## **CONTENTS**

Acknowledgement		7
Preface		vi
INTRODUCTION AND PROCEDURES		1-3
Introduction	1	
National Pre-Service Secondary Teacher-Training		
Markets	1	
The Scenario of Teacher Education Service at		
National Level	2	
Statement of the Problem	4	
Environment of Pre-Service Secondary Teacher		
Education Services	4	
The Study Area	7	
Pre-service Secondary Teacher Education Quality		
Service	7	
PSSTEQS as a System	10	
(1) The Social Sub-System	12	
(2)The Technical Sub-System	13	•
(3)The Management Subsytem	13	
Three Sub-Systems and three Principles of		
Quality Service of PSTE	14	
Objectives, Methodology and Data Base of the		
Study	14	
Population and Sampling	14	
Formulating Hypothesis	15	
Delimiting the problem	15	
Customers and their Expectations of		
Quality from Teacher-Training	16	
Managing Teacher Training with its continuous		
improvement	17	
Application of system approach to Teacher		
Education Services: Cycle of continuous		
improvement -vs-Broad Functions of		
Teacher-Educators	18	

## (xii)

	Respect for people	22
	Mission and Vision Statement of Pre-Service	
	Secondary Teacher Training Institutes (PSTTI)	23
	Assumptions	26
	Assumption for Secondary and Senior Secondar	•
	Teacher Training Service Framework	26
	Theories of Organisation and their application	
	to Teacher Education Service	27
	Assumptions about Human Nature in	
	Teacher-Education Service	28
	Teacher-Training Systems Task-Centered	
	Services: Rote Learning without discovery	
	or challenge	28
	Relationship-Centered Services:	
	An application of Behavioural Science	
	principles	29
	Task-cum-relationship-centred Services:	
	Decision Making and problem solving.	30
	Teacher-Education Service: Managing	
	and Operating	31
,	Is Teacher Education Becoming?	32
	Functions of Teacher-Training Institute	
	to Manufacture Secondary/Senior Secondary	
	Teachers	34
	Service Profile of the Teacher-Educator	35
	An analysis of Teacher-Training Environment	00
	and a focus on Teacher Education Service	35
	Basic concerns of School Education:	33
	Moving towards an enlightened &	25
	Humane Society	35
2.	OBJECTIVES AND STRATEGIC SELECTION	)N
<b></b> •	OF METHODS AND MEDIA	37-62
	OF METHODS AND MEDIA	37-02
	Major objectives of the Study	37
	Concomitant-instructional Objectives of	
	Teacher Education Service	39
	Objectives -cum-Competency based Service	
	of Senior Secondary Teacher-Education	
	(Academic stream)	40
	Pre-service secondary teacher-training service	40
	structure	40
		70
	Towards Strategic Selection of Methods and Media of PSSTE	42
	INICUIA UL I SOLLE	74

## (xiii)

A Situation at TGCE (Tagore Government	
College of Education affiliated to Pondicherry	
University): A formal college of Education	42
Unsatisfactory Signs	43
Criterion of Success	44
Alternative Solutions for Strengthening Teacher	
Education Services	45
Herbartian Five Step Approach to Teacher	
Training	45
Bloom's Evaluation Approach for Planning	
Teacher Training Programme	46
The System Approach to Teacher-Training	
Based on Davies' Plan	47
Developing Alternatives for Decision-	
Making in Teacher-Training	48
The Design of a Teacher Training System	49
Selecting the Solution: Managing by Training	•
Objective Systems Thinking	52
Design and Specific Characteristics included	52
Strategy Management: Methods and Procedures	54
Leadership Self-Assessment (LSA)	54
Quality Readiness Assessment (QRS)	54
	J-1
Determining the Mission of the Pre-service	55
Teacher Training Institute	
Assessing Vision Statements	55
Assessing Teacher-Training Organizational	F.(
Culture for Quality Implementation	56
Assessing Pupil-Trainees Satisfaction	56
Assessing Instructional Attitude of Pupil-trainees	5/
Pupil-Trainees' Attitude, Judgement and	
Perception towards PSSTT: Likert Type	
Attitude Scale	58
Interview Schedule	59
Measuring Attitude by Semantic Differential	
Technique	60
Determining Teacher-Training Climate:	
Ranking Response	62
APPLICATION OF TOOLS, EMPIRICAL	
RESULTS AND DATA ANALYSIS	63-80
Leadership Self-Assessment (LSA)	63
Quality Readiness Assessment (QRA)	64
Determining Mission and Developing Mission	

## (xiv)

	of Govt. / Statement provided PSSTTI	66
	Creating a Vision and Assessing Vision	"
	Statement (AVS) and Result on AVS	66
	Assessing Quality Culture	68
	How systems thinking applies to PSSTT:	70
	Task and Relationship Centered Approach	70 70
	Propositions of Modern Theory of Organisation	<i>7</i> 0
	Is Task-and Relationship -centred view related to	
	Objectives of PSSTT? – A Interview Schedule	71
	Result on Interview Schedule	71
	Planning Function of Teacher-Education Service	73
	The Application of MBTO to Teacher Education	
	Services	73
	The Management by Training Objectives	
	(MBTO) Cycle	74
	Key Tasks Performed & Results Thereof	<i>7</i> 5
	Satisfaction scale of the pupil-trainee Vs. Service	
	Quality of Teacher Education	76
	Results on satisfaction scale	70 77
	Measuring Attitude towards the system of MBTO	78 78
	•	
	A Likert Five(5) Point scale: Emphasis on Teacher	
	Education Service in Training College	80
	Teacher Educator Feed Back Form	80
	Ranking Response	80
4.	VERIFICATION OF HYPOTHESIS AND	
	INTERPRETATIONS	81-88
	Evaluating Leadership	81
	Assessing Quality Readiness	82
	Determining the Mission of PSSTT	82
	Creating a Vision for PSSTT Hyphothesis No.4	83
	Have or Are PSSTT Institute Culture	84
	Systems Approach to Pre-Service Secondary	
	Teacher Training	84
	Looking at Teacher Education Service Studying	
	it as a System: Task and Relationship-centred	
	theory.	85
	Applying MBTO to Teacher-Education Service-	-
	Accomplishment &Acquirement	87
	Performance Review in MBTO	87
	Evidence from pupil trainees satisfaction scale	
	on teacher- Teacher-Education Services	88
	on teacher reacher-deacanon bervices	50

5.	SUMMAKI AND CONCLUSIONS	93-109
	Leadership A component to produce a	
	quality teacher training	89
	Assessing Quality Readiness Setting &	
	Maintaining Direction	90
	Identifying the Mission and Developing a	
	Mission statement for PSSTTI	91
	Creating a vision for teacher-training	92
	Transforming Teacher-Training Culture	93
	How Systems Thinking Applies to Teacher	
	Education Service	94
	Effects of employing system approach	95
	Teacher Educators in Managing Teacher-	
	Training Services	96
	Sequential, emergent and Transformational	
	change in three dimensional structure of	
	Teacher Training	96
	Applying theories of organization to Teacher	
	Training Services	99
	Proper use of Human Resources in Teacher	
	Training Environment: A service Domain	100
	Basic Requirements for providing effective	
	Teacher-Training Services.	101
	A Pupil-Trainee as a Resource	101
	A Teacher-Educator As a resource to Extend	
	Teacher-Training Service	102
	Training Environment as a resource to	
	Accord Services	102
	Nature of Training Task	103
	Managing Training Environment by Learning	
	Objectives	104
	Managing Teacher Education Vision of the	
	Teacher Education Service Ahead	105
	Impulse of Teacher-Training Service	105
	Teacher-Training Service : A system in	
	Social Context	106
	Changing the face of Teacher-Training Through	
	interrelated Functions: Producing, Innovating,	
	Integrating & Implementing	106
	Pre-Service Secondary Teacher Education Service	108
	APPENDICES	109-138
	BIBLIOGRAPHY	139-140
	INDEX	141 742