Review of literature

Budhisagar, Meena and Sansanwal (1991) conducted a study on achievement of B.Ed. students: Effect of treatment, intelligence, attitude towards teaching profession and their interactions. Major finding of the study was that intelligence was found to affect significantly the overall achievement of the students where as attitude towards the teaching profession did not.

Karp, Karen Siuiman (1991) conducted a study on elementary school teachers Attitudes towards mathematics. The teaching behavior and instructional methods of elementary school teachers were investigated to determine whether teachers with positive attitude towards mathematics employ different methods in mathematics instruction than those with negative attitudes employed methods that fostered dependency whereas teachers with positive attitudes encourages student initiative and independence.

Pugh, Ava and others (1991) conducted a study an Investigation of preservice teachers attitude towards theory and practical application in teacher preparation. To determine program effectiveness, students were surveyed at the end of the spring and fall semesters for 6 years, examining their attitudes towards theory and practical application in teacher education. The study noted whether they felt competent about subject matter, audiovisuals, classroom management and routine and communication. Results found their attitudes more positive in the fall on all four measures.

Ramachandran, G. (1991) Conducted a study ‘an injury into the attitude of students- teachers towards teaching and concluded that (1) Regular college teacher-trainees had a more favourable attitude towards teaching than the correspondence course teacher-trainee. (2) Female teacher-trainees had a more favourable attitude towards teaching than male teacher-trainees. (3) The sons and daughter of teachers had a highly favourable attitude toward teaching. (4) The Postgraduate teacher-trainees had a favourable attitude towards teaching than under graduate teacher-trainees. (5) The nature of the course did not influence the attitude of teacher-trainees. (6) The nature of the course did not influence the attitude of teacher-trainees towards the teaching.
Ruscoe, Gordon and others (1991) analyze the qualitative and quantitative perspectives on teacher attitudes since 1988 teacher analysis suggest that one type of restructuring has a positive effect on teacher attitudes in subsequent interviews with teachers and administrators while showing appreciation for shared decision making teachers more often accounted for there positive attitudes by describing a supportive administrative style.

Tapodhan (1991) conducted a study of professional attitudes of secondary school-teachers of Gujarat state. (1) Gender, area & caste had a main effect on profession attitudes, while qualification had no effect.

Annamalai (2000), conducted a research work on attitude of teachers towards teaching. The study revealed that high school and higher secondary school teachers do not differ in their attitude towards teaching.

Beachum, F. and, Mc Cray, C. (2004) Young African Americans. Face several critical issues such as dire economic circumstances, peer pressure, random violence, and feeling of alienation from the cultural mainstream in America. Black popular culture for these youth creates a value system born out of those same issues. This analysis will address the influence of Black popular culture on African American Urban youth and its subsequent intersection with the culture found is secondary schools( cultural collision. )

Myrtle, Sr. Mania (2005) There is a shift to more powerful and more effective learning paradigm from linear to hyper media learning, from instruction to construction and discovery, from teacher center to learned cantered education, from absorbing material to learning how to navigate, and learn, from school to lifelong learning, from learning as torture to learning as fun, from the teacher as a transmitter to the teacher as facilitator.
Parmar, Kamalnayan B. (2005) Teacher are vital, Unless we can get more teacher, and better teachers, we will not reach the target of making quality education available for all by 2015. But there are still world shortages of teachers, still large number of under qualified teachers, and still many who need further professional education and training as they work.

Bhatia, Harjeet kaur (2006) Discussing the benefits of collaboration for teacher education institutions and schools, the need and modus operandi for establishing linkage with schools, and the emerging knowledge, skills and learning needs for teacher, this paper indicates a roadmap for development of the teacher education scenario.

Mungerkar, B.L. (2006) Teacher are helping students, of whatever age. They are supposed to be teaching to learn and the facilitate learning. It depends upon the capacity of the teacher to help them and the capacity of the students to learn from the teacher. But basically, teachers are not teaching anything for that matter.

Naseema, C. (2006) Training needs have to be properly articulated and identified in a bid to promote quality teacher education. Here is an empirical probe made in respect of the challenges faced by college teachers and the types of their training needs which have to be addressed to assure quality stents in educational processer.

Ogoner, B.O. and Badmus, M.M. (2006) The study examined the reform outcome of reflective teaching introduced by the faculty of education among the students teachers in a Nigerian University during the 2002/2003 teaching practice exercises. There hundred and four students who were in the final and penultimate years of graduation comprised the sample for the study. Six research questions were raised to direct the thrust of the study. Four sets of instruments were used. They were all open ended, targeted at eliciting information on students teachers activities and support by teachers of perception of students during the teaching practice, perception teachers, as well as challenges
encountered by trainees during the exercise. The findings from this study indicated that students teachers were elated and had opportunity for professional growth as they practical refractive teaching

**Donnison, Sharn (2007)** This literature has gained momentum as marketers, employers, and educators seek to understand the generation as they come of age and enter into positions of social responsibility. The purpose of this paper is to examine the claims made about the millennial, determine who are making these claims and why and discuss the utility of such claims for teacher educations. This paper argues that teacher educations should be cautious about accepting and adopting popular Discourses about the generation as a basic for the designing and developing millennial appropriate educational practices and pedagogy.

**Dutta, Ms. Archana (2007)** Self-concept is organized. Most researchers agree that self-concept has a generally stable quality that is characterized by orderliness and harmony. Each person maintains countless perceptions regarding one’s personal existence and each perception is orchestrated with all the others. It is this generally sable and organized quality of self-concept that gives consistency to the personality. Self-concept is dynamic. To understand the active nature of self–concept, it helps to imagine it as a gyroscope: a continuously active system that dependably points to the “true north” of a person’s perceived existence. This guidance system not only shapes the ways a person views oneself, others, and the world, but it also serves to direct action and enables each person to take a consistency “stance” in life.

**Emanuel, Ms. Shamsha(2007)** The life skill based education refers to an interactive process of teaching and learning which enables learners to acquire and develop attitudes and skills, which support the adoption of healthy behaviours. According to WHO document(1999), Life skill education is designed to facilitate the practice and reinforcement of psychological skills in a culturally and developmentally appropriate way: it contributes to the promotion of personal and social development, the prevention of health and social problems, and the protection of human right.
**Bansal, N.K. (2008)** Research in Teacher Education Today Knowledge and Information revolution is taking place. Improvement is needed in deferent fields of Education. Teacher Education programmers have to be updated. Scholars should focus their researches on how to bring changes to ramous the educational problems. But new areas are not chosen for the research. Some incentive should be given to the researches. New areas to be focused can be knowledge management, life skills, Art and peace, and cultural Diversity etc. Action research can be the tool to make if possible.

**Chatterjee, S.K. (2008)** Various documents have suggested different strategies for updating the teacher education curricula. The paper makes an analysis of the recommendations and suggests measures for improvement in the scenario.

**Dhawan, Seema (2008)** This study was conducted to assess the level of environmental awareness of pupil teachers before and after their training programmer. The conclusion suggests that the present teacher training programmer does not play a significant role in the development of environmental awareness of pupil teachers.

**Fetherston, Tony (2008)** The visual aspect to classroom culture is becoming more important because students how have much greater access to the means of producing viewing and manipulating images. Using a framework adapted from Foucault and taking a myth-making position this paper puts forwards. Six propositions as means of explaining how images in the classroom might be read. Theory relating to this emerging literacy in further explained through reference to three dominant classroom narratives. It is argued that the interesting elements of an image are often those that link the classroom metanarratives to wider, hegemonic concerns. Interesting research directions are proposed throughout the paper.

**Goel, D.R. and Goel, Chhaya (2008)** Indian Teacher Education institutions and Teacher are full of novelty because they deal in very challenging students and complex conditions. It is evident through our changing curricula, modes of transaction and evaluation.
**Gupta, M. Sen (2008)** Learning in classroom in facilitated by appropriate teaching strategies. The paper discusses various aspects of the nature of learning, the process of knowledge creation and the role of the teacher in this facilitation through effective methods.

**Hudson, Peter and Hudson, Sue (2008)** Australia continues to face teaching shortages in rural schools. Indeed, preservice teachers may be reluctant to apply for rural teaching positions, particularly as most have had no rural teaching experience. What may motivate non-rural preservice teacher to seek employment in rural schools? This study investigates 17 preservice teachers first experience of teaching and living in rural areas. These second and third year preservice teachers were involved in a five day rural experience, which included interacting with local communities, living with host families, observing teaching practices, and teaching rural middle-school students.

**Ma, Xiaoyan (2008)** Classroom questioning, the skill of the elicitation method of teaching that is students oriented and advocated today, gives an incentive to communicative activates in English. Raising questions effectively is a major method of the teacher who guides his students to think actively, fostering students ability of analysis and creation. It is also an essential way for the teacher to out put information and obtain feed back and an important channel to exchange ideas between the teacher and students.

**Patience, A (2008)** This essay proposes a defense of a form of teaching eroded by what sanest (2006) calls the cultures of the new capitalism. The term coined for the form under consideration here is affective pedagogy.

Affective pedagogy is evident in teachers who.

- Value a discipline and their associated practices.
- Value imparting them to students.
- Challenge students learning achievements whiles respecting their developing intellects.
• Assess students’ academic progress transparently and constructively.
• Encourage students to move beyond their knowledge comfort zones and
• Engage students in dramatic friendship.

**Phillips, Paulina (2008)** Professional Development is critical for improving and maintaining teacher quality and the effect flows on into the classroom. Factors influencing the success of Professional Development activities include potential for workplace change, the diverse effect and understanding of adult learning principles, subject specificity, effective mentoring and the relevance of the present material. Relevant Professional Development plays major role in schools reform and mentoring programs including new teacher induction and can enhance the benefits of sharing expertise between generations.

**Rajawat, Deepika, (2008)** Reform in Teacher Education is driven by ideas, ideals, values, and assumptions about the purposes of schooling, the social and economic future of anion, and the role of public education in a democratic society. Ideally, a curriculum framework for teacher education should be expected to be in consonance with the curriculum framework for school education this consonance would the first step towards charting a clear trajectory for the translation of the vision proposed by the national curriculum Framework (NCF) 2005.

**Ren, Li. and Tang, Z. (2008)** Innovation is the source of a nation’s progress and the ever-lasting motive of a country’s prosperity. Early in 1982, the Japanese government put forward that the development of creative ability should be acquired to train global, progressive and creative talents for the 21st century. Nathan Marsh Pusey, the president of Harvard University, believes that what matters to a person is whether he is a creative one. In the UK and Germany, great attention is also paid to creativity; Traning creative teachers and students in creative environment.

**Shan, G (2008)** As a matter of fact, many teachers and managements are puzzled about and not satisfied with the teaching results. They have no idea about the real reason. Actually, they pay more
attention to recognition and less attention to the development of emotion of the students, which to some extent hinds the development of positive personalities of the students and at the same time has bad effects on the acquisition of knowledge. Language teaching is a process of many activities between teachers and students who are full of emotions. The learning process of the students is not only the one of the acquisition of language but also the one full of emotional experiences.

**Siddigui, M. Akhatar (2008)** Human resources development has been a concern not only of national bodies but also of international organizations. Teacher quality plays a vital role in ensuring optimum human resources development. The paper highlights the various endeavors made by the central and state governments to augment the quality of education, teacher preparation and professional development of teachers. It suggests the employment of a number of strategies to address the issue in the field of school education in general and teacher education in particular.

**Wen, S. and Wand, X. (2008)** This paper conducts research on the connotations and characteristics of evaluation indicator system for teaching qualify of college teachers constructs the contents of the evaluation indicator system for teaching quality of college teachers and applies the contents in the practice of teaching quality monitoring and evaluation so as to prove their rationality and practicability and to achieve the aim of improving management level of teaching quality.

**Zhang, L. and Han, Z.(2008)** Teaching attitude of teachers influences the accomplishment of teaching objectives, the quality of teaching and students learning outcomes and is the main variable in the process of higher education teaching. By referring to attitude theories and group characteristics of college teachers, this paper analyzes the elements that influence teaching attitude of teachers, establishes a teaching attitude adjusting model for college teachers, aiming at providing new administrative framework and critical control point for the management of teaching attitude of college teachers.

**Chong, S and Muncheah, H (2009)** The purpose of this paper is to introduce and an integrated values, skills and knowledge (VSK) framework for initial teacher preparation programmers. The VSK framework articulated is broad terms, the desired skill and knowledge components for beginning
teachers, with the underlying core values permeating the programmers. The paper has two parts, the first of which details the development as well as the conceptual underpinning of the VSK framework. Part two, through a programmer evaluation discusses the validity and reliability of items developed though the VSK framework to measure the values, skill and knowledge that student teachers perceived through their initial teacher preparation programmer.

Kara, Ahmet (2009) Kara, people can improve themselves cognitively professionally, academically, and in terms of their quality of life by continuous learning. Teachers who are charged with bringing up new members of society have to be aware of the importance of developing the ability to learn. This study examined how their knowledge of learning theories affected the attitudes of teacher’s candidates toward. For this purpose students were given a scale of attitudes towards learning, as a pretest and a post-test after introduction to the subject of learning theories. Data obtained from 150 participants were processed in SPSS 15.0, paired samples t-tests, independents samples t-tests and correlation tests were conducted. The results suggested that individuals with better understanding of the learning process are better at perceiving the nature of learning, more open to learning, have higher expectation about what they will get from learning and exhibit less anxiety in relation to learning.

Liang, Yaquin (2009) In reality, quite lots of details are frequently neglected intentionally or unintentionally. Usually, failure is accumulated when one is careless, while success is also accumulated by several details. We human being often have the exclamation of “Success owing to details and failure too”. We should from time to time, alarm or remind ourselves that, to emphasize, details is conductive without harm whenever, wherever and for whatever. Especially as for education, a project of vital importance, detail is extremely significant, and can’t be neglected.

Li, Zhengan (2009) Due to the popularization of foreign language study, more people from education filed further enhance their exploration and researches in how to apply second acquisition theories into classroom teaching. This paper probes in to the orientation, research objects age language environment and classroom activities of second language acquisition.
Wang, Juan (2009) Nowadays, it is a vigorously developing project to improve teaching arts in English class. As a result, this article focuses on how to improve English teaching quality how to encourage students to participate in studying activities actively as well as how to deal with teaching links at class.

Yeigh, Tong (2009) This paper discusses how the acquisition, development and exercise of knowledge and skill in relation to quality teaching (QT) practices have impacted upon professional learning within a number of QT inquiry projects. The emphasis is upon how the major challengers and limitations of professional learning have occurred within the social next of collaborative inquiry and how these challenges and limitations helped shape the professional learning. The paper offers an interpretation of the methodologies and evaluative aspects of teacher professional learning as these have interacted with QT.