to remove teacher from their professional role in all aspects of the education system, and to proscript them into a reduced role, merely as classroom teachers. The antidemocratic nature of these policies, undermining new democratic alliances that teachers have built within civil society, special with trustee boards and school communities. Implications of these alliances are briefly discussed.

Describes the qualities that a Headmaster should possess and his relation with teachers, school authorities, Government and parents.


Describes the plan and programme for professional discussions in the Nae Tamil Bhavan, Savagram, based on the psychological method of linking teaching with living and experience. Reveals the reactions of the adult trainees of sevagram, who were all experience teachers and officers, to the traditional system of education.
Analysis the chief characteristics of workshop as: (1) The work is derived from the people who are present in smaller gray to enable participants to discuss the topic freely and importance should be given to individual's capacities, capabilities and potentialities increases the quality of deliberations; (2) workshops should be organised with a well-planned programme and problems discussed is to arise from day to day experience and problems that people face in their respective fields. Physical arrangement regarding the different groups, their sitting arrangement, reference book and other resource materials should be such as well cause least disturbance to the participants. The purpose of arranging workshops to train the participants to do their work better and improve performance.

TUS:731&g(y) SOCIOLOGY Influencing TEACHER TRAINING, EDUCATIONAL PSYCHOLOGY.

PANDA (Surendranath). Sociological approach to teacher training. Indian Education. 5,10; 1966, Sep; 27-31.
Examine of general sociology including educational sociology should be included in the teacher teaching programme in which the main level course should be provided according to the interests and aptitudes of the student teacher. A course in India should take notice of the influence of the home, community, population trends, tendency towards urbanisation and its problems, the structure and function of joint-family and the present centrifugal forces working against it and their repercussions on education. Further, they offer a rigorous analytical discipline through careful objective observation and study of the evidences, leading to the growth of awareness and personal assumption.

TUS: 731:aR3.561 ENGLAND, EXPERIMENT, TEACHER TRAINING, EDUCATIONAL PSYCHOLOGY.

Analysis the grave shortage of trained and qualified men and women teachers to staff the nation's educational institutions at all levels, from the nursery schools to the university. Training institutions are doubling and in some cases trebling their annual intake, and a large number of new training colleges of all kind are being established or planned. Something in the nature of the famous Emergency Training Experience in England, by means of which the country made up its tremendous post-war shortage of teachers is needed. But even this will not solve the problem entirely.

TUS:731:0921-413 CULTURE ENVIRONMENT, MEASURING, TEACHER TRAINING, EDUCATIONAL PSYCHOLOGY.

121. CLARK (Leilani), DeWOLF (Sheridan) and and CLARK (Carl). Teacher training to avoid having culturally assauttive classroom young children. 47,5; 1992, Jul; 4-9.

Describes culturally assauttive classrooms involve discussion of diverse cultures only as they existed in the past, emphasizing differences rather than similarities and giving taken representations of non- Euro-American culture in
the class room on the bulletin boards and in the learning materials. To creat a multicultural class room, they may inadvertantly create a culturally assaultive class room. Approaches to address the developmental stage of the child and develop a curriculum that involves the young child against racism is delicated. Methods of saturating the curriculum with diversity as well as a three step training process are discussed.

TUS: 731: 094 PROBLEMS, TEACHER TRAINING, EDUCATIONAL PSYCHOLOGY.

122. SHARMA (SL). Some important problems of teacher's training. Education. 38,2; 1959, Feb; 29-34.

Discusses two problems concerning training: (1) problem of selection of pupil-teacher and (ii) Lack of balance in theory and practice.

To ensure suitability of candidates for training, should be carefully planned and consists of an interview; written test; test of extra curricular activities and an examination of physical fitness of the candidate. The article also includes suggestions for better planning of practice teaching programme in training colleges.

Evaluates the teacher training institutions which provide pre-employment and in-service training facilities should be able to seriously review their current pedagogical approaches to train teachers to play the role of "Change age agents. Training programmes should provide opportunities to teachers to build up their own behaviour that will help them to instill human values in their student. The values to which we could orient our future citizens have to be which culture-free and religion free. They should be operative in achieving the goals of political and soci-economic changes to overcome the moral crisis in which the individual and social behaviour oscillates between the dependency on authority which is the state and total irresponsibility.
124. PARIKH (AKM) and CHATURVEDI (S). Internship in education: Problems and suggestions. Progress of Education. 41,6;1967, Jan; 226-30.

Evaluates the problems of internship in education. These problems are relations to selection of schools, pre-internship preparation, orientation and training of co-operation teachers and headmasters of co-operation school, supervision and evaluation. Internship in education may be defined as a system which provides the student teacher with an opportunity to play the role of a regular teacher. Same suggestions are offered to overcome these above mentioned difficulties.

125. SHAMSUDDIN. Role of teachers in a changing society. Education Quarterly. 36,2;1984, Apr;38-9.

Explain that the person recruited in the teaching profession should be well qualified,
efficient, trained and highly interested in education. PMost of teacher do not think of school teaching as their career of life from early stage. Nearly three-fourths of these had some other career goals, such as Doctor, Engineer, Administrative Officer etc. but later on had to join teaching profession. It is observed that majority of teachers come from the power; middle class families, where economic factors play as predomment role in the choice of profession. Remaining features are influenced by the number of other factors inacluding desire to serve the society through profession, suggests the teacher should mentally and psychologically prepared for the teaching career right from their high school stage. Guidance and counselling services should be made available in every Higher secondary School. Some teacher on the school staff should be prepared for a short-term course in guidance and counselling Greater educational facilities should be made available to young teachers to prepare them both academically and professionally, for the career of teaching. To ensure a better supply of teachers their should an Advisory for teachers Recruitment on a state level.
184

INDIA, ROLE OF TEACHERS, TUS; 1395:A01-71.44 PLANNING, CURRICULUM DEVELOPMENT, EDUCATIONAL PSYCHOLOGY.

126. HARAP (Henry). Teacher's role in curriculum planning. Secondary Education. 8,2:1957, Sep; 19-20.

Examine the field of curriculum planning in India and insist that Indian teachers may be given wider scope to participate in curriculum construction and revision.

TUS; 1398&j45 EDUCATIONAL NEED TEACHERS TRAINING PROGRAMME, EDUCATIONAL PSYCHOLOGY.


Describes that three or four-year course of concurrent general and professional education after the Higher Secondary examination would produce much better teachers than the secondary teacher's colleges are able to do with a more nine months training after graduation. Teachers training college should be made residential and more weightage should be given to the practical aspect of the course.

Describes new challenges in teacher education in educational practices brought out in the wake of Independence. It is believed that unless the teachers are adequately prepared for their new talks, all schemes of educational organisation, whatever their merit, will bear no fruit. Measures adopted for increasing teaching efficiency are: Extention Services Centres; and State Institutes of Education. The former aimed at Secondary teachers and later in detail, how they are conducted and what they are desired to achieve.


Highlights the problems and suggestion of teachers training programme. One of the problem is selection of right type of student-teachers. For selection of student teachers personality assessment by interview will have to be taken. To
the question how the quality of instruction may be raised, it has been urged that efforts should be made to place the facts of learning process, child nature and teaching goals before the prospective teachers in such a way that only the positive and definite picture of things is left in their minds and not hazy, amorphous cloud of ideas without fundamentals which is often the case now. Another problem relates to the relationship between the training colleges and practicing schools. To solve this problem every college should have at least two secondary schools under its full control, one of the practicing school and the other to serve as an experimental or demonstration school.

TUS;1398;094.44 INDIA, PROBLEMS, TEACHER TRAINING PROGRAMME, EDUCATIONAL PSYCHOLOGY.


Highlight that teacher-training has not changed according to the changing conditions and needs of free and developing India, there is wide cleavage between our training programme and the
actual conditions under which a teacher has to work in the school; The board which conduct examination act as supreme master of school; training has become more traditional and conventional rather than realistic and progressive. A teacher needs to develop an insight into human mind by which he can really help the child develop his personality.

TUS;1552:A094-1144=02 VILLAGE, INDIA, ROLE OF TEACHERS, DEVELOPMENT, EDUCATIONAL, ASPIRATION, EDUCATIONAL PSYCHOLOGY.

131. RAMCHANDRAN (G). Teacher's role in rural areas. Education Quarterly. 17,67;1965, Sep-DEC; 167-70.

Evaluate the village school in India is an important point in any rural area and village teacher is an important personality. The village teacher is a potent instrument in developing the educational consciousness of the rural people and takes care of parent's education and adult literacy in rural areas. Rural areas constitutes a vast community in India, so it is important to give village teachers a sense of purpose and direction then, we will be able to create a mighty
revolution and fertilising national education at all levels in the country. Therefore, it is important to keep the village teachers satisfied.


Pleads for teacher-child relationship both psychologically and educationally. Department the tendency of teachers regarding guidance work. Mentions three forms of guidance suggested by Mathewson namely (1) guidance for personal, vocational and avocational adjustment, (2) direction toward long-term aims and (3) guidance for developing personal effectiveness and self direction.
133. KAPUR (RK). Teacher's role in the field of higher education for creating leadership. *Education Quarterly*. 17, 67; 1965, Sep-Dec; 170-2.

Enumerates the university is not directly concerned with training for leadership. It may be a by product of university education—rather humanistic education and is also barn of inter-play of some personal and social factors, which include an ability to think independently, to form temperate and objective judgements, to have faith in scale of value and a strong sense of social dedication. These are the qualities which universities have been inculcating in their alumni through a study of humanities. Universities therefore can be said to help indirectly in the training of future leaders of a nation. The best leader is not a technical but one who drunk deep at the fountain of humanities.

TUS:7194:097.b PROFESSION, TEACHING, SOCIO-ECONOMIC STATUS, EDUCATIONAL PSYCHOLOGY.

Suggests that status comes when people are prepared to devote themselves wholeheartedly to the job which they have been entrusted. For professional status the teachers have to live their belief in education and prove worthy of their task by increasing their qualities. The irrespect by teachers themselves of the profession is the most potent factor in the continuing deterioration of their profession status.

TUS;755:1-1396&j517 SOCIAL STUDIES CLASSES, in relation to WORKSHOPS, DEVELOPMENT, TEACHER PROFICENCY, EDUCATIONAL PSYCHOLOGY.


Describes the social studies workshop in coonoor form from 8th to the 17th April 1957. The workshop approach will help social studies teachers to develop that competence which is required of them more quickly than any other practicable thing that can be done for them.

Focuses on education of teacher to enable him to fulfil his task efficiently. The writer has suggested that theory and practice of present day teacher education institutions must change; curriculum must include practice in the art of speaking; and the teachers institutions must all become residential to indicate the sense of community living.


Highlights that the central Institute of Education Delhi Conducted a seminar on school's role in teacher education conclusions arrived at are: (1) The schools relationship to the training
college enable the teachers to keep in classes touch with new and developing methods. (2) Good relationship between school and training college are beneficial because practical experience provided by the school helps the student teacher understand, and appreciate the theory he learns in the training college. (3) The school can help in its teachers requirement programme.

TUS;7591:733.44 INDIA, IN-SERVICE TRAINING IMPROVEMENT, EDUCATIONAL PSYCHOLOGY.


Highlights the professional growth of educational personnels as the aim of inservice programme. major issues in the programme are (1) need for a look at the nature and the quality of inservice programme. (2) need for localing really effective resources personnel. (3) Experimental try-out of locating inservice education centres in the offices of District Education Officers. (4) Need for a deeper involvement of state Departments of Education in Inservice programmes and (5) Need for effective training of extension workers. It will be better it such programmes could sping
through the conscious efforts of inservice education organizers rather than from a sense of dissatisfaction with the current programmes.

TUS;7591:733:091 ROLE, IN-SERVICE TRAINING, IMPROVEMENT, EDUCATIONAL PSYCHOLOGY.

139. CHAURASIA (G). Role of inservice education in educational reconstruction. Teacher Education. 5,6; 1961, Oct; 10- 4.

Explains that Extension service centres opened by the ministry of education in different states during 1956-57 have established various channels of free and frequent communication between schools and colleges. They have created new faith and enthusiasm in schools and colleges and proved that reconstruction and progress are possible through carefully planned programmes and concerned action. They have provided opportunities and resources for trying new methods, techniques and procedures. The author also discusses some of the assumptions which inspire faith in inservice education.
140. MOOKERJEE (KK). Measures for improving education in India. South Indian Teacher. 33, 5; 1958, May; 110-1.

Discusses the defects of teacher training in India and suggests some remedies towards their improvement and also enumerates the reasons for huge wastage in the present training facilities. (1) Security of trained hands; (2) Existence of untrained heads of institution; (3) Indifferent attitudes of the school managing committees toward training; (4) Absence of parent education and parental co-operation; and (5) Poor status pay and prospects of teachers.

Describes teacher training institution, who are doing good work there is still a large number of them who do not produce the types of teachers required for the ambitious programmes outlined in over schemes of primary and secondary education. To improve the quality of teachers author suggested: (1) Practice teaching should be more comprehensive and rigorous; (2) An experimental school should be attached to every training institution (3) Introduce few reforms in the curriculum of teacher education is essential; (4) Department of extension services should also be attacked to every training institute; (5) Mature, grown-up persons should be encouraged to join this profession and (6) The training institutes should be of a residential nature.
Suggests the measure of training colleges should take to improve their teaching of English and emphasis that it is essential that these colleges should have a new course in English which aims to equip teachers with a knowledge of phonetics and essential structures of the language. A language teachers must possess still to speak clearly, trained ear to detect mistakes, art of correcting language mistakes, effective use of gestures and dramatisation, and skill in organising language material.

TUS; /b/\(l, l)/:0\^/4 TEACHING, SCIENCE, LEARNING SKILL; EDUCATIONAL PSYCHOLOGY.

143. SP SINGH. Language and science teaching. Teacher Education. 6,1; 1962, Jan; 15-8.

Examines the role of language in teaching of science is significant. But even in this sphere language does can not. The author emphasises that precision in language ought to be observed not only by the writers of science textbooks, but also by the science teachers and the students alike. A study of language, viz. linguistic analysis should from part of the training of science teachers, if not science students.

Examines the primary duty of physical education teacher, is to make his pupils health conscious and this can start doing by nothing their common ailments. This he will do better in consultations with the school doctor. The physical education teacher should have sufficient of food together with their use and different constituents of food together their usefulness will certainly be helpful. To make his pupils health conscious, the physical education teacher should teach them personal hygiene and sex education.

Orients perceiving children as a social group, the division of labour in health care between children, parents, and teachers is investigated using data obtained via observation, informal discussion, and semistructured interviews at a primary school in north London, England. It is argued that destructive social and emotional context of the home and school are critical for the structuring of the children's health care activities and experience. Children's own contributions to health care and functions of their own social world in the division of labour are highlighted.

TUS,1: All5-7 ROLE OF TEACHERS, PERSONALITY DEVELOPMENT, LEARNER, EDUCATIONAL PSYCHOLOGY.

146. KURCHANIA (WP). Role of teachers in developing character. *Teacher Education*. 9,4; 1965, Apr; 198-203.

Discusses that education does not simply aim at producing good scholars but also to produce good man. Mere teaching of religious or moral education in school will not serve the purpose
of making students persons with good character. In India the Ministry of Education has appointed a Committee to plan a moral science syllabus for schools together with a teacher's guide. Every co-curricular activity, discipline, and punishment should be related to the principles of truth and uprightness. The teacher himself should have a personality which will foster the growth of worthy sentiments among the pupils by his being an example of the desired quality.

TUS, 1: A115-71. 58 RUSSIA, ROLE OF TEACHERS, PERSONALITY DEVELOPMENT, LEARNER, EDUCATIONAL PSYCHOLOGY.


Evaluates that the Soviet teachers has always been in the front of the struggle of the people ever taking part in the cultural revolution. He reared the youth and built a new school, sought practical solutions and created the Soviet educational system anew. Describes the duties and responsibilities of Soviet teachers in relation to
the education of child and the development of its personality. Most distinguishing feature of the Soviet system of education is its humanism, i.e. "to reach" each child, to find what is good in each and to plan accordingly his education so that the full development of his personality may be ensured.

TUS, 1: Al 15-71 (W2-13;32) INTEGRATION, NATIONAL, ROLE OF TEACHERS, PERSONALITY DEVELOPMENT, LEARNER, EDUCATIONAL PSYCHOLOGY.


Explains the education imparted in school and college to develop the personality of individuals. In all the educational planning the practising teacher should be deeply involved with the total plan for all schools in a district and should be made a part of the comprehensive plane. The students will perceive degree to live in a plural society with a democratic way of life, the need for give and take, tolerance, and the collective good of the community. Teacher will be able to command the support of the community in
organising programmes and events which will broaden
the student's minds initial belonging to a common
clime which however, embraces diverse elements.
Suggest, Government should facilitate moreeto
teacher.

TUS,1:All5-72 ROLE OF PARENTS, PERSONALITY
DEVELOPMENT, LEARNER, EDUCATIONAL
PSYCHOLOGY.

149. OWEN (John E). Teachers and the challenge of
unrealized talent, Teaching. 37, 4; 1965, Jun;
103-5.

A point out that environment and social
situations to think to himself as untalented,
stupid and slow. Parents and relatives played an
important role in making characters, personality
and talents of a child. Experience of home, from
birth on, leaves its impact on growth of mind,
personality and habit-formation. Likewise teachers
are equally imposant in drawing out individual
talents and capacities in pupils this woods and
actions are likely to become a standard of
behaviour. A teacher should deconstructively mould
the self image of the youth - because in the
school teacher's encourgement and interest produce
positive results in pupils lives. Teacher should also identity the gifted pupil who shows talent in one or more areas of endeavour tha tsignifies future achievements.

TUS,l:All7-71.44 INDIA, ROLE OF TEACHERS, MORAL DEVELOPMENT, LEARNER,EDUCATIONAL PSYCHOLOGY.

150. PILLAI (R Subramania). Role of teachers in free India. South Indian Teacher. 32,2; 1959, Feb; 39-40.

Describes that the obligation of teacher is not only to teach curricular subject but also the basic principles of morality and higher value of life. In Gurukula system of education the teachers was a friend, a philosopher and a guide to his students. his students respected him not only because of his credition but also for the moral side of his life. Mastery of a subject is as esessential to the success of a teacher as a high sense of morality.

TUS,l; 1594:0974,b PROFESSION, TEACHING, INTEREST, LEARNER, EDUCATIONAL PSYCHOLOGY.
Larence (HSS). Why they chose the teaching profession. *Education Quarterly*. 14,49; 1961; 75-82.

Analysis the reasons to joins the teacher-training are interest in teaching, the respect of professional, opportunity to improve one's knowledge, opportunity of doing public service et. The study reveals: Interesting graduates in teaching should be prefered in training colleges; teachers in service should work in such a way as to maintain it as a role one; they should think of their work as public service, moulding the charac of students; they sould acquire better qualifications while in service and unmarried teachers should be helped and encouraged to go for training.


Explains the them of learning as search for
meaning. The acceptance of this conception of learning the teacher becomes a guide to exploration, and asks questions not to test the pupils memory but to stimulate his interest and engage him in educative experiences, while experiences are centred in group process, the learning resulting from them exhibiting itself in the changing behaviour of the pupil.

TUS,1;5191:091 ROLE, TEACHER BEHAVIOUR, LEARNER, EDUCATIONAL PSYCHOLOGY.


Explains the primarily concerned with the desired improvement of the teacher behaviour particularly in the class room context, so that the students may reap the greatest benefit from their contact with the teacher who is their real mention. The teacher has no double to play a difficult role and expected to acquit himself well if he traverses the path that has been chalked out for him. The author recommends other media called as "action research" in which teacher has to manipulate not only his own behaviour but also the class room conditions with due regard of course, to individual achievements.
154. KARLEKAR (Kalyani). Meaning and purpose of extension services. *Bulletin of the West Bengal Headmaster's Association.* 6, 1; 1957, Mar; 5-8.

Pointed out that besides explaining the meaning and purpose of extension service, the author gives a brief account of the Department of Extention Services of the Institutes of Education for Women, Calcutta.


Analysis the teachers trainee's problems throught a survey conducted in training college at Jullander City and suggests that (1) Academic problem faced include the training course its nature and complexity and the difficulty of adjusting to it. Training as other education, should be made more attractive and powerful. (2)
Personality and emotional problem includes adjusting of members of opposite sex, nervousness, day dreaming shyness etc. Co-curricular activities, general talks and individual guidance can go a long way in meeting these problems, at least in part. (3) Economic problems stand third in their frequency. (4) Aspirations varying from "self - improvement to serving the country should stand forth in order of frequency (5) Home and health problems come next.

TUS,2:733:094 PROBLEMS, IN-SERVICE TRAINING, STUDENT TEACHER, EDUCATIONAL PSYCHOLOGY.

156. SARAF (Somnath). In training problems of basic student teachers Education Quarterly. 11, 41; 1959, Mar; 23-7.

Focuses on the gist of findings regarding problems of basic student teachers and author suggests that basic training institution should lay more emphasis on practical work than on theory, curriculum should be more practical and activity centred; external examination should be replaced by the internal assessment; seminars; group discussions, tutorials etc. should be encouraged; and lecturing reduced to the minimum.
Analysis the impact of basic training college on teacher-trainee. He is required to introduce activities in the school, both directed and undirected, undertake projects and teach crafts to be able to conduct these activities and to do justice to formal lessons in the class, he need a longer period of teaching practice than is currently available to him. To acquit himself as a successful teacher he should be very particular about both the specific and the general aims of the lesson he will give; vary methods of teaching to suit the abilities of children make use of suitable aids to drive home a lesson; see that the activities he uses are purposeful and educative; and lastly he should ahve a through mastery of the subject prefers to tach.
158. MENDENHAL (CB). Educational workshop. Teacher Education. 1,4; 1957, Apr; 15-9.

Describes the purpose, planning and the procedure of workshops for teachers. The role of consultants in establishing rapport in developing common concerns, on securing co-operation, and in controlling conflict situations is also discussed.

TUS,3:043,g.73 UNITED STATES, LEARNED BODY, ASSOCIATION, TEACHER, EDUCATIONAL PSYCHOLOGY.


Sketches the growth of teacher's professional associations in the United States and defines some factors responsible for their rise in membership, service and influence. At each level national, state and local, there is usually an all-inclusive associations which enrols classroom teachers, supervisions, administrators and instructions in teachers training in its pronouncements and active programmes. All these organisation are organised
on democratic basis and procedure has encouraged wide participation, in organisational activities and has tended to reconcile differences between various groups within the profession.

TUS,3:091(W,2-13):gl DEVELOPMENT, NATIONAL, ROLE, TEACHER, EDUCATIONAL PSYCHOLOGY.


Explains that there is no profession so rewarding, so demanding and so rich in potentialities as the profession of teaching. Teacher faced with shortage of funds, poor teaching facilities and a deficiency in equality of the country's educational system. Economical security is necessary because personal choice of people is more conditioned by convenience and material gain than by honesty, nobility be based on the needs of people and the subject are fixed to suit the interest of the students. The value of profession in any country depends on a number of factors - political, social, economic and cultural the values of life, as approved and
accepted by majority of the society, have also serious effects on any profession. The plant of freedom, which has been grown with the help of the martyrs, should now be growing and made to bloom like a lovely flower by the teachers as builders of a new nation.

TUS, 3:0974-517 SOCIAL STUDIES CLASS, TEACHING, TEACHER, EDUCATIONAL PSYCHOLOGY.


Highlights the qualities necessary to be successful member to teaching profession of social studies teacher He must be the scholar of at least subject of social studies. Besides scholarship he must have broad social sympathics and a truly international outlook. The qualities of a good social studies studies teacher are - Reverence of truth; intelligent optimism; Social altruism; Sympathy; Impartiality; Curiosity; Balance; Tact etc.

TUS,3:252 VOCATIONAL GUIDENCE, TEACHER, EDUCATIONAL PSYCHOLOGY.

162. OWEN (John E). Teacher and occupational
Explain that to take decision about the career which is best suitable is not easy for those young man who is vaguely aware of his talent. Article discusses some practical ways in which guidance work in the school can be conducted Among the guidance workers the role of parents and teachers is most significant. A parent or a counsellor should guard against superimposing his preferences on the child, because the purpose of student guiding is to discover his interest and to help him choose a career best suited to his aptitude.

Focuses on the teacher training in India since 1882 when the Indian Education Commission popularly known as Hunter Commission recognised for the first time the need to train teachers and recommended that "an examination in the principles and practice of teaching be instituted" to the present day when the scheme of in-service training of teachers has been introduced.

165. SHUKLA (S). Teacher Education Quarterly. 17,67; 1965, Sep-Dec; 145-7.

Focuses on the feelings of tolerance, love, customs, modes, manners, and open-mindedness etc; are qualities which schools and teacher-training institutions are best fitted to develop. The primary objective in a programme of teacher
education for international understanding should be organise life of teachers-trainees that they feel secure and adequate. This involves not merely an organisation of co-curricular activities but democratic attitudes, particularly on the part of staff of teacher-education institutions, characterised by respect for the initiative and personality of teacher trainees.

TUS,3:732 RETRAINING, TEACHER, EDUCATIONAL PSYCHOLOGY.

166. SHAH (CC). Re-educating the teacher. Teacher Education. 4,1;1960, Jan; 23-8.

Highlights the role of professional organisations for improving conditions of service of teachers and other administrative problems. The headmaster's and teacher's associations have a tripel role to play: (1) They must collaborate with the department of education in formulating developmental projects and in providing an appropriate administrative set up for the same: (1i) They must made efforts to train and equip teacher for bringing about a silent revolution in education and (3) They should devix ways and means of establishing effective realtionship between the school and community.
Describes the condition of various institutions and organisations to the in-service education of the teachers. The Directorate of Extension programmes undertake the work of improving the audity of education. It has been found that not only the inspectors and supervisors have started modifying their inspection techniques and have started holding teachers’ conferences, they are also promoting inter-school visits and establishing model institutions. In order to make the programme more functional DEPSE has suggested head of the schools should be initiators of programmes. The creative urges of teachers should be the basis for development. Teachers should not be away from their main duties.

Shows the importance of in-service education of teachers, which helps in their growth and development. Discuss the problems under the headings: (1) Trends (ii) Principles and purpose (iii) Programmes and procedure and (iv) Working in groups. Concludes that the cost of inservice education compared with the cost of other educational provision is relatively small. Yet this activity falls within the category of other enrichment items in which relatively small expenditure can produce high returns.


Focusses on the plea for a status quo in the present system of teacher education. It children all converses in this regard by saying that the present system is sovereign and need not to be changed. The teachers are chiselled and moulded in
the schools and not exactly in the training period which must provide for a study of the wide sweep of generality that is required to make up the teacher's personality.


Analyse the educational psychology syllabus which has been combined with educational sociology. More emphasis is laid on the theoretical teaching than on practice. Important topics like personality, study of backward, gifted or problem children, intelligence tests, personality inventories, aptitude tests of have no place in the syllabus. Methods of teaching followed are rigid and mechanical, students have no opportunity to practice what they learn in the class. They need more practical education psychology than bare theories of psychology proper.
171. **DUTT (NK). Towards better teacher education.**

Suggest how B.Ed. and M.Ed. courses could be organised so as to achieve better results. The syllabi recommended for B.T./B.Ed. should be helpful to the field worker and should able to solve day-to-day problem arising in the classroom. The teaching of pedagogy in the training colleges is also defective. Philosophy and psychology are taught in such a way as if they have nothing to do with the classroom experiences of the teachers. As a result psychology does not stimulate an Indian teachers.

**TUS, 3;13991,d INSTITUTION, ORIENTATION PROGRAMME, TEACHER EDUCATIONAL PSYCHOLOGY.**


Conclude that there are four regional colleges of education in India which offers a variety of courses in keeping with the concept of multi-purpose education. In the field of commerce education. The school offer a variety of courses,
part time, full time to meet the needs of business in the community.

TUS,3;15:0974,b PROFESSION, TEACHING, MOTIVATIONAL FACTORS, TEACHER, EDUCATIONAL PSYCHOLOGY.

173. PATAK (P). Teacher in his profession. Teaching. 30; 197, Sep; 23-7.

Examines the topics related to teacher and their work. (i) Reasons for choosing the teaching profession, (ii) Reasons for dissatisfaction. (iii) Cause of dissatisfaction in willing and unwilling teachers and (4) A study of trained teacher's interests in their profession as expressed in their writing.

TUS,3;45:731 TEACHER TRAINING, EDUCATIONAL NEED, TEACHER, EDUCATIONAL PSYCHOLOGY.

174. ARUNACHALAM (K). Need for better teacher education. Bunyadi Tamil. 1,2; 1958, Apr; 60-1.

Enumerates the benefits of Basic education and Suggest that when matriculates are recruited they should be given two year course of teacher education; the trainees should be the membe of self governing, self - reliant community participating in all the activities; the learning
of professional subjects should be largely functional; and each training institution should have a properly run Basic school attached to it where the trainees could practice the principles taught to them.

TUS,3;45(S,1) CHILD, PSYCHOLOGY, EDUCATIONAL NEED TEACHER, EDUCATIONAL PSYCHOLOGY.

175. MOOKERJI (KK). Need for teacher's knowledge of psychology of the unconscious. Education. 30,3; 1961, Mar; 18-20.

Deals with the understanding of child mind not only its conscious but also its unconscious aspect. Many antisocial and undesirable wishes where repressed, take unconscious region of the mind and create various emotional conflicts. These conflicts give rise to complexes effecting the conduct and behaviour of child.

TUS, 718:733.73 UNITED STATES, IN-SERVICE TRAINING, SPECIAL CHARACTERISTICS, TEACHER, EDUCATIONAL PSYCHOLOGY.

176. MENON (TKN). In-service training of teachers. Teacher Education. 1,1;1957, Jan; 12-6.
Gives a brief account of the programme of the Extension Service Departments in the teacher training colleges, and describes some of the salient features of in-service education in the U.S.A. and U.S.S.R.

TUS,3; 7194:0972.73 UNITED STATES, TRAINING, SOCI-ECONOMIC STATUS, TEACHER, EDUCATIONAL PSYCHOLOGY.


Deals with the varieties of standards exist in U.S.A for preparation and certification of teachers. There is no standard universally accepted throughout the country unless reciprocity agreements have been accepted. In U.S.A. teacher has occupy an important position in his or her community.

TUS,3; 7194:731;b PROFESSION, TEACHER TRAINING, SOCI-ECONOMIC STATUS, TEACHER, EDUCATIONAL PSYCHOLOGY.

Examine that teacher education as a profession is socially unfavourable comparatively other highly socially recognised professions like medicine, engineering and law and suggests measures which establish teacher as a professional status are (i) A separate cadre of training college staff. (ii) Institution of training courses for degree college teachers (iii) Categorisation of teacher education ladder on a national level.

TUS, 3; 73: 094 PROBLEMS, ATTITUDE ADJUSTMENT, TEACHER, EDUCATIONAL PSYCHOLOGY.

179. DASGUPTA (SK) Cause of teacher maladjustment. Educational India. 29, 2; 1962, Aug; 42-6.

Explains that maladjustment of the teacher's personality is an occupational disease as one who spends so much time with children may grow arrogant and domineering. Maladjustment of a teacher can be largely traced to the treatment he receives at the hands of society. Society regards teachers as strangers and transients, and consequently a feeling of belongingness is not developed and they feel feel socially insecure.
Explains that the training course should be of two years duration programmes should concentrate on development of proper attitude, national spirit and study of the national problems with their bearing on education. Course should be residential. More importance should be given to the development of a spirit of social service and lastly credit should be given for skills in arts and craft physical activities and leadership.

Describes that the first requisite for a good start in any school is adoptability because each school is different from the other in many
respects. Survey the students opinion show that the type of teachers best liked and most respected is the one who sets attainable goal for each student is firm but fair and has a sense of humour. He should possess through knowledge of the subject he teaches.

TUS,3;737:09A;t2 LOWER EDUCATIONAL INSTITUTION, MAINTAINANCE, PERSONALITY DEVELOPMENT, DISCIPLINE, TEACHER, EDUCATIONAL PSYCHOLOGY.


Suggest that if attention is exerted in the matter of developing the personality of teachers, a great progress would be made in solving the problem of maintaining discipline among students and pleads vigorously that training colleges should devote sufficient time to the study of theory and practice of personality development.

TUS,3;753:arr&g(z8),73 UNITED STATES, COURTS, in relation to, TESTING, COMPETENCE, TEACHER, EDUCATIONAL PSYCHOLOGY.

Examines how the US legal system has impacted the testing of teacher competence, focusing on five legal provisions: antitrust protection, due process equal protection, substantial adverse impact, and business necessity. It is suggested that the role of the legal system in testing for teachers competence will increase in the future, raising important issues for the testing profession. Several challenges facing teacher testing in the twenty first century are discussed.

TUS,3;754:0974,b PROFESSION, TEACHING, EFFECTIVENESS TEACHER, EDUCATIONAL PSYCHOLOGY.


Stresses the need for good and efficient teachers who can help to produce right type of citizens and thus make democracy a success. This is described at the presidential Address delivered at the opening session of the Sixth Assembly of the World Confederation of the organisation of Teaching profession held at Frankfurt.

Concludes that any educational scheme, however, laudable it may be, will fail to bring about reorientation of our educational pattern unless the quality of teachers is improved. Offers suggestions for reorganisation of teacher education.


Describes that the duration of training should be extended from one year to two years so that the trainees could have greater opportunity to learn the necessary skill of teaching. Pointed out the characteristics and objectives of a good training college.

Deals with the problem arises in the way of effective science teaching in over schools. These are limited knowledge of subject of matter: lack of desirable information about the various application of school sciences; unawareness of teaching skills, and lack of co-operation of the practicing school teachers with pupil-teachers etc.


Describes that (i) Non-availability of laboratory assessments; (2) How to run a workshop for minor-repairs; (iii) Lack of apparatus; (iv) Large classes and consequent lack of individual
attention; (v) Lack of sufficient knowledge of English which is medium of instruction; (vi) No proper arrangements for science excursion etc.

TUSK, 3(B): 251 EDUCATIONAL GUIDENCE, MATHEMATICS, TEACHER, EDUCATIONAL PSYCHOLOGY.


To create interest in mathematics the teachers should keep in mind that (i) It always pays to concretise abstract mathematical concepts; (ii) children must learn math. ads like induction which provide for free thinking and activity through their own experience and efforts; (3) Analytic thinking and deductive reasoning must be the outcome of pupils mathematical study.

TUS, 4: 0974, b PROFESSION, TEACHING, TEACHER, EDUCATOR, EDUCATIONAL PSYCHOLOGY.


Describes that teacher professionalization is an extension of the effort by teacher educators to
raise their own professional status. The efforts of the Carnegie Task force on Teaching as profession and the Holmes Group are discussed, arguing that they may promote the reationization of class room instruction by generating momentum toward an authoritative, research-driven, and standardize vision of teaching practice.


Descibeds to problems of teacher educators: (i) How to improve the subject matter knowledge of teacher trainees; (ii) How to mape the trainees to effective teachers than what they normally are. The first hypothesis was that participation in seminars, discussion and workshops concerning the subjects would help the trainees improve their knowledge of the subject matter. The second one was that getting the trainees acquainted with techniques and methods of teaching along with demonstration of the skills of teaching by the
Master of Method and involving the trainees in teaching at the beginning of the B.Ed. course would improve their efficiency in teaching more quickly than the usual practice.

TUS, 54; 7591:733:055 IMPART, IN SERVICE TRAINING, IMPROVEMENT, HIGHER SECONDARY SCHOOL EDUCATIONAL PSYCHOLOGY.

192. BUCH (MB) and SURENDRANATH (KP). Implications of school improvement programme for the extension worker. Teacher Education. 10,2; 1965, Oct; 85-9.

Explains that Extension Service Department mainly aimed at imparting in service education to teachers. But as a matter of fact this did not happen. The idea of taking up concentrating work by co-ordinations of extension service department in an intensive manner in a limited number of schools emerged.

TUS, 56:731; d INSTITUTION, TEACHER, TRAINING, RESEARCH, EDUCATIONAL PSYCHOLOGY.

Explains that teachers training should give more attention to action research than to traditional research. It might be encouraged to conduct investigations designed to improve their own practice; research as a method for coping with practical problems might be emphasised in teachers training institutions in relation to teaching.

TUS,X3-52:094 PROBLEM, ELEMENTARY TEACHER, EDUCATIONAL PSYCHOLOGY.

194. SAHASTRABUDHE (DH). Primary School Teachers. Kurukshetra. 6,1;1957, Oct; 82-4.

Describes the pitiable lot of primary school teachers and their problems, concerning school building, their salaries and allowances.

TUS,X3-52:731094 PROBLEMS, TEACHING, ELEMENTARY, TEACHER, EDUCATIONAL PSYCHOLOGY.


Discuss the progress of basic educations and changes needed in the system to make a successful scheme for the education of total personality of
the child. Factor which hampered the system are: (1) Improper distribution of trained teachers; (2) Lack of planning in teacher education at administrative level; (3) Lack of trained teachers and proper for the converted schools; and (4) Lack of proper method of selection of teachers.

TUS,X3-52; 1398'N6 TEACHER TRAINING PROGRAMME, ELEMENTARY, TEACHER, EDUCATIONAL PSYCHOLOGY.


Explains why Third plant has laid so much stress on teacher training programme for elementary school teacher. To expand the training facilities by increasing the percentage of teachers from 65, estimated to be reached by the end of second plan, to 80. Attempt will be made to arrange short time course for those who cannot be given full-time training.

TUS,X3-53&j72:972 TRAINING, NON-FORMAL, SECONDARY, TEACHER, EDUCATIONAL PSYCHOLOGY.

Points out that how instruction through correspondence can develop competence in classroom teaching, better human relationship with colleges parents ensure administration of co-curricular programme, dealing with children. This scheme is mainly for the training of secondary school teachers. The articles describes merit and demerits of programme.

TUS,X3-53:094.633 SOUTH AFRICA, PROBLEMS, SECONDARY TEACHER, EDUCATIONAL PSYCHOLOGY.


Analysis the utterances of 90 white English-speaking teachers in South African secondary schools, highlighting the context in which they perceive their subordination and articulate their interests. The notion of white-speaking teachers is conceived of a construction of social identity that is contingent in the historical sense.

Observes 43 careers teachers through interviews in 12 schools of higher education in the UK to explore their educational tracks, specialization areas, training and salaries. It was found that the teachers' careers are mostly unplanned, and their status in school is low. To preserve their role in school, career teachers need to completely redefine their tasks, e.g. as coordinators of careers programmes.


Analyses the result of a symposium on teacher training and discussed how best teachers should
be prepared for their work. Pires takes few problem of secondary school teachers and offers some practical suggestions about how to train him. Sallamatullah concentrates on practice teaching and suggest how it can be efficiently organised. Menon dwells on the lines of which the teacher should be prepared to me these problems.

TUS,X3-55;134:4496.73=9H SOUGHT ANERCIA, INVESTI-
GATION, EDUCATIONAL PROGRAMME, POST GRADUATE,
TEACHER, EDUCATIONAL PSYCHOLOGY.

201. DENTON (Jon J) and CHIOU (Chiou-Yueh). Two investigations into the influence of incentives and subject characteristics on mail survey responses in tacher education. *Journal of Experimental Education*. 59, 4;1991; 352-66.

Evaluates whether incentives increase the number of mail survey returns students and mutiple maling influence respondent's perceptions, two experiments were conducted with degree graduates of the teacher education programme at southd western US unversity and indicate the result of the survey.
Suggest solution to improve our education. Every teacher should undertake research provided he is guided and encouraged for it. The service research helps the teacher to solve the problems of teaching. It helps teachers to find out problems and methods of solving them; stimulate teachers for creative work; continuing the professional education of teacher in service.

Describes that in India the problem of trained teachers in two-fold training the existing hand of untrained teachers, and imparting training to the new entrants to the profession of teaching. Training institutions, is to seek the assistance
of the extension service departments that can render and have rendering invaluable service in this connection though short courses of training, camp courses seminars etc.

TUS,X3-584j72 NON-FORMAL, in relation to UNTRAINED TEACHER, EDUCATIONAL PSYCHOLOGY.

204. MK SINGH. Correspondence courses in teacher education. *Educational Review.* 72,5;1966, May; 98-100.

Focuses correspondence courses for untrained teachers to award them B.Ed. degree. The writer feels that as it will be considered for a Doctor or an Engineer to obtain degree privately for a specialized job like teaching correspondence should not be encouraged. Point out the need for correspondence course in teacher education for untrained teachers.

TUS,X3-58127:733:094 PROBLEMS, IN-SERVICE TRAINING, TEACHER PERCEPTION, UNTRAINED, TEACHER, EDUCATIONAL PSYCHOLOGY.
205. VIJ (DR). In-service training of untrained teachers with experience. *Education*. 38,8;1959, Aug; 5-11.

Deals with the problem of in-service training of untrained teacher with experience has not yet received his due share of attention as it should be. In-service education has to be a cooperative effort schools, teacher's colleges, universities, the Government, teacher's organisations and above all the teachers themselves have to joint forces if In-service education is to be a success.


Explains about the shortage of trained teachers in India and the inadequate training colleges, And suggest that in service training course as an alternative method and enumerates its advantages.

Enumerates the rise Euroracism and questioning the nation of Euro-culture, the role, actual and potential of initials teacher education in combating from of inequality. The interconnections between all forms of appression must underpin all new perspectives and proposals for teacher education in Europe.


Describes the utility and effectiveness of teacher education professional lives of teachers. Finding in survey include (a) Actual conditions in schools are not conductive to the practice of teaching procedures advocated in training
college; (b) The possibility of introducing education as a regular subject of study in the undergraduate courses should be examined, (c) There should be an effective link between training colleges and schools.

TUS,X3-67;733:07 DEVELOPMENT, IN-SERVICE TRAINING, PROFESSIONAL TEACHER, EDUCATIONAL PSYCHOLOGY.


Describes that this short period of training is insufficient for the long career of teaching. Rather than of other professions, teachers need to continue study to maintain their prestige to make the profession effective. Fundamental goals of in-service training should be to create a helpful environment of professional growth, to produce the effective methods of problem solving.

TUS,X3-67;ax:g1 DEVELOPMENT, EFFICIENCY, PROFESSIONAL TEACHER, EDUCATIONAL PSYCHOLOGY.

Deals with the conclusions of All India Secondary Teachers Federation. (1) A teacher should always be learn, necessary facilities for learning must be extaned to teacher by supplying with good reference books. (2) A teacher must be furnished with good teaching aids and appliaances to make his taching really effective.

TUS,X3-67;13991 ORIENTATION PROGRAMME, PROFESSIONAL TEACHER, EDUCATIONAL PSYCHOLOGY.

211. SEROW (Robert C), EAKER (Deborah J) and CIECHAISKI (Joseph C). Calling, service and Legitimacy: Professional orientations and career commitment among prospective teachers. Journal of Research and Development in Education. 25, 3; 1992; 136-41.

Analyse the questionnaire data, used to examine the performance of demographic and emotional variables in predicting commitment to the teaching career among a sample 478 teacher education students . Result of factor analysis reveal the presence of 3 underlying commonalities: a sense of teaching as teaching's fundamental legitimacy. These factors greatly enhanced the explanatory education programmes.
212. TANEJA (VR). Building up professional status within the professional. *Educational India.* 33, 6; 1966, Dec; 183-6.

Evaluate the teachers to build up a professional status by having faith in the dignity and worth of teaching as a profession. Teaching by itself can be made enjoyable, it is possible when the teacher is aimed by the idealism of lapping the possibilities of education and educated. he should try to give his best towards improving the quality of teaching in order to receive social recognition of his service to the society.


Describes the scheme of correspondence courses for training of teachers. The scheme is meant of
secure a very high percentage of trained teachers towards the end of the Forth Five year Plan. The author thinks that correspondence course can be had only by raising the present annual expenditure per student at least to Rs. 825.00.

TUS,X3-72;733 IN SERVICE TRAINING, NON-FORMAL, TEACHER, EDUCATIONAL PSYCHOLOGY.

214. PATWARDHAN (CN). Further education of in-service teachers. Progress of Education. 32,8;1958, Mar; 263-70.

Suggest reforms to promote further education of in-service teachers: (1) Teachers and their headmasters must enjoy freedom in the academic of the school; (2) The organisation of extension service should be remodelled to service maximum consultation, co-operation and joint adventure in education, (3) The material aids, equipment, apparatus should be located at different centres in the area and improved in quality and quantity by local resources.

TUS,X3-72;718;731 TEACHER TRAINING, SPECIAL CHARACTERISTICS, NON-FORMAL, TEACHER, EDUCATIONAL PSYCHOLOGY.

Highlights the features for importing teacher education through correspondence and suggests some points to make the programme a success: (1) proper selection of trainees; (ii) Publication of courses of studies; (iii) Practical training; (iv) Consultation centres; (v) Period of training; (vi) Examinations, etc.

TUS,X-4&j94;13991:0972 TRAINING, ORIENTATION PROGRAMME, ADMINISTRATORS in relation to TEACHER EDUCATOR, EDUCATIONAL PSYCHOLOGY.


Explains the need of training and orientation course for teacher-educators and administrators. But in India it has not been organised for pre-primary and secondary levels. The National Institute of Education has made some attempts prepare teacher-educators mainly for primary training institutions. Suggests that postgraduate course should be instituted; Orientation course of 4 to 6 works duration should be instituted.
PART THREE

INDICES
<table>
<thead>
<tr>
<th>Author(s) Name</th>
<th>Entry No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACHARLU (KS)</td>
<td>117</td>
</tr>
<tr>
<td>AFANANSYEVA (D)</td>
<td>23</td>
</tr>
<tr>
<td>APTE (TA)</td>
<td>37, 97</td>
</tr>
<tr>
<td>ARUNACHALAM (K)</td>
<td>136, 174</td>
</tr>
<tr>
<td>ASHBY (Lyle W)</td>
<td>99</td>
</tr>
<tr>
<td>ATMA RAM</td>
<td>81</td>
</tr>
<tr>
<td>AYYAR (M Nagasubramanya)</td>
<td>70</td>
</tr>
<tr>
<td>AZAD (JL)</td>
<td>208, 215</td>
</tr>
<tr>
<td>BANERJEE (Debabrata) and KUNDU (Ramanath)</td>
<td>84</td>
</tr>
<tr>
<td>BENJAMIN (Margaret)</td>
<td>116</td>
</tr>
<tr>
<td>BENNUR (CS)</td>
<td>191</td>
</tr>
<tr>
<td>BHATTACHARYA (S)</td>
<td>180</td>
</tr>
<tr>
<td>BHATTACHARYA (SC)</td>
<td>96</td>
</tr>
<tr>
<td>BHATTACHARYA (Srinibas)</td>
<td>36</td>
</tr>
<tr>
<td>Bhide (MY)</td>
<td>25</td>
</tr>
<tr>
<td>BH SINGH</td>
<td>85</td>
</tr>
<tr>
<td>BILLIONS (FL)</td>
<td>30</td>
</tr>
<tr>
<td>BIR SINGH</td>
<td>202</td>
</tr>
<tr>
<td>BLUMBERG (Arthur)</td>
<td>153</td>
</tr>
<tr>
<td>BOURAI (HHA)</td>
<td>110</td>
</tr>
<tr>
<td>BOYCE (S)</td>
<td>142</td>
</tr>
<tr>
<td>BUCH (MB)</td>
<td>138</td>
</tr>
<tr>
<td>BUCH (MB and SURRENDRANATH (KP))</td>
<td>192</td>
</tr>
<tr>
<td>Name</td>
<td>Page</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------</td>
</tr>
<tr>
<td>CHAKRAVERTY (Kamalendu)</td>
<td>177</td>
</tr>
<tr>
<td>CHANANA (PS)</td>
<td>72</td>
</tr>
<tr>
<td>CHANDRAKANTA (LS)</td>
<td>93</td>
</tr>
<tr>
<td>CHANRAVARKAR (GL)</td>
<td>105</td>
</tr>
<tr>
<td>CHANANNA (PG)</td>
<td>35</td>
</tr>
<tr>
<td>CHARI (MSV)</td>
<td>64,182</td>
</tr>
<tr>
<td>CHATTERJI (GN)</td>
<td>42</td>
</tr>
<tr>
<td>CHATTOPADHYAYA (Nirmal Chand)</td>
<td>164</td>
</tr>
<tr>
<td>CHATURVEDI (S) and PARIKH (AKM)</td>
<td>124</td>
</tr>
<tr>
<td>CHAURASIA (G)</td>
<td>3,31,52,139</td>
</tr>
<tr>
<td>CHAWLA (SS)</td>
<td>86</td>
</tr>
<tr>
<td>CHICKERMANE (DV)</td>
<td>108</td>
</tr>
<tr>
<td>CHIOU (Chiou-Yuch) and DENATON (Jon J)</td>
<td>201</td>
</tr>
<tr>
<td>CIECHALSKI (Joseph C), SEROW (Robert C) and EAKER (Deborah J)</td>
<td>211</td>
</tr>
<tr>
<td>CLARK (Carl), CLARK (Leilani) and DCWOLF (Sheridan)</td>
<td>121</td>
</tr>
<tr>
<td>CLARK (Leilani), DCWOLF (Sheridan) and CLARK (Carl)</td>
<td>121</td>
</tr>
<tr>
<td>CLAY (John) and COLE (Mike)</td>
<td>207</td>
</tr>
<tr>
<td>COLE (Mike) and CLAY (John)</td>
<td>207</td>
</tr>
<tr>
<td>COREY (Stephen M)</td>
<td>193</td>
</tr>
<tr>
<td>COOPER (Cary L) and KELLY (Mike)</td>
<td>107</td>
</tr>
<tr>
<td>DE (JK)</td>
<td>17</td>
</tr>
<tr>
<td>DESAI (Dhanvant M)</td>
<td>197</td>
</tr>
<tr>
<td>DASGUPTA (Jyotiprova)</td>
<td>61</td>
</tr>
<tr>
<td>DSASGUPTA (SK)</td>
<td>179</td>
</tr>
<tr>
<td>D'COSTE (Ayres G)</td>
<td>183</td>
</tr>
<tr>
<td>Name</td>
<td>Page</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------</td>
</tr>
<tr>
<td>INDAPURKAR</td>
<td>67</td>
</tr>
<tr>
<td>JAIN (KK)</td>
<td>170</td>
</tr>
<tr>
<td>JAIN (PK)</td>
<td>63</td>
</tr>
<tr>
<td>JONSTON (DJ)</td>
<td>59</td>
</tr>
<tr>
<td>JOSHI (AC)</td>
<td>90</td>
</tr>
<tr>
<td>KAKKAR (SB)</td>
<td>155</td>
</tr>
<tr>
<td>KAMAT (VV)</td>
<td>163</td>
</tr>
<tr>
<td>KAPUR (PK)</td>
<td>133</td>
</tr>
<tr>
<td>KARLEKAR (Kalyani)</td>
<td>154</td>
</tr>
<tr>
<td>KELLY (Mike) and COOPER (Cary L)</td>
<td>107</td>
</tr>
<tr>
<td>KONNIKOVA (TE)</td>
<td>147</td>
</tr>
<tr>
<td>KRATOCHWILL (Thomas R) and SHERIDAN (Susan M)</td>
<td>14</td>
</tr>
<tr>
<td>KRISHNAN (S)</td>
<td>91</td>
</tr>
<tr>
<td>KULANDAIVELU (P)</td>
<td>161</td>
</tr>
<tr>
<td>KULKARNI (PR)</td>
<td>76</td>
</tr>
<tr>
<td>KUMAR (S)</td>
<td>148</td>
</tr>
<tr>
<td>KUNDU (Ramanath) and BANERJEE(Debabrata)</td>
<td>84</td>
</tr>
<tr>
<td>KURCHANIA (WP)</td>
<td>146</td>
</tr>
<tr>
<td>LABAREE (David F)</td>
<td>190</td>
</tr>
<tr>
<td>LAL (PB)</td>
<td>22</td>
</tr>
<tr>
<td>LAWRENCE (HSS)</td>
<td>53, 89, 151</td>
</tr>
<tr>
<td>LEONARD (J Pal)</td>
<td>75</td>
</tr>
<tr>
<td>MADHUKAR (C)</td>
<td>2</td>
</tr>
<tr>
<td>MARIHAL (VG)</td>
<td>102</td>
</tr>
<tr>
<td>MASIH (V Kalyan)</td>
<td>40</td>
</tr>
<tr>
<td>MASIH (VS)</td>
<td>1</td>
</tr>
</tbody>
</table>
MATHUR (SG) 44
MATHUR (VS) 18, 32, 114
MATONY (Pat), HEXTALL (Ian) and SID GWICH (Susan) 50
MAYALL (Berry) 145
McCORMICK (John) and SOLMAN (Robert) 33
MEHDI (Bager) 132
MEHTA (JS) 186
MEHTA (JS) 6
MENDENHAL (CB) 152, 158
MENON (TKN) 176
MENON (TKN), PIRES (EA) and SALAMATULLAH 200
MENZEL (EW) 206
MIDDLETON (Chres) and MILES (Sheila) 69
MILES (Sheila) and MIDDLETON (Chris) 69
MISRA (Atmanand) 78, 129
MK SINGH 204
MOKERJEE (KK) 140, 175, 185, 203
MORRISON (Donald H) 83
MUDALIAR (P Daraiknno) 77
MUKERJEE (SC) 113
MURRAY (Christine E) 100
NAIK (Chitra) 216
NAIK (JP) 68
NAIK (VK) 144
NATU (PN) 128
NAYAR (DP) 196
NEAL (Walter D) 168
NIGAM (DS) 137, 167, 187, 188
NIGAM (Raghuvir Sahai) 5
NIGARM (RS) 82
NORTON (John KO) 54, 159
OAD (LK) 195
OWEN (John EO) 149, 162
PAITHANKAR (VP) 46
PANDA (Surendranath) 28, 118, 119
PANDHARI PANDA (PS) 21
PARIKH (AKM) and CHATURVEDI (S) 124
PATAK (P) 173
PATWARDHAN (CN) 41, 92, 213, 214
PERRELLI (AJ) 104
PILLAI (R Subramania) 150
PIRES (EA) 11, 34, 127,
PIRES (EA), SALAMATULLAH and MENON (TKN) 200
POWELL (CFA) 74
RAJAGOPALAN (S) 48
RAJGOPALAN (R) 106
RAMACHANDRAN (G) 131
RAMANATHAN (K) 189
RANGANATHAN (G) 112
RANGANATHAN (S) 135
RAO (CB) 16
RAO (MK) 71
RASTOGI (KG) 130
ROY (PK) 12,79
ROY (Prasum Kumar) 157
ROY (Satya Priya) 210
SAHASRABUDHE (DH) 194
SAHGAL (Gopal Das) 111
SAIYIDAIN (KG) 55
SALAMTULLAH, MENON (TKN) and PIRES (EA) 200
SAMANT (DG) 29
SAMUELS (P) 209
SAPRE (PM) 172
SARAR (Somnath) 4,156
SARTOR (Lina) 56
SENGUPTA (K) 27
SEROW (Rober C), EAKER (Deborah J) and CIECHLSKI (Joseph C) 211
SHAH (CC) 166
SHALEM (Yael) 198
SHAMSUDDIN 125,160
SHARMA (CL) 8
SHARMA (Jagdev Mohan) 141
SHARMA (SL) 122
SHERIDAN (Susan M) and KRATOCHWILL (Thomas R) 14
SHINGWEKAR (GK) 87
SHRIMALI (KL) 103
SHUKLA (S) 165
<table>
<thead>
<tr>
<th>Name</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIDGWICH (Susan), MATHONY (Pat)</td>
<td>50</td>
</tr>
<tr>
<td>and HEXTALL (Ian)</td>
<td></td>
</tr>
<tr>
<td>SIQUEIRA (TN)</td>
<td>51/88</td>
</tr>
<tr>
<td>SOHNI (GP)</td>
<td>10</td>
</tr>
<tr>
<td>SOLMAN (Robert) and McCORMICK (John)</td>
<td>33</td>
</tr>
<tr>
<td>SPRAGUE (JO)</td>
<td>58</td>
</tr>
<tr>
<td>SP SINGH</td>
<td>143</td>
</tr>
<tr>
<td>STARNAMAN (Sandra)</td>
<td>51</td>
</tr>
<tr>
<td>SUNDARAMURTHY (S)</td>
<td>123</td>
</tr>
<tr>
<td>SURENDRANATH (KP) and BUCH (MB)</td>
<td>192</td>
</tr>
<tr>
<td>SWAMINATHAN (Mina)</td>
<td>60</td>
</tr>
<tr>
<td>TANDON (JS)</td>
<td>24</td>
</tr>
<tr>
<td>TANEJA (VR)</td>
<td>212</td>
</tr>
<tr>
<td>TAUB (David) and GAZIEL (Haim H)</td>
<td>101</td>
</tr>
</tbody>
</table>
SUBJECTS INDEX

ADMINISTRATIVE DEPARTMENT, PROBLEMS, EDUCATIONAL PSYCHOLOGY. 116

ADVICE, ADULT TEACHER'S, EDUCATION. 87

APPROACH, TEACHER TRAINING PROGRAMME, TEACHER METHOD, WITH SPECIAL AID, TEACHER, EDUCATION. 22

ATTITUDE CHILDREN, EDUCATION. 15

BIHAR, SATISFACTION, COLLEGE TEACHERS EDUCATION. 85

BOMBAY, ORGANISING, IN-SERVICE TRAINING TEACHING/LEARNING, INSTITUTIONS in relation to TEACHERS, EDUCATION. 25

CHILD, PSYCHOLOGY, EDUCATIONAL NEED, TEACHER, EDUCATIONAL PSYCHOLOGY. 175

COMMISSION REPORT, HIGHER SECONDARY, SCHOOL, EDUCATION. 7

COMMISSION REPORT, TEACHING/LEARNING, TEACHERS, EDUCATION. 28, 29

COOPERATION, ATTITUDE, TEACHERS in relation to PARENTS, EDUCATION. 21

COOPERATION, WITH TEACHERS, PARENTS, EDUCATION. 24

CRITICISM, PROGRAMME, METHOD, TEACHING/LEARNING TEACHERS, EDUCATION. 43
CULTURAL ENVIRONMENT, MEASURING, TEACHER TRAINING TRAINING, EDUCATIONAL PSYCHOLOGY. 121

CURRICULUM DEVELOPMENT, TEACHER EDUCATIONAL PSYCHOLOGY. 169

DEVELOPMENT, CREATIVITY, HIGHER SECONDARY SCHOOL, EDUCATION. 20

DEVELOPMENT, EFFICIENCY, PROFESSIONAL TEACHER, EDUCATIONAL PSYCHOLOGY. 21

DEVELOPMENT, IN-SERVICE TRAINING, PROFESSIONAL TEACHER, EDUCATIONAL PSYCHOLOGY. 209

DEVELOPMENT, NATIONAL, ROLE, TEACHER EDUCATIONAL PSYCHOLOGY. 160

DEVELOPMENT, PROBLEMS, IN-SERVICE TRAINING TEACHER, EDUCATIONAL PSYCHOLOGY. 168

DEVELOPMENT, QUALITY, LOWER EDUCATIONAL INSTITUTION TEACHER TRAINING, TEACHER, EDUCATIONAL PSYCHOLOGY. 165

DEVELOPMENT, TRAINING, TEACHING, SKILL, TEACHER, EDUCATIONAL PSYCHOLOGY. 186

EDUCATIONAL GUIDENCE, MATHEMATICS, TEACHER, EDUCATIONAL PSYCHOLOGY. 189

EDUCATIONAL INSTITUTION, EFFECTIVENESS, HEAD/PRINCIPAL, EDUCATION. 96
EDUCATIONAL INSTITUTION, REFRESHER COURSES
  TEACHER TRAINING, EDUCATIONAL PSYCHOLOGY. 123

EDUCATIONAL INSTITUTION, SCIENCE, UPPER PRIMARY EDUCATION. 5

EDUCATIONAL NEED, TEACHER TRAINING PROGRAMME
  EDUCATIONAL PSYCHOLOGY. 127

ENGLAND, EXPERIMENT, TEACHER TRAINING,
  EDUCATIONAL PSYCHOLOGY. 120

ENGLISH, IN-SERVICE TRAINING, METHOD, TEACHING/LEARNING, ATTITUDE, TEACHERS, EDUCATION. 59

EVALUATION, ASSESSMENT, METHOD, TEACHERS, EDUCATION. 40

EXPERIMENT, TEACHING/LEARNING, TEACHERS, EDUCATION. 35

FRANCE, EDUCATIONAL INNOVATION, INFLUENCE,
  TEACHER'S ASSOCIATION, EDUCATION. 101

FUNCTION, TEACHER'S ASSOCIATION, EDUCATION. 103

FUNCTION, TEACHER'S ASSOCIATION, HIGHER SECONDARY SCHOOL, EDUCATION. 12

FUNCTION, TEACHING/LEARNING, PRIMARY TEACHERS,
  EDUCATION. 70

HIGHER LEVEL OF EDUCATIONAL INSTITUTION, ROLE OF TEACHERS, INCREASING, LEADERSHIP, EDUCATIONAL PSYCHOLOGY. 133
IDEAL, TEACHER'S ASSOCIATION, EDUCATION. 98

IMPART, IN-SERVICE TRAINING, IMPROVEMENT, HIGHER SECONDARY SCHOOL, EDUCATIONAL PSYCHOLOGY. 192

IMPROVEMENT, CURRICULUM IMPLICATION, TEACHER, EDUCATIONAL PSYCHOLOGY. 171

IMPROVEMENT, HIGHER SECONDARY SCHOOL TEACHERS EDUCATION. 77

IMPROVEMENT, RESEARCH, TEACHERS, EDUCATIONAL PSYCHOLOGY. 202

INCREASING TEACHERS, HIGHER SECONDARY SCHOOL, EDUCATION. 11

INDIA, COMPARISON, IN-SERVICE TRAINING, METHOD, TEACHERS, EDUCATION. 47

INDIA, CRITICISM. EVALUATION, HIGHER SECONDARY SCHOOL, EDUCATION. 10

INDIA, EVALUATION, PERFORMANCE, EDUCATION. 114

INDIA, EXPERIMENT, PROGRAMME, METHOD, TEACHING/LEARNING, SECONDARY SCHOOL, TEACHERS EDUCATION. 75

INDIA, IMPROVEMENT, TEACHING/LEARNING, TEACHERS, EDUCATION. 36

INDIA, INCREASING, IN SERVICE TRAINING, TRAINING PROGRAMME, UNTRAINED, TEACHER, EDUCATIONAL PSYCHOLOGY. 206
INDIA, IN-SERVICE TRAINING, IMPROVEMENT, EDUCATIONAL PSYCHOLOGY. 138

INDIA, IN-SERVICE TRAINING, TEACHER, EDUCATIONAL PSYCHOLOGY. 167

INDIA, INSTRUCTION, TEACHER TRAINING, IMPROVEMENT, EDUCATIONAL PSYCHOLOGY. 140

INDIA, PREPARATION, PROFESSIONAL, COLLEGE TEACHERS EDUCATION. 86

INDIA, PROBLEMS TEACHER TRAINING PROGRAMME, EDUCATIONAL PSYCHOLOGY. 129,130

INDIA, PROGRAMME, TEACHING/LEARNING, TEACHERS EDUCATION. 42

INDIA, RETRAINING, IMPROVEMENT, TEACHER, EDUCATIONAL PSYCHOLOGY. 185

INDIA, ROLE OF TEACHERS, MORAL DEVELOPMENT, LEARNER, EDUCATIONAL PSYCHOLOGY. 150

INDIA, ROLE OF TEACHERS, PLANNING, CURRICULUM DEVELOPMENT, EDUCATIONAL PSYCHOLOGY. 126

INDIA, SALARY/WAGES, TEACHERS, EDUCATION. 66

INDIA, SELECTION, PRIMARY TEACHERS, EDUCATION. 88

INDIA, TEACHER TRAINING, TEACHER, EDUCATIONAL PSYCHOLOGY. 164
INDIA, TEACHING/LEARNING, ENGLISH, TEACHER, EDUCATION. 88

INDIA, TEACHING/LEARNING, TEACHER'S ASSOCIATION, EDUCATION. 102

INDIA, TRAINING PROGRAMME, NON-FORMAL, TEACHER, EDUCATIONAL PSYCHOLOGY. 213

INFLUENCE, BASIC TRAINING PROGRAMME, STUDENT TEACHER, EDUCATIONAL PSYCHOLOGY. 157

IN-SERVICE TRAINING, METHOD, TEACHING/LEARNING, EDUCATION. 1

IN-SERVICE TRAINING, METHOD, TEACHING/LEARNING HIGHER SECONDARY SCHOOL TEACHERS, EDUCATION. 79

IN-SERVICE TRAINING, NON-FORMAL, TEACHER, EDUCATIONAL PSYCHOLOGY. 214

IN-SERVICE TRAINING, TEACHERS, EDUCATION. 45

INSTITUTION, GUIDENCE, TEACHER TRAINING PROGRAMME, EDUCATIONAL PSYCHOLOGY. 141

INSTITUTION, IN-SERVICE, TRAINING, METHOD, TEACHING/LEARNING, TEACHER, EDUCATION. 48

INSTITUTION, ORIENTATION PROGRAMME, TEACHER, EDUCATIONAL PSYCHOLOGY. 172

INSTITUTION, PRACTICAL TRAINING, METHOD, TEACHING/LEARNING, EDUCATION. 3
INSTITUTION, TEACHER TRAINING, RESEARCH, EDUCATIONAL PSYCHOLOGY. 93

INSTITUTION, TEACHING/LEARNING, CURRICULUM, EDUCATION. 112

INSTITUTION, TEACHING/LEARNING, HIGHER SECONDARY TEACHERS, EDUCATION. 78

INSTITUTION, TEACHING/LEARNING, TEACHERS, EDUCATION. 37,38

INTERNATIONAL, NATIONAL, ROLE OF TEACHERS, DEVELOPMENT, LEARNER, EDUCATIONAL PSYCHOLOGY. 148

INVESTIGATION, PRACTICAL TRAINING, METHOD, TEACHING/LEARNING, PROFESSIONAL COURSES, EDUCATION. 110

JAPAN, WITH TEACHERS, EDUCAND, EDUCATION. 19

LOWER EDUCATIONAL INSTITUTION, MAINTANANCE, PERSONALITY DEVELOPMENT, DESCIPLINE, TEACHER EDUCATIONAL PSYCHOLOGY. 182

LOWER EDUCATIONAL INSTITUTION, ROLE, TEACHER TRAINING, IMPROVEMENT, EDUCATIONAL PSYCHOLOGY. 137

LOWER EDUCATIONAL INSTITUTION, SCIENCE, TEACHERS, EDUCATION. 90

LOWER EDUCATIONAL INSTITUTION, TEACHING/LEARNING, FINE ARTS, TEACHERS, EDUCATION. 94

MEASURING, TEACHER TRAINING, ENGLISH, IMPROVEMENT, EDUCATIONAL PSYCHOLOGY. 142
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>METHODS BASED ON VISTI AND TRAVEL, TEACHING/LEARNING, STUDENT TEACHER, RURAL, EDUCATION.</td>
<td>17</td>
</tr>
<tr>
<td>METHODS FOR, TRAINING IN PRACTICAL SKILL, METHOD, TEACHING/LEARNING, SECONDARY INSTITUTIONS, EDUCATION.</td>
<td>109</td>
</tr>
<tr>
<td>METHOD, TEACHING/LEARNING, EFFECTIVENESS, TEACHERS, EDUCATION.</td>
<td>63</td>
</tr>
<tr>
<td>METHOD, TEACHING/LEARNING \textit{in relation to} SELECTION, EDUCAND, EDUCATION.</td>
<td>18</td>
</tr>
<tr>
<td>METHOD, TEACHING/LEARNING, TEACHERS, EDUCATION.</td>
<td>39</td>
</tr>
<tr>
<td>NEGATIVE EFFECTS, SOCIO-ECONOMIC STATUS, HEAD/PRINCIPAL, EDUCATION.</td>
<td>17</td>
</tr>
<tr>
<td>NEW ZEALAND, ROLE OF TEACHERS, DEVELOPMENT, EDUCATIONAL PSYCHOLOGY.</td>
<td>115</td>
</tr>
<tr>
<td>NON-FORMAL, \textit{in relation to} UNTRAINED TEACHER, EDUCATIONAL PSYCHOLOGY.</td>
<td>204</td>
</tr>
<tr>
<td>ORIENTATION PROGRAMME, PROFESSIONAL TEACHER, EDUCATIONAL PSYCHOLOGY.</td>
<td>211</td>
</tr>
<tr>
<td>PARENTS, \textit{influencing} CHILDREN, EDUCATION.</td>
<td>14</td>
</tr>
<tr>
<td>PERSONALITY PSYCHOLOGICAL CHARACTERISTICS, COLLEGE TEACHERS, EDUCATION.</td>
<td>84</td>
</tr>
<tr>
<td>PHYSICAL EDUCATION, ROLE PHYSICAL DEVELOPMENT, LEARNER, EDUCATIONAL PSYCHOLOGY.</td>
<td>144</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>PLAN, TEACHING/LEARNING, TEACHERS, EDUCATION.</td>
<td>30</td>
</tr>
<tr>
<td>PRACTICAL TRAINING, METHOD, ACADEMIC YEAR, PRIMARY EDUCATION.</td>
<td>108</td>
</tr>
<tr>
<td>PRACTICAL TRAINING, METHOD, STUDENT TEACHER, EDUCATION.</td>
<td>89</td>
</tr>
<tr>
<td>PRACTICAL TRAINING, METHOD, TEACHERS, EDUCATION</td>
<td>49</td>
</tr>
<tr>
<td>PRACTICAL TRAINING, METHOD, TEACHING/LEARNING, EDUCATION.</td>
<td>2</td>
</tr>
<tr>
<td>PRESSURE GROUPS, INFLUENCE TEACHERS, TEACHERS, EDUCATION.</td>
<td>58</td>
</tr>
<tr>
<td>PRESSURE GROUPS, MANAGEMENT, HIGHER SECONDARY, EDUCATION.</td>
<td>9</td>
</tr>
<tr>
<td>PRIMARY TEACHERS, EDUCATION.</td>
<td>67</td>
</tr>
<tr>
<td>PROBLEMS, ATTITUDE ADJUSTMENT, TEACHER, EDUCATIONAL PSYCHOLOGY.</td>
<td>174</td>
</tr>
<tr>
<td>PROBLEMS, EDUCATIONAL ADJUSTMENT, TEACHER, EDUCATIONAL PSYCHOLOGY.</td>
<td>81</td>
</tr>
<tr>
<td>PROBLEMS, ELEMENTARY TEACHER, EDUCATIONAL PSYCHOLOGY.</td>
<td>194</td>
</tr>
<tr>
<td>PROBLEMS, IMPROVEMENT, SOCIO-ECONOMIC STATUS, TEACHERS ASSOCIATION,</td>
<td>105</td>
</tr>
<tr>
<td>PROBLEMS in relation to PREPARATION, TEACHER, EDUCATIONAL PSYCHOLOGY.</td>
<td>187</td>
</tr>
</tbody>
</table>
PROBLEMS, IN-SERVICE TRAINING, EDUCATIONAL PSYCHOLOGY. 124

PROBLEMS, IN-SERVICE TRAINING, STUDENT TEACHER, EDUCATIONAL PSYCHOLOGY. 156

PROBLEMS, IN-SERVICE TRAINING, TEACHER PERCEPTION, UNTRAINED, TEACHER, EDUCATIONAL PSYCHOLOGY. 205

PROBLEMS, SECONDARY, SCHOOL TEACHERS, EDUCATION. 76

PROBLEMS, SOCIAL CHARACTERISTICS, SECONDARY in relation to PRIMARY, EDUCAND, EDUCATION. 107

PROBLEMS, STUDENT TEACHER, CLASS ROOM INTERACTION, EDUCATIONAL PSYCHOLOGY. 117

PROBLEMS, TEACHER TRAINING, EDUCATIONAL PSYCHOLOGY. 122

PROBLEMS, TEACHER TRAINING, ELEMENTARY TEACHER, EDUCATIONAL PSYCHOLOGY. 195

PROBLEMS, TEACHER TRAINING PROGRAMME, EDUCATIONAL PSYCHOLOGY. 128

PROBLEMS, TEACHER TRAINING PROGRAMME, TEACHER EDUCATOR, EDUCATIONAL PSYCHOLOGY. 119

PROBLEMS, TEACHER TRAINING, SECONDARY, TEACHER, EDUCATIONAL PSYCHOLOGY. 200

PROBLEMS, TEACHER TRAINING, STUDENT TEACHER, EDUCATIONAL PSYCHOLOGY. 155

PROBLEMS, TRAINED, TEACHER, EDUCATIONAL PSYCHOLOGY. 203
PROFESSION, PREPARATION, TEACHER, PROFICIENCY, 
EDUCATIONAL PSYCHOLOGY. 136

PROFESSION, SOCIO-ECONOMIC STATUS, PROFESSIONAL 
TEACHER, EDUCATIONAL PSYCHOLOGY. 212

PROFESSION, TEACHER TRAINING, SOCIO-ECONOMIC STATUS, 
TEACHER, EDUCATIONAL PSYCHOLOGY. 178

PROFESSION, TEACHING, EFFECTIVENESS, TEACHER, 
EDUCATIONAL PSYCHOLOGY. 184

PROFESSION, TEACHING, INTEREST, LEARNER, EDUCATIONAL 
PSYCHOLOGY. 152

PROFESSION, TEACHING, MOTIVATION FACTORS, TEACHER, 
EDUCATIONAL PSYCHOLOGY. 173

PROFESSION, TEACHING, SOCIO-ECONOMIC STATUS, 
EDUCATIONAL PSYCHOLOGY. 134

PROFESSION, TEACHING, TEACHER EDUCATOR, EDUCATIONAL 
PSYCHOLOGY. 190

PROGRAMME, METHOD, TEACHING/LEARNING, TEACHERS, 
EDUCATION. 41

PROGRAMME OF INSTRUCTION IN SERVICE TRAINING, METHOD, 
TEACHING/LEARNING, TEACHERS, EDUCATION. 44

PROGRESS, TEACHING, ATTITUDE, STUDENT TEACHER, 
PRIMARY, EDUCATION. 4

QUALITY, COLLEGE TEACHERS, EDUCATION. 83
QUALITY, COLLEGE TEACHERS, EDUCATION. 83
QUALITY, PRIMARY TEACHERS, EDUCATION. 72
QUALITY, SECONDARY SCHOOL TEACHERS, EDUCATION. 74
QUALITY, TEACHERS, EDUCATION. 53, 54, 55, 56, 57
QUALITY, TEACHING/LEARNING, HIGHER SECONDARY, EDUCATION. 8
RETRAINING, TEACHER, EDUCATIONAL PSYCHOLOGY. 166
ROCHESTER, TEACHER'S ASSOCIATION, EDUCATION. 100
ROLE, IN-SERVICE TRAINING, IMPROVEMENT, EDUCATIONAL PSYCHOLOGY. 139
ROLE OF PARENTS, PERSONALITY DEVELOPMENT, LEARNER, EDUCATIONAL PSYCHOLOGY. 149
ROLE OF TEACHERS, EDUCATIONAL GUIDENCE, TEACHER LEARNER RELATIONSHIP, EDUCATIONAL PSYCHOLOGY. 132
ROLE OF TEACHERS PERSONALITY DEVELOPMENT, LEARNER, EDUCATIONAL PSYCHOLOGY. 146
ROLE OF TEACHERS, PROMOTING, LEARNING, BEHAVIOUR, LEARNER, EDUCATIONAL PSYCHOLOGY. 152
ROLE OF TEACHERS, SOCIAL CONTROL, EDUCATIONAL PROGRAMME, EDUCATIONAL PSYCHOLOGY. 125
ROLE OF TEACHERS, TEACHER TRAINING, GENERAL EDUCATION, TEACHER, EDUCATIONAL PSYCHOLOGY. 207
ROLE, PERSONALITY TRAIT, TEACHERS, EDUCATION. 95

ROLE, RESEARCH, TEACHER, EDUCATIONAL PSYCHOLOGY. 163

ROLE, TEACHER BEHAVIOUR, LEARNER, EDUCATIONAL PSYCHOLOGY. 153

RUSSIA, ROLE OF TEACHERS, PERSONALITY DEVELOPMENT, LEARNER, EDUCATIONAL PSYCHOLOGY. 147

RUSSIA, TEACHERS, EDUCATION. 26

SALARY/WAGE TEACHERS, EDUCATION. 65

SEMINAR, PROBLEMS, SCIENCE, TEACHER, EDUCATIONAL PSYCHOLOGY. 188

SOCIAL STUDIES CLASSES in relation to WORKSHOPS, DEVELOPMENT, TEACHER PROFICIENCY, EDUCATIONAL PSYCHOLOGY. 135

SOCIAL STUDIES CLASSES, TEACHING, TEACHER, EDUCATIONAL PSYCHOLOGY. 161

SOCIO-ECONOMIC STATUS, PRIVATE SCHOOLS in relation to GOVERNMENT SCHOOLS INSTITUTION, EDUCATION. 106

SOCIOLOGY influencing TEACHER TRAINING, EDUCATIONAL PSYCHOLOGY. 119

SOUTH AFRICA, PROBLEMS, SECONDARY, TEACHER, EDUCATIONAL PSYCHOLOGY. 198

SOUTH WEST AMERICA, INVESTIGATION, EDUCATIONAL PROGRAMME, POST GRADUATE, TEACHER, EDUCATIONAL PSYCHOLOGY. 201
SURVEY, PRACTICAL TRAINING, MEHTOD, TEACHING/LEARNING ASSESSMENT, UNIVERSITY, EDUCATION.
SYLLABUS, INSTITUTION, TEACHING/LEARNING, PRIMARY TEACHERS, EDUCATION.
TEACHER'S ASSOCIATION, EDUCATION
TEACHER'S ASSOCIATION in relation to PARENTS, EDUCATION.
TEACHER TRAINING, EDUCATIONAL NEED, TEACHER, EDUCATIONAL PSYCHOLOGY.
TEACHER TRAINING, PROFESSIONAL COURSE, EDUCATION.
TEACHER TRAINING, PROFESSIONAL, TEACHER, EDUCATIONAL PSYCHOLOGY.
TEACHER TRAINING PROGRAMME, ELEMENTARY TEACHER, EDUCATIONAL PSYCHOLOGY.
TEACHER TRAINING PROGRAMME, SECONDARY, EDUCATION.
TEACHER TRAINING, SOCIAL ADJUSTMENT, TEACHER, EDUCATIONAL PSYCHOLOGY.
TEACHER TRAINING, SPECIAL CHARACTERISTICS, NON-FORMAL TEACHER, EDUCATION PSYCHOLOGY.
TEACHING, CURRICULUM DEVELOPMENT, TEACHER, EDUCATIONAL PSYCHOLOGY.
TEACHING, FUNCTION, TEACHER'S ASSOCIATION, EDUCATION.
TEACHING/LEARNING, COLLEGE TEACHERS, EDUCATION. 81,82
TEACHING/LEARNING, CREATIVITY, TEACHERS, EDUCATION. 60
TEACHING/LEARNING, PRIMARY TEACHERS, SCIENCE, EDUCATION. 113
TEACHING/LEARNING, PROBLEMS FINANCE, TEACHERS, EDUCATION. 64
TEACHING/LEARNING, SECONDARY TEACHERS, EDUCATION. 73
TEACHING/LEARNING, SOCIAL SCIENCES, TEACHERS, EDUCATION. 41
TEACHING/LEARNING, TEACHERS, EDUCATION. 31,32,33
TEACHING METHODS WITH SPECIAL AIDS, MATHEMATICS, TEACHERS, EDUCATION. 92
TEACHING PROFESSION, TEACHING METHODS WITH SPECIAL AIDS, TEACHERS, EDUCATION. 51
TEACHING SCIENCE, LEARNING SKILL, EDUCATIONAL PSYCHOLOGY. 143
TECHNOLOGY TEACHERS, EDUCATION. 93
TRAINING, NON-FORMAL, SECONDARY TEACHER, EDUCATIONAL PSYCHOLOGY. 197
EDUCATION PROGRAMME ADMINISTRATOR in relation to TEACHER EDUCATOR, EDUCATIONAL PSYCHOLOGY. 216
UNITED KINGDOM, DEVELOPMENT, PRACTICAL, TRAINING, METHOD, TEACHING/LEARNING, TEACHERS, EDUCATION. 50
UNITED KINGDOM, PROBLEMS, VOCATIONAL GUIDENCE, SECONDARY, TEACHER, EDUCATIONAL PSYCHOLOGY. 199

UNITED KINGDOM, TEACHING/LEARNING, PRIMARY TEACHER, EDUCATION. 69

UNITED STATES, COURT, TESTING, COMPETENCE, TEACHER, EDUCATIONAL PSYCHOLOGY. 183

UNITED STATES, IN-SERVICE TRAINING, METHOD, TEACHING/LEARNING, TEACHERS, EDUCATION. 46

UNITED STATES, IN-SERVICE TRAINING, SPECIAL CHARACTERISTICS, TEACHER, EDUCATIONAL PSYCHOLOGY. 176

UNITED STATES, LEARNED BODY, ASSOCIATION, TEACHER, EDUCATIONAL PSYCHOLOGY. 159

UNITED STATES, TRAINING, SOCIO-ECONOMIC STATUS, TEACHER, EDUCATIONAL PSYCHOLOGY. 177

USSR, LOWER EDUCATIONAL INSTITUTION, COOPERATION, PARENTS, EDUCATION. 23

USSR, TEACHING/LEARNING, TEACHER, EDUCATION. 34

VILLAGE, INDIA, ROLE OF TEACHERS, DEVELOPMENT, EDUCATIONAL ASPIRATION, EDUCATIONAL PSYCHOLOGY. 131

VOCATIONAL GUIDENCE, TEACHER, EDUCATIONAL PSYCHOLOGY. 162
WEST BENGAL, MEANING, COMMUNITY SPECIAL EDUCATIONAL MODEL, FUNCTION, EDUCATIONAL PROGRAMME, FEMALE, LEARNER, EDUCATIONAL PSYCHOLOGY. 154

WITH PARENTS, TEACHERS, EDUCATION. 62

WITH STUDENT, TEACHERS, EDUCATION. 61

WITH TEACHER, PARENTS, CHILDREN, EDUCATION. 16

WORKSHOP, PLANNING, TEACHER, EDUCATIONAL PSYCHOLOGY. 158

WORKSHOPS, TEACHING/LEARNING PROCESS, EDUCATIONAL PSYCHOLOGY. 118

WORLD, UNIVERSITY TEACHERS, EDUCATION. 80
<table>
<thead>
<tr>
<th>Titles of Article</th>
<th>Entry No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Article research and teacher training</td>
<td>191</td>
</tr>
<tr>
<td>Adhyapakon ka proshikshan tatha Buniyadi Shiksha ka prasar me gatirodh.</td>
<td>195</td>
</tr>
<tr>
<td>Adjustment difficulties of beginning teachers.</td>
<td>181</td>
</tr>
<tr>
<td>Administrative problems in education.</td>
<td>116</td>
</tr>
<tr>
<td>Advice to young teacher</td>
<td>87</td>
</tr>
<tr>
<td>Annual inspection of schools.</td>
<td>10</td>
</tr>
<tr>
<td>Art of teaching.</td>
<td>63</td>
</tr>
<tr>
<td>Attitudes of basic student teachers towards teaching profession and towards basic education.</td>
<td>4</td>
</tr>
<tr>
<td>Basic School teacher according to Gandhiji</td>
<td>72</td>
</tr>
<tr>
<td>Basic training schools: A pela for better functioning.</td>
<td>70</td>
</tr>
<tr>
<td>Behavioural parent - Teacher consultation : Conceptual and research considerations.</td>
<td>14</td>
</tr>
<tr>
<td>Besiding up professional status within the profession.</td>
<td>212</td>
</tr>
<tr>
<td>Calling, service and legitimacy : Professional Orientations and career commitment among prospective teachers.</td>
<td>211</td>
</tr>
<tr>
<td>Can a teacher do research?</td>
<td>163</td>
</tr>
<tr>
<td>Career on the margins: Position of career teachers in schools.</td>
<td>189</td>
</tr>
</tbody>
</table>
Cause of teacher maladjustment. 179
Certain basic considerations related to teacher education. 54
Correspondence course for teacher. 213
Correspondence courses in teacher education. 197, 204
Critical perspectives on teacher empowerment. 58
Democratic autocratic straw man. 153
Demonstration school: What school it demonstrate? 172
Educating teachers for higher secondary schools. 79
Educational reforms in New Zealand: Contesting the role of the teachers. 115
Educational workshop. 158
Education: A race against catastrophe. 15
Education commission and teacher education. 29
Education of teachers. 45
Effective practice teaching. 2
Emergency teacher training experiment. 120
Essentials of a teacher education programme. 127
Establishment of an minimum national scale of salaries for teacher. 66
Euroracism, citizenship and democracy: The role of a teacher education. 207
Experimental programme for the education of secondary school teaching for India. 75
Experiment in teacher training.
Externalized nature of teachers occupational stress and its association with job satisfaction.
Factors related to the job satisfactions in college teachers.
Few words on the training of the teachers.
Finding time: Teacher's temporal considerations in the operation of school committees.
Function of staff meetings in school.
Further education of in-service teachers.
Future in-service education of teachers in India.
Golden silence in schools.
Growth of professional efficiency.
Guided community experience for prospective teachers.
Guide lines for training work-experience teachers.
How good a teacher am I?
How to improve the present teacher education course.
How to secure dedicated teaching.
Ideal teacher.
Ideal teacher association.
Impact of courts on teacher competence testing.
Implications of school improvement programme for the extension worker.
Importance of inservice education in the present educational set up

Improvement of teacher's training in New India.

Inculcation of pedagogical practices on future teachers.

In quest of better qualified teacher.

In-service education in USA.

In-service education of teachers.

In-service training for teachers.

In-service training for teachers in English.

In-service training of teachers.

In-service training of untrained teachers with experience.

In-service training programmes for teachers.

Intership in education: Problems and suggestions.

In-training problems of basic student-teachers.

Investment into attitudes of basic S.T.C. students towards practice of teaching.

Keeping healthy at home and school: It's my hobby, so it's my job.

Language and science teaching.
Learning without tears. 135
Look into the teacher education programme. 43
make no little plans. 99
market ideologies and primary initial teacher education. 69
Mataphysical approach to qualitative methodologies. 39
Meaning and purpose of extension services. 154
Measure for improvement of teacher's training in English. 142
Measures for improving education in India. 140
Meeting the challenges in teacher education. 128
methos and equipment of a mathematics teacher. 92
Methods of teaching in training institutions. 48
need for better teacher education. 174
need for teacher's knowledge of psychology of the unconscious. 175
new approach to teacher education. 52
New era in teacher education. 31
new outlook on teacher education in India. 164
Occupational stress in Head Teachers. 107
Our secondary training colleges. 109
Parents, teachers and pupils. 16
parent-teacher association. 22
Personality of the teachers. 95
patterns of teacher education courses. 169
Plan for training teachers. 30
Plea for bridging the gulf between the basic and the graduate teacher education programme. 38
Policy and practice in the professional development of teachers. 50
Political pressure and decentralization in institutional organizations: The case of school teachers. 9
Power, knowledge, and the rationalizing of teaching: A genealogy of the movement to professionalize teaching. 190
practical training of teachers. 49
Practical work in training colleges. 3
Practice of correlated teaching in training institutions. 108
Practice teaching. 157
<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary school teachers.</td>
<td>194</td>
</tr>
<tr>
<td>Problem of lessening the burden of work on teachers.</td>
<td>76</td>
</tr>
<tr>
<td>Problems of science teachers.</td>
<td>188</td>
</tr>
<tr>
<td>Problems of teacher training.</td>
<td>200</td>
</tr>
<tr>
<td>Problems of teacher - training in India.</td>
<td>129,130</td>
</tr>
<tr>
<td>Problems of training teachers.</td>
<td>64</td>
</tr>
<tr>
<td>Problems in the preparation of science teachers.</td>
<td>187</td>
</tr>
<tr>
<td>Professional growth in in-service education.</td>
<td>209</td>
</tr>
<tr>
<td>Professional organisation in education.</td>
<td>159</td>
</tr>
<tr>
<td>Professional preparation for college teachers.</td>
<td>86</td>
</tr>
<tr>
<td>Professional preparation of educational administrators and teachers - educators.</td>
<td>216</td>
</tr>
<tr>
<td>Professional preparation of teachers.</td>
<td>136</td>
</tr>
<tr>
<td>Pupil and teacher relation.</td>
<td>61</td>
</tr>
<tr>
<td>Quality in the teaching profession.</td>
<td>184</td>
</tr>
<tr>
<td>Re-educating the teacher.</td>
<td>166</td>
</tr>
<tr>
<td>Recognition of teachers education in India.</td>
<td>185</td>
</tr>
<tr>
<td>Research by every teacher.</td>
<td>202</td>
</tr>
<tr>
<td>Rochester's reforms: The teacher's perspective.</td>
<td>100</td>
</tr>
<tr>
<td>Role and functions of teacher's association.</td>
<td>104</td>
</tr>
</tbody>
</table>
Role of inservice education in educational reconsturction. 139
Role of physical education teacher in making student health conscious. 144
Role of teachers in promoting learning. 152
Role of teachers in a changing society. 125
Role of teachers in developing character. 146
Role of teachers in free India. 150
Role of teachers in national integration. 148
School and parents in Soviet Union. 23
School as a teacher education agency. 137
School discipline and teacher’s personality. 182
Science education in primary schools and the training training of teachers. 113
Science in educational institutions. 5
Sciece teachers for schools. 90
Secondary education and teachers training programme in Third-Five-year Plan. 6
Shikshak Sang Kya Kare? 103
Social studies teacher. 161
Sociological approach to teacher training. 119
Some do's and don't's for headmasters. 97
Some important problems of teacher's training. 122
Some psychological aspects of college teacher's personality. 84
Some reflections about the head of an educational institution. 96
Some suggestion for improving the working of our Teachers Training Institutes. 141
Some suggestions to mathematics teachers. 189
States of teachers in private and government institutions. 106
Status of the teaching profession. 134
Student-teachers discussion their problems. 117
Student teaching in teacher education. 89
Study of the assessment of teaching practice in training colleges. 13
Subject teacher's associations. 105
Syllabus of a primary teacher's basic training institution. 17
Teacher and occupational counselling. 162
Teacher association and dynamic teaching. 102
Teacher education.  
Teacher education for secondary schools.  
Teacher education in USSR.  
Teacher education through correspondence.  
Teacher I admired most.  
Teacher in his profession.  
Teacher in society and teacher education.  
Teacher-parent co-operation.  
Teacher-parent relations.  
Teachers and professional status.  
Teachers and taught in Japan's new schools.  
Teachers and the challenge of unrealized talent.  
Teachers as builders of a new nation.  
Teacher's assessment form.  
Teacher's attitude towards parental co-operation.  
Teachers for higher secondary schools.  
Teachers in basic school.  
Teacher's role in curriculum planning.  
Teacher's role in guidance.  
Teacher's role in rural areas.  
Teacher's role in setting shaping personality.
Teacher's role in the field of higher education for creating leadership. 133

Teacher's struggle: Case of white English-speaking teachers in South Africa. 198

Teacher's training in Robbins Robert and India. 28

Teachers training institutions and research. 93

Teachers Unions and educational reform: A comparative perspective. 101

Teacher training: A re-education process. 123

Teacher training courses: Some impressions. 111

Teacher training: Presidential address. 18

Teacher-training programmes in India: Need for a fresh outlook. 42

Teacher-training to avoid having culturally assaultive class room. 121

Teaching of psychology in teacher education at B.Ed. level. 170

Test of a casual model of communication and burnout in the teaching profession. 51

Test of a good college teacher. 83

This business of education. 55
<table>
<thead>
<tr>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thoughts on Indian education.</td>
<td>114</td>
</tr>
<tr>
<td>Towards a better organisation of practice teaching in teachers colleges.</td>
<td>25</td>
</tr>
<tr>
<td>Towards better teacher education.</td>
<td>171</td>
</tr>
<tr>
<td>Training and college teachers.</td>
<td>82</td>
</tr>
<tr>
<td>Training and status of teachers education in SUA.</td>
<td>177</td>
</tr>
<tr>
<td>Training college curriculum.</td>
<td>112</td>
</tr>
<tr>
<td>Training for college teachers: A few suggestions.</td>
<td>81</td>
</tr>
<tr>
<td>Training for creative teaching.</td>
<td>60</td>
</tr>
<tr>
<td>Training institution and practicing school.</td>
<td>41</td>
</tr>
<tr>
<td>Training of art teachers for our schools: A problem.</td>
<td>94</td>
</tr>
<tr>
<td>Training of English teachers. in India.</td>
<td>88</td>
</tr>
<tr>
<td>Training of social studies teachers.</td>
<td>91</td>
</tr>
<tr>
<td>Training of teacher: A study.</td>
<td>186</td>
</tr>
<tr>
<td>Training programmes for elementary school teachers in the third plan.</td>
<td>196</td>
</tr>
<tr>
<td>Transfers and postings of primary teachers.</td>
<td>68</td>
</tr>
<tr>
<td>Two investigations into the influence of incentives and subject characteristics on mail survey response in teacher education.</td>
<td>201</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>University teacher in modern world.</td>
<td>80</td>
</tr>
<tr>
<td>Vicious article.</td>
<td>27</td>
</tr>
<tr>
<td>Vital and central role of teacher training.</td>
<td>78</td>
</tr>
<tr>
<td>Vitalising teacher education.</td>
<td>32</td>
</tr>
<tr>
<td>Vital issues in in-service education in India.</td>
<td>138</td>
</tr>
<tr>
<td>Wanted: More and better teacher of technology.</td>
<td>93</td>
</tr>
<tr>
<td>What is a teacher?</td>
<td>57</td>
</tr>
<tr>
<td>What is wrong with the training colleges.</td>
<td>37</td>
</tr>
<tr>
<td>What teacher feel about teacher-education?</td>
<td>208</td>
</tr>
<tr>
<td>Why they chose the teaching profession.</td>
<td>151</td>
</tr>
<tr>
<td>Workshop in teaching.</td>
<td>118</td>
</tr>
<tr>
<td>Worries of teacher trainees.</td>
<td>155</td>
</tr>
</tbody>
</table>
LIST OF JOURNALS DOCUMENTED

1. Bihar Educationists.
3. British Journal of Educational Psychology.
6. Buniyadi Tamil
7. Communcation Education.
8. Education.
11. Educational India.
12. Educational Policy.
14. Education India.
15. Education Miscellany.
16. Education Quarterly.
17. Education Today.
18. harvard Educational Review.
19. Indian Education.
20. Indian Journal of Educational Administration and Research.
27. Journal of Experimental Education.
29. Journal of Research and Development in Education.
32. Kurukshetra.
34. Naya Shkishak.
35. NIE Journal.
36. Progress of Education.
38. Secondary Education.
40. Shikshak.
41. Sociology of Education.
<table>
<thead>
<tr>
<th></th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>42</td>
<td>Sociology of health and Illness.</td>
</tr>
<tr>
<td>43</td>
<td>South Indian Teacher.</td>
</tr>
<tr>
<td>44</td>
<td>Teacher Education.</td>
</tr>
<tr>
<td>45</td>
<td>Teacher's Journal.</td>
</tr>
<tr>
<td>46</td>
<td>Teacher's Quaterly.</td>
</tr>
<tr>
<td>47</td>
<td>Teacher Today and Tomorrow</td>
</tr>
<tr>
<td>48</td>
<td>Teaching.</td>
</tr>
<tr>
<td>49</td>
<td>Theory into Practice.</td>
</tr>
<tr>
<td>50</td>
<td>Young Children</td>
</tr>
<tr>
<td>51</td>
<td>Vigyan Shikshak.</td>
</tr>
<tr>
<td>52</td>
<td>Visva Bharti Quarterly.</td>
</tr>
<tr>
<td>53</td>
<td>Vyayam.</td>
</tr>
<tr>
<td>54</td>
<td>Work and Stress.</td>
</tr>
</tbody>
</table>