1. **Details of Module and its structure**

Module Detail	
Subject Name	Education
Paper Name	Perspectives, Issues and Research in Teacher Education
Module Name/Title	Predictors of the Competencies of Teachers & Teacher Educators
Module Id	e-PGEDN 10.06
Pre-requisites	• The learners have conceptual understanding of teaching aptitude and teaching attitude. • They have understanding of general mental ability, general language ability and social sensitivity. • They have understanding of research aptitude, techno-pedagogic skills, life skills, administration and management competency.
Objectives	After going through this module the learners will be in a position to • Identify the predictors of teaching competency. • Identify the predictors of teacher education competencies. • Build the profiles of teachers and teacher educators.
Keywords	Teaching, research, aptitude, mental, language, ability, social, sensitivity, administration, management, regression, equation.

2. **Development Team**

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1. Introduction

There is evident chaos in Teacher Education in India. A sizable number of Students entering the campus of so called Teacher Education Institutions neither have adequate Teaching Aptitude nor Teaching Attitude. Different procedures for admission to Teacher Education are being followed throughout the country right from Early Childhood Care Education (ECCE) through Diploma in Elementary Education (D.El.Ed.), Bachelor of Education (B.Ed.), Masters of Education (M.Ed.), Bachelor of Physical Education (B.P.Ed.), Master of Physical Education (M.P.Ed.), Master of Philosophy (M.Phil.) and Doctor of Philosophy (Ph.D.). Mostly outright admission without examining the genuine profiles of the candidates is being done. As a result we do not have genuine personnel in Teacher Education. What use are Sarva Shiksha Abhiyan (SSA), Rashtriya Madhyamik Shiksha Abhiyan (RMSA) and Rashtriya Uchchatar Shiksha Abhiyan (RUSA) when we do not have suitable persons in Teacher Education at different levels.

Teachers ought to have Teaching Aptitude, Teaching Attitude, General Mental Ability, General Language Ability and Social Sensitivity. They ought to be Techno- Pedagogues, info-savvy, techno-savvy, culture-savvy having educational ethos. They ought to have historical foundations, insight into the present and vision of the future. Teacher Education admission criteria, curricula, modes of transaction, evaluation and overall management and administration need to be compatible. Despite the recommendations of all the Committees and Commissions the Teacher Education has gone very weak and meek. Despite the fact that the duration of Teacher Education Programs, for example, B.Ed. and M.Ed. has been increased from one year to two year, there is added chaos. There is immediate need of Teachers and Teacher Educators, but, at the same time significant depletion in the strength of students in B.Ed. and M.Ed. Programs. We do not have

scientific manpower planning in Teacher Education. Teacher Education is being governed by arbitrary criteria. We need to have a genuine teacher education policy.

There could be numerous variables for predicting the teaching competencies at B.Ed. level, such as, teaching aptitude, general mental ability, general language ability, social sensitivity and student psychology. Similarly there are various variables for predicting teacher education competencies, such as, research aptitude, educational administration and management aptitude, techno-pedagogic skills, life skills and teacher education disciplinary profile.

2. **Predictors of the Competencies of Teachers & Teacher Educators**

   a. **Teaching aptitude**: It is defined as the potential in the areas of teaching interest, teaching skills and acquisition of knowledge, disseminating capacity, and management ability and teaching behavioural patterns.

   b. **Social sensitivity**: is defined as the intensity with which an individual interacts with social environment based on appropriate norms related to status, socialization, religious beliefs, social institutions, and structure like family, class, caste, tribe, economy, as well as marriage and values, for example, individual, institutional, health, moral aesthetic and professional.

   c. **General mental ability**: is defined as the numerical ability, semantic ability, behavioural ability and analytical reasoning ability a person possesses, as a basic asset (both in-born and developed through education and experience) to solve the practical problems faced in day to day life.

   d. **General language ability**: it refers to the ability to use appropriate expressions in various interactive situations in accordance with the rules of grammar.

   e. **Research Aptitude:** It is the natural inclination of a person towards research. Particular to this context it is the ability to think in different ways to find solutions to educational problems. A general understanding about this concept includes a person's capacity to find a problem and to find solutions suitable to the situation of that problem and possessing skills to explain a problem, defend questions raised logically, analytically and ability present the findings before learned persons. Research is needed to improve upon the

present situations so that a proper future context could be created. Research is a continuous process always aiming at achieving better results than the previous attempts. So this aspect of education needs to be included in the curriculum at graduation level itself, so that students will be able to develop proper aptitude, attitude and interest in the problems related to their respective field. Particular to teacher education, research must be conducted in all aspects like, school situations and problems; policy and administrative issues; classroom issues like management; evaluation procedures; examination reforms and future aspects. Proper research related to all the issues of education system will enhance the awareness of people and help in finding different innovative practices to overcome the problems. So there is a need to inculcate the research ability in students of teacher education at least from the master's level programme. There is a need to expose students towards practical aspects of conducting researches using different research methods, techniques to develop proper awareness. If the natural inclination of students towards this aspect is measured from admission level itself, it could be honed to proper levels through practical exposure during training programme.

f. **Educational Management Aptitude:** Management is an important aspect of any system to work efficiently and effectively. Education as a sub system of society needs efficient and effective management practices to achieve its goals. Traditional views of management are associated with looking for a leader at top level of hierarchy giving commands and leading a group of persons at different lower levels. In educational scenario also this holds true, with Principal taking the lead in all matters related to school functioning. For the last two decades researches in educational management area have been giving serious thought about decentralized management practices through sharing leadership. It is providing leadership training to people involved at various levels of functioning in a school. This facilitates effective functioning with decision making process being divided among a group thus avoiding burden and accountability on one person and leading to co-operative and co-coordinating working environments. Principal is identified as the key person at school to promote this leadership among various levels of the system. In Indian situation, provision for decentralized management practices through constitutional amendments to strengthen grass root level PANCHAYAT RAJ administration made people think about providing some decision making roles to teachers in school's functioning, to achieve the goals of UEE. Globalization and information explosion, scientific inventions have brought rapid changes in the functioning of the

system, on employment scenario, job requirements and changing roles of teacher in the present day multicultural class rooms. World- wide this concept of shared leadership is still evolving. Many barriers like bureaucracy, rigid attitude of administration at higher level, policy decisions, and resistance to change on part of participants due to burdens involved in the process are adversely affecting the process of bringing in suitable methods of training to develop this concept in teachers. To maintain in this complex scenario, teacher needs a capacity to lead oneself successfully in different situations by taking lead sometimes and sharing leadership at other times. Even though the present Indian education system is not giving serious thought to these aspects of teacher leadership, there is a need to inculcate these qualities, values in student teachers keeping in view the fast changing world scenario. Testing this aptitude at admission level will help in proper designing of curriculum and train the candidate for the evolving concept of shared leadership aspect.

g. **Techno-pedagogic Competencies:** Tremendous improvements in science and technological fields have brought in the Information and Communication Technology (ICT) era into education field. Invention of personal computer (PC), Internet and World Wide Web (www) has brought in revolutions in knowledge management, access and possession areas. The field of education has been witnessing the impact of these effects through the use of computers in teaching and other purposes. Integration of technology with teaching, training, and access, empowerment to users at various levels in the system, knowledge about technical subject matter, teaching principles and technological aspects are some points related to this concept. A person's awareness about these points and ability to find ways to tackle different issues related to ICT integration decides his/her competency in using ICT in education. With explosion of gadgets and improved access to knowledge and information, due exposure given to students, and the teaching learning process is no more limited to traditional way of giving and taking knowledge. Teacher has to be a facilitator, guide in making students find different ways to acquire knowledge on their own. For this the teacher has to be aware of different situations, software/hardware available and useful in teaching, availability of infrastructure, proper integration of technology and teaching to make students become techno savvy. Keeping in view the importance of ICT in education in the present times, there is a need to test the competency of candidates.

h. **Living Competencies:** Democratic ideas emerging after Second World War led to the development of liberal education aspects where education is provided to all, irrespective of caste, creed, and gender. It is not the privilege of a few as in past. Social goals of Indian education system reflect this aspect by taking up the challenge of universalization of education as one of its goals. This has brought in diversity in many respects to classrooms that resulted in development of conflicts of many kinds. This necessitates on part of teacher and students to develop adjustment capacity to deal with the situation effectively.

Rapidly changing social order due to liberalization, privatization and globalization is bringing in conflicts of many kinds into day-to-day situations. This needs awareness and understanding of the situation and acting accordingly using one's thinking ability which is nothing but life skills that are needed to survive amicably in the times of conflict. Prevalence of dreaded diseases like HIV/AIDS in younger generation, human abuse and trafficking mostly affecting younger generation also compel formal education system to think of adopting 'life skills education programmes' for students to be aware of the situation. Not only life skills, there is a need to make students understand various values, ethics to be practiced related to their day to day life situations. In the times of life long and continuous learning practices, one needs to be aware of the professional aspects related to their working environment. If a candidate's competency and knowledge about these aspects is known, proper curriculum and teaching learning experiences could be developed in training programme according to the present needs.

i. **Adjustment Capacity:** The complexities of present day life on human existence led to the serious thought on adjustment capacity of an individual. To sustain life in the social context where there is a confluence of different cultures, traditions, regions and languages, a person has to possess adjustment mentality to lead peaceful life with prosperity. This adjustment is with surroundings, profession, persons in contact for various reasons. Education must help a person to develop this capacity through providing experiential learning. Considering all the above mentioned situations and changes coming into the system, it is advisable to test a candidate's adjustment capacity to cope with present day complex life patterns.

j. **Teacher Education Disciplinary Profile:** A person coming to the post graduate level programme in teacher education has a preliminary understanding of the various issues related to the system. The level of comprehension in a person decides the inclination of the person towards the programme and his/her achievement levels in the programme to some extent. Main components of teacher educator training programmes deals with different foundational aspects like philosophy, sociology, psychology and history, based upon the education system of a particular society, is decided. Not only this with changing times many new subjects, issues and problems arise related to social and other aspects that need to be properly represented in the curriculum to maintain quality. A primary understanding is provided at lower levels about all these aspects, by checking this level we can test the candidate's suitability to the programme.

Various views expressed by Teacher Education Curriculum Framework (1996) about teacher educators suggest that teacher educator be a person with proper content and research knowledge for problem solution and disseminating the research findings through teaching and other methods. Checking for the above mentioned aspects at the entrance level itself will help in providing quality input to the programme. To find out which group of above factors are effective in finding the ability of the teacher educator, relative predictivity studies will be conducted with respect to overall competency of the candidate in the training programme, by employing regression analysis techniques. Basing on these values one can design proper selection procedures for the candidates.

3. Emerging Research Trends

Predictive validity studies were conducted to compare efficiency of older test form with newer test form of Medical College Admission Test (Essex, 1980); to predict job performance by testing specific aptitudes (Hunter, 1983); predicting success by race (Deborah, 1988); adjusting college grades to improve Scholastic Aptitude Test (SAT) predictive validity (Keller, 1994); to find relationship between counseling services and maladjustment scale use (Stewart, 1996); empirical validity of Graduate Record Examinations (GRE) as predictor of performance of Psychology graduates (Sternberg, 1997); predicting academic success basing on social and personal influences (Cubeta, 2001); to predict career specialty through person matching (Hartung, 2005) in general education areas. Related to school education areas predictive validity studies were conducted on aspects like - correlation of General Technincal (GT) composite scores of Armed-Services Vocational Aptitude Battery (ASVAB) and overall academic

performance (Harris, 1974); predicting success of Dallas Preschool Screening Test (DPST) and Hillsborough Early Rating Scale (HERS) as predictors of later school success (Mann, 1984); establishing Gesell School Readiness Tests (GSRT)'s reliability as a predictor of school achievement (Banerji, 1991, Sibley, 2001). In particular to teacher education area studies were conducted related to - predicting student teacher effectiveness using microteaching, role-play and values conflict discussion (Butcher, 1972); establishing SAT scores and grade point averages as possible predictors of National Teacher Examination (NTE) (Pratt, 1979); to predict grades in student teaching by developing predictive equations (Twa, 1980); to assess relationship between Myers-Briggs Type Indicator (MBTI) and NTE scores (Pratt, 1981); using Human Relations Incident (HRI) validity to select best applicants for pre-service teacher education (Mamchur, 1984); to seek effective predictors at entry and exist stages for student teaching success (Ostald, 1987); to find validity of communication skills and General Knowledge (GK) tests of NTE as predictors of student performance (Wakeford, 1988); to identify the characeresitics of minority students who take the General Knowledge Test of the National Teachers Examination (NTE) Core Battery, (Richard, 1990); to validate the predictiveness of different factors of different tests against student program success (Riggs, 1990); to ensure the validity of NTE tests of (GK) and Communication skills as entrance requirements of teacher education programs (Williams, 1990); to predict academic achievement based on attitude, aptitude, participation and human values of student teachers (Diwan, 1992); whether criterion specificity is positively related to the predictive validity of the selection measure (Riggs, 1992); develop a computer based selection test for admission into B, Ed. (Mishra, 1993); Predicting educational eligibility of Teacher Educator students (Goel, 2001); improving visual and verbal literacy skills (Whitener, 2002) and to decide admission into doctoral program basing on reference information provided by applicant (Young, 2005); Various studies on admission area concentrated on - Utility of tests variables of different admission test for selection of proper teacher candidates (Wheat, 1963); predictive validity of admission criteria for masters students in reading (Heritage, 1977); recruitment and retention of quality students into teacher education (Marshall, 1988); a new approach to admission - proficiency based admission standards (Clark, 1996); analysis of selection procedure for admission into polytechnics of M.P. (Khatri, 1998); to find relationship between psychological and social status with entrance test performance of B. Ed. students (Kumari, 1999); to study the relationship among teacher candidate admission, practice teaching and teacher preparation (Catherine, 2005); to study the effectiveness of new teachers' induction practices of a selected Missouri Publish school district (Kosek, 2006); effect of technology on teacher induction process

(Tedford, 2007); study of admission process in terms of demographics and success in program (Borwn, 2007).

Studies conducted on teacher trainees area were - synthesis of research on teacher educator characteristics (Troyer, 1986); reasons given by students to enter teacher education programs and their selected characteristics (Marso, 1986); knowing expectations of students from teacher education to define teacher education (Rancifer, 1992); comparative study of teacher affective attributes to assess teacher quality uniformly (Marso, 1995); to know the academic, personal and family characteristics of persistent and non-persistent teacher candidates (Marso, 1996); preparing teachers to be multiculturally competent (Chang, 2006); to understand relationship between subject teachers' characteristics and students' marks in those relative subjects (Geeta, 2006); perceptions of pre-service and in-service teachers on the importance, relevance and application of research skills and knowledge to teaching (Ruth, 1995); to determine value of teacher education research to policy making (Barbara, 2002); developing a framework of variables to determine vitality of research to effective teaching (Protheroe, 2004); effects of instruction on self-assessed research knowledge, ability and interest (Stamov, 2006); effects of continuous engagement with research on teacher educators' professional practices and students' learning (Tanner, 2009); identifying promising approaches to update technology knowledge of teachers in order to provide their students with technological knowledge of current work field (Wonacott, 1983); teachers' views on technology in the contemporary society (Fleming, 1989); to provide standards for technology use for pre-service and in-service teachers and to meet needs of teacher educators (Peck, 2003); to develop new technology infusion program for tomorrow's teachers (Rowley, 2005); to prepare future teachers to infuse technology in classrooms (Christensen, 2007); to evolve a critical theory of educational technology (Okan, 2007); developing a life skills curriculum for teacher educators to prepare student teachers to deal with children with disabilities in classrooms (Brolin, 1982); to decide on competencies needed by economics teachers and teacher educators for professional growth (Letitia, 1982); to study adjustment problems of professional and non-professional course students in relation to their self-concept and anxiety (Dalai, 1999); mobilizing adult educators' inner resources and social emotional aptitude to achieve good relationships with their co-workers and with children in their care (Seligson, 2001); identifying professional, academic identities that help persons becoming a teacher educator in new settings (Harrison, 2008); to understand evolution in development of teacher educators over three periods of their professional life (Merav, 2008); helping students to formulate goals and plans related to career and occupational decision making (Dunn, 1980);

retraining of teacher educators for reforms in schools and higher education (Richard, 1986); impact of state imposed rules and regulations on teacher education performance (Williford, 1993); relationship between institutional performance with teacher morale and organizational climate (Ameta, 1996); studying attitudes of pre service teachers about their participation in a field-based education program partnership (Nath, 1997); to study characteristics of teacher educators teaching at different levels (Kaur, 2001); comparing job satisfaction of teacher educators with values, attitudes towards teaching and teacher effectiveness(Singh, 2002); teacher effectiveness and job satisfaction of teacher educators in Haryana (Kaur, 2004); to develop research based teacher education programme to work with English language learners with different needs (Judith, 2005); job satisfaction, experience and freezing in teacher educators (Kumar, 2006); to study the attitudes of educators towards the relative importance of mastery of subject matter and matters of teaching skills in teacher education programs (Beck, 1984); to compare CMEE and Praxis I Academic Skills Assessment to select a successor to NTE (Morton, 1994).

Studies on teacher education area were concentrating on developing a competency based teacher education program (Robert, 1975); flexibility of social contexts on teachers to aim for solving contextual problems (Apple, 1987); describing an existing pool of educators (Zewill, 1992); using journals to describe education (Lemer, 1993); to develop a teacher attitude scale and its application at B. Ed. level (Mahajan, 1993); appraisal of teacher training in Andhra Pradesh Primary Education Project (Anuradha, 1995); evolving of professionals in working environment in a teacher education program (Rothenberg, 1996); survey of legislative and administrative actions related to a quality and standards to be maintained in teacher education (Inuj, 1997); constructivism based course material development to develop teachers for tomorrow (Damon 1997); study on innovations, issues and problems in teacher education in Bihar (George, 1999); to study the outcomes of rewarding excellence from award winning teachers (Dinham, 2002); effect of learning inputs of teacher education programs on teaching effectiveness (Goel, 2002); a collaborative partnership to redesign teacher preparation program, (Lara, 2002); development and problems of graduate level teacher training (Richaria, 2002); conformity of teacher education institutions to NCTE norms (Singh, 2002); study of teacher education institutions of different levels with special reference to NPE, 1986 (Choudhary, 2003); effective strategies for educating and training US teachers (Allen, 2003); relationship between cost of education and the institutional effectiveness of college of education (Mullick, 2005); designing a specific master's program to develop accomplished teaching (Ahem, 2007); Survey method was employed for

most of the studies. Investigator prepared tools like questionnaires rating scales, personal data sheet, checklist etc. used. Some specified tools include, a rating scale to measure Institutional Effectiveness by Pandya, an Inventory to measure Traditional Cost incurred by students by Wakpainjan, teacher effectiveness scale by Kumar, and Mutha (1985), Job satisfaction Scale by Kumar and Mutha (1976), Flanders Interaction Analysis Categories System (FICS) by Flanders (1970), OCQD developed by Malpin and Craft; Teacher Morale Inventory (TMI) by Dekthawals MSU Baroda; the institutional performance Scale developed by Ameta, self-concept scale developed by Dutt & Chadda; Adjustment Inventory for College Students developed by Dr. A.K. P. Sinha and Dr. R.P. Singh; Anxiety Scale - SCAT (Sinha's Comprehensive Anxiety Test) Constructed and Standardized by Dr. A.K.P. Sinha and Dr. L.N.K. Sinha, job satisfaction scale by Singh and Sharma, Professional and Educational Interest by Sundaram, Verbal Test of Creativity Thinking by Baquer Mehdi, Attitude towards Teaching Scale by Sundaram, Personal Value Questionnaire by Sherry and Verma, Ahluwalia, Teacher Attitude Inventory and Teacher Effectiveness Scale by P. Kumar and Mutha, Teacher Educators Freezing Scale developed by N.P. Bhokta and Munesh Kumar, Teacher Educators Job Satisfaction Questionnaire developed by N.P, Bhokta and Munesh Kumar, Human Values Test and personal information blanks by Diwan, teachers' attitude inventory by S. P. Ahluwalia, Teaching aptitude test developed by Jaiprakash and R.P. Shrivastav, Mehdi's Verbal Measure of Creative Thinking, Raven's Standard Progressive Matrices, Group Test of General Mental Ability by Tandon, Verbal Test Creative Thinking by Mehdi, Self-concept Questionnaire by Saraswat, Socio-Economic Status Scale by Kulkshetra and investigator prepared purposive tests were used for data collection.

Data analysis techniques employed were - multiple regression, regression analysis, Analysis of variance (ANOVA), correlation, t-test, W2 estimate, mean, median, kurtosis, Critical Ratio (CR), percentage, skewness, central tendency, regression analysis, standard deviation (SD), t-test, Spearman's product moment correlation, three way ANOVA, Content analysis, Mean, S.D. Pearson's Product Moment correlation were the data analysis techniques employed.

4. Prediction of Teaching Competency

Mishra, Renu (1995) conducted her doctoral study on selection of teacher trainees through computer. She found that out of the four independent variables – language ability, teaching aptitude, general mental ability and social sensitivity, teaching aptitude and language ability have been found to be contributing most educational competency. The highest contribution is that of

teaching aptitude where as language ability was next in contribution. Social sensitivity and general mental ability have been found to be very poor predictors.

5. Prediction of Teacher Education competency

Madhavi R.L. (2005) conducted a study on Relative Predictivity of Some Selected Variables for Admission into M.Ed. Programme. The study has arrived at the following findings:

i.   Research Aptitude, Educational Management Aptitude, Adjustment Capacity and Teacher Education Disciplinary Profile have been found to be significant predictors of Teacher Education Proficiency in the Western Region, wherein, Research Aptitude, Adjustment Capacity and Teacher Educational Disciplinary Profile have been found to be predicting positively significantly and Educational Management Aptitude negatively. Living Competencies and Techno-Pedagogic Competencies have not been found to be significant predictors. There is a need to explore how the Teacher Education has failed to correlate significantly with these variables. Also there is a need to find out how Educational Management Aptitude has been found contributing inversely.

ii.   None of the six independent variables has been found to be significant predictors of Teacher Education Proficiency in the Northern, Eastern and Southern Regions. There is a need to strengthen Teacher Education in these areas.

iii. Teacher Education Disciplinary Profile and Educational Management Aptitude have been found to be the significant predictors of Teacher Education Proficiency at all India level, wherein, Teacher Education Disciplinary Profile has been found correlating significantly positively and Educational Management Aptitude significantly negatively. The other four variables were found to be non-significant, namely, Adjustment Capacity, Techno-Pedagogic Competencies, Living Competencies and Research Aptitude. There is a need to find out the causes of no correlation, low correction, inverse correlation, as well as, positive correlation.

iv.   Techno-Pedagogic Competencies were found to be significant in most of the stepwise regression equations, indicating a positive attitude of teachers towards use of technology. Efforts need to be there in educational areas to integrate this variable appropriately.

v. A continuous significant value for Teacher Education Disciplinary Profile is an encouraging situation indicating positive attitude towards obtaining Teacher Education. There is a need to work out strategies to enhance the beta coefficient values against Teacher Education Disciplinary Profile.

vi. Less number of significant combinations for Living Competencies and Adjustment Capacity are indicating towards a dire need of Wholistic Teacher Education.

vii. Research Aptitude which needs to be inherent component of a teacher educator was found to be non-significant, except in one region, i.e. Western region. This situation needs to be given serious emphasis if teacher education programmes are expected to respond to problems of education.

6. Research Implications

Studies mostly concentrated on predicting the success of the candidate in the overall programme or a part of programme. Most of the studies used standard admission test scores and examination scores of candidates to decide on the predictivity. Qualitative factors like aptitude, attitude, human values etc. were also considered. Activities like role play, microteaching, etc. was also considered to understand the predictivity. Attempts were also there to develop standardized tests for admission by conducting predictive validity tests on specific selected variables. Studies also concentrated on finding out the effectiveness of admission procedures, psychological and social factors influence on academic and vocational success, influence of race and counselling services on performance and adjustment of candidates to specific situations.

However, the present study attempted to test the quality of candidate based on self-constructed tests and comparing the scores to their overall scores in the teacher training programme. Here the emphasis was to understand the potential combination of factors that could identify the quality of candidate to the optimum level. Studies on admission processes tested the effectiveness of different variables in relation to quantitative and qualitative characters. Even psychological status and social status related to selection of candidates was studied. Technology effect on induction process, and retention of candidates in programme through channelizing admission process was also focused. Policy making practices were also tried to be improved through redesigning admission standards, effect of demographics on selection was also focused. However, the present study is focusing on testing the effectiveness of a group of factors on quality of candidate in order

to suggest formulation of proper admission procedures. Studies on teacher education areas were concentrated on developing appropriate programmes relevant to contextual needs and employment needs. Studies were also attempted to find the characteristics of candidates in order to improve them further. Studies on management of teacher education focused on new trends like collaborative partnership, conformity to norms, problems of students. Effectiveness of research programs, financial aspects, and comparison of teacher programmes was also attempted. Development of relevant materials, improving the process occupied part of study. However the present study attempted to touch admission process of teacher educator training program including tests on certain selected factors in order to improve the efficiency of the programme. Studies focused on reasons for students entering into teacher education programmes, understanding the characteristics of teacher educators, relationship between teacher effectiveness and students' achievement. Importance of research on teaching, policy making, and process of teaching were focused in studies. Integration of technology with teacher education programmes through developing awareness, attitudes and interests in teacher formed another important area of studies.

Developing life-skills programme for teacher educators to deal with students with disabilities, to understand the adjustment patterns of teachers to different settings, evolution of professional characters over a period of time occupied some important areas of studies. Job satisfaction, conformity to rules and regulations, impact of state rules and regulations on quality of the programmes, dealing with disabled students in classroom situations occupied another aspect of studies on teacher educators. Overall the studies focus was on improving the situations according to the contextual needs. The present study attempted to evaluate the innate and natural feelings of students towards these situations. This attempt is to plan admission and process procedures later in a planned way.

7. Rationale for Admission into Teacher Education

The present century is marked by several changes in social, cultural, traditional values and life styles of the people. These changes need to be represented in the educational system to accommodate people. This has definite repercussions on the teacher education programmes at all levels including teacher educator training programme. Democratic views of providing equal opportunities to all for education, Liberalization, Privatization, and Globalization (LPG) model prevailing in the changing world order, emphasis on quality output, research on psychology of learning, importance given to learners in teaching learning process, changing roles of teachers,

interdisciplinary content, active learning approaches being given importance, emphasis on human rights, secularism in education, new emerging content areas like human immunodeficiency virus/Acquired Immune Deficiency Syndrome (HIV/AIDS), disaster management, human rights education, life skills and value education etc. are some of the emerging areas that teacher education programme needs to internalize at all levels of its training.

These expectations are emphasizing on developing certain qualities in people aspiring for teacher education. Parents still expect formal education system and teachers to develop the future citizens of the society with required talents to survive peacefully, amicably in the changing world order. Globalization, Science and Technological inventions have changed the life styles of the people and social fabric of the Indian society. Explosion of knowledge due to rapid inventions and expansions in ICT have brought in new insights in teaching learning process. Changing employment situations, working environments, job requirements emphasizing on developing new qualities in students like adjustment, time management etc. Teacher should be aware of all these changes and their affects on peoples' life so that they can train students accordingly.

Ultimately it is the duty of teacher educators to take care of training needs of teachers so that they can work according to the changing situations of the school. Decentralizing management practices adopted in educational organizations to achieve the goals of universalization of education have also brought in changes in the roles of teachers as curriculum planners, transactors of curriculum, decision makers etc. To deal effectively with these situations teachers need training. Changes are expected to be brought at grass root levels now. So there is emphasis on bottom up model of development from administrative point of view. To achieve the goals of continuous and lifelong learning non formal education sector is being given importance. All these aspects need inputs in teacher education programmes.

In this age of democratization and humanization under the universal declaration of human rights, education is one of the human rights. India has been making efforts for Sarva Siksha Abhiyan for realizing "education for all". We need many teachers. For teacher education, corresponding teacher education institutions are required. Now the question is how to produce the human resource? to supply the manpower needs of teacher education institutions. How to induct genuine candidates into the M.Ed. programme? What should be the criteria? and their relative weightage for admission into the M.Ed. programme.

All the above mentioned needs have implications for pre-service training programmes. To develop teachers with desired qualities, a quality teacher educator training programme is also needed. In this connection, the opinions expressed by National Curriculum Framework on Teacher Education are more relevant. Various researches conducted on suitability of teacher education programmes and admission procedures are pointing out to aspects like less concentration on teacher educator training, absence of a proper admission procedure and absence of proper understanding on different criteria that are important in selection of candidates to the programme. Certain factors can be selected taking into consideration some present needs of the programme, namely, research aptitude, educational management aptitude, techno-pedagogic competencies, living competencies, adjustment capacity, and teacher education disciplinary profile. The intention of the study is to find out which combination of factors is important in judging the quality and ability of a student for admission into M.Ed. programme.

8. Conclusion

There is a wide variation in the admission into Teacher Education Programs in India. The persons having Teacher Education compatible profiles should be inducted in the Teacher Education Programs at various levels. There should be valid admission criteria for Teacher Education. Further, the attendance should be compulsory.