Chapter - II
The Problem
2.1 THEORETICAL RATIONALE

It has been discussed earlier that teacher education has emerged as a full-fledged professional programme and widened its scope to cover the entire spectrum of education. The purpose of teacher preparation programme is to equip the teachers with desired knowledge, skills, attitude and competencies, so as to make them effective teachers.

A number of research studies pertaining to various areas of teacher education have been conducted. It would be worthwhile to make a mention of some of the significant studies.

Conant (1963) focused his attention particularly on practice teaching and recommended that the competence of a future teacher be tested by practice teaching under state-determined conditions and supervisions. He was the first person to coin a new term 'clinical experience' to denote the various kinds of actual teaching experiences developed for the pre-service teachers prior to certification.

Goodlad (1965) analyzed the professional laboratory experience in the education of teachers and recommended that future research efforts should be directed towards the establishment of the vital links between psychology and education and towards the defining of expectancies of behavioral objectives for future teachers.

Srivastava (1970) evaluated the practice teaching in teacher training institutions in New Delhi. The study revealed that practice teaching formed an essential and compulsory item in all the teacher preparation programmes irrespective of the fact that the requirement of study and activities for obtaining degree in education were not the same in all the institutions. The study also revealed that the majority of the teacher educators were not satisfied with the system of practice teaching evaluation in their own institutions as the practices of evaluating class teaching were either all internal or all external examination or combined in some of the institutions. The knowledge of evaluation practices in the institutions influenced the student-teachers' standards of teaching interest and liking for the teaching. Student teachers were inclined to favour a system of evaluation which was biased more towards external assessment.
Patel (1971) made an evaluation of the organization of audio-visual education training programme in the secondary school teachers’ training colleges in India and found that curriculum was inadequate in most of the colleges. There was an acute shortage of the qualified and experienced staff. The topics taught in the theory of audio-visual education were of elementary nature. A limited practical experience was given in the field.

Ganju (1973) made a study of the preparation programme of graduate teachers in Madhya Pradesh and found: lack of arrangement of the training according to individual needs, capacities and interests of training; inadequate arrangement of specialized trained personnel like guidance experts, psychologists, psychiatrists and mental health experts; emotionally disintegrated and economically frustrated teachers; isolation in theory and practice of teaching; insufficient duration of the training course; inadequate training of teacher trainees in construction, administration, and interpretation of psychological tools and techniques; ill equipped science and psychological laboratories in the training colleges and; lack of training colleges in providing the programme of productive education.

Sharma (1973) evaluated the practice teaching programmes of post-graduate teacher education in thirty five selected departments of education in U. P. and found that the practice teaching was carried out very hurriedly with variation in the number of lessons practiced by the student teachers. However, majority of the trained teachers were found to have positive impact of the practice teaching in solving day to day classroom problems.

Sharma (1973) studied the compulsory courses in the theory of education offered by the Indian universities for B.Ed./B.T. degrees and found: out of thirty universities, twenty seven had not explicitly stated aims of compulsory papers prescribed for secondary school teachers: the number of compulsory papers ranged between four to six and variation from one university to another without sound logical base; no uniform policy for titles of these courses and; few trained teachers found their training useful and more than fifty percent found it somewhat useful.

Joshi (1974) conducted a study on innovations in teacher training institutions and found that use of micro-teaching, programmed learning, interaction analysis, and self-learning projects was negligible and most of the instructors frequently used lecture method in theory classes.
Kohli (1974) critically evaluated the curriculum for teacher education at B.Ed. level in Punjab and suggested that sessional work was useful but it had to be organized in a more serious manner. Theory should be reduced to fifty percent and practical work should be increased accordingly. Block practice teaching could better be replaced by practice of internship under the charge of practicing school. Need was felt to extend the duration of training to two years instead of the existing one year system and to organize specified co-curricular activities on the basis of recommendations of Education Commission (1964-66). Annual review of the curriculum formed by a Committee of Teacher Educators, experienced heads of schools and school teachers should be included.

Singh (1974) conducted a study on interaction analysis, micro-teaching and modification of teachers' classroom behaviours and suggested that the training programme for pre-service teachers should include skills like providing re-inforcement, stimulus variation for attending behaviour, illustrating with example, questioning and skill of summarizing.

Shukla (1976) investigated the secondary teacher education programme in Orissa and found that emphasis in curriculum was more on theory and less on practical aspect. The curriculum paid little or no attention to the content knowledge of the student teachers and the evaluation of student teaching was far from satisfactory.

Damodar (1977) made an investigation into the practice of student teaching and evaluation programme in the training colleges in Andhra Pradesh and found many similarities and differences in the student teaching and evaluation programme in several colleges. The study also found that student teaching was taken as a formality and ritual just for fulfilling the syllabus prescription, but not in an effective manner to realize its full spirit as outlined in the objectives of student teaching.

Bhatnagar (1980) in the study entitled, “Studies and Literature on Student Teaching and other Practical Work in the B.Ed. Programme in India – A Review” explained that (a) most of the studies and literature were available in the form of books, seminars, documents, commission reports and guide books. They covered different areas like evaluation of student teaching and supervision of student teaching with special reference to Secondary Teacher Education. The studies have not concentrated on the practical work of the B.Ed. Programme; (b) these studies emphasized the need for a comprehensive network of school activities to be
The Problem

included in student teaching programme; (c) the Department of Teacher Education, NCERT, produced workshop and seminar reports in the area of teacher education during last seventies; (d) handful of studies were conducted on supervision of student teaching programmes conducted by school principals and teacher educators; (e) Teacher Education Curriculum – A framework, brought out by the NCTE (1978) gave a new look to student teaching and evaluation work in the area.

Dubey (1981) compared the secondary teacher education programme in Madhya Pradesh and Maharashtra and found: (a) the fifth Annual Conference of the State Board of Teacher Education in 1976 led to the preparation of need-based curriculum for Bachelor of Education course, which was further validated in several subsequent conferences and workshops and implemented in several universities of Madhya Pradesh. (b) For Maharashtra, the study recorded the terms of reference of the Maharashtra Committee on Teacher Education, development of teacher education, the duration and, degree in teaching its curricula, practice teaching provisions, the scheme of examination and the staff and their work load.

Scott (1982) in his study, “Teacher Education: Tomorrow’s Impact” emphasized the need for a more discipline based study and clinical internship, broader advisory council, increased college education faculty involvement with school classrooms and higher admission standards for entry in to teacher education.

Sharma (1982) in his study of foundation course prescribed for B.Ed. degree of Indian Universities concluded that there was great diversity regarding titles, aims, combinations, practical work, and content classification etc. This diversity did not stem from any well-defined principle and was entirely arbitrary.

Srivastva (1982) conducted a study to find out the effectiveness of teacher education programme. The major findings of the study were: Co-ordination between the department and secondary schools, other training schools and departments, and community was lacking. There was little uniformity in organizing practice teaching and sessional work in various departments. As revealed by the examination results, teaching efficiency was found to be higher among trainees as compared to professional knowledge. There was no significant contribution of the programme in developing teaching aptitudes among trainees as revealed by the comparative study of means of pre-test and post-test scores. Immediately, desired
changes in the programme were in its curriculum, organization of practice teaching, admission and evaluation procedures, establishment of independent colleges of education, teacher-educators' orientation and research facilities.

**Hemambujam (1983)** conducted a survey on teacher education at the secondary level in Tamil Nadu and reported the findings of his survey as: the revised B. Ed. syllabus in force in Tamil Nadu was appropriate and fulfilled the requirements on the professional side but lacked in content knowledge of the academic subjects. To improve the quality of teacher education programme, the co-operating schools and colleges of education need to work in harmony. Work experience should be provided through NSS programmes.

**Kakkad (1983)** in his study, "Secondary Teacher Education Curricula – An Analytical Study and Developing Teacher-Education Programme" concluded: (a) The duration of the STEP should be two academic sessions and aspects of STEP should be. (i) educational theory (ii) practice teaching (iii) community work (iv) work experience (v) sessional work (vi) co-curricular activities. (b) There should be two subjects for methodology of teaching and the number of lessons should be 15 for each subject. There should occasionally be exchange of teachers between colleges of education and secondary schools. (c) Separate results in the theory and practical should be declared. Assessment of theory papers should be in marks. Evaluation of practical, sessional work and other aspects may be in grades.

**Mohanty (1984)** in his study on student teaching programmes in colleges of education with special reference to innovation in Orissa found: 1) Training in techniques of observation, maintenance of classroom discipline and organization of functions and festivals were found in all the colleges. 2) The manner in which criticism lessons were held was not proper. 3) Various methods of teaching were not used in teaching lessons. 4) The practice-teaching programme stressed delivery of lessons and not other activities expected from student-teacher. 5) Supervisors did not observe lessons completely. They rarely discussed their observations in lesson-plan journals with the trainees. 6) The evaluation was of doubtful validity as no evaluation criteria were explicitly stated. 7) School-college cooperation was found poor in almost all institutions under study. 8) The colleges lacked qualified method masters. 9) The lecture method of teaching was in vogue. Micro-teaching and team supervision of criticism lessons were the only two innovations practiced in three
colleges. In all respects, the functioning of government institutions was better than that of private institutions.

Natarajan (1984) examined a competency-based programme in teacher education curriculum and found that a) competency-based instruction proved suitable for teaching selected units in institutional planning and administration; b) lecture method was effective as a group method; c) directed self study did not compare well with other methods; d) attitudes towards teaching methods had a favourable correlation with acquisition of competencies; e) the study proved that teacher education programmes could be made more effective through a competency based approach.

Raj (1984) in his study on the organization and administration of student teaching programmes in the secondary teacher education institutions found: diversity in the organization and administration of student teaching programmes in terms of practices; no implementation of recommendations of several expert committees, seminars, conferences, study groups and commissions regarding qualitative improvements; insufficient experiences provided to student-teachers in terms of skills and techniques of teaching in classroom situations; improper utilization of audio-visual materials and equipments; improper title to the person with adequate academic and professional qualifications, looking after the student teaching programme as ‘Incharge of Student Teaching’ and; very less time devoted by the incharge to the student teaching with 20 student teachers under each incharge or supervisor.

Deo (1985) studied the practical programmes other than practice teaching in teacher education institutions and found that student teachers were not provided with the proper opportunities, feedback, facilities, guidance for work education and socially useful productive work, organization of various co-curricular activities and provision for psychology practical etc. due to lack of proper time in the training programme.

Bhatia (1987) evaluated new B.Ed. Curriculum in the Colleges of Education affiliated to the University of Bombay and found many discrepancies like repetition of topics, difficulty of implementation of curriculum, microteaching not taken seriously, method masters not observing practice lessons, practical work not organized seriously, curriculum was mechanical and bookish. Further, the study suggested that the theory load should be cut down and the ratio of theory and practice should be 50:50.
Bhatnagar (1988) in his study entitled, "A Report on the study of the development of tools for supervision and evaluation of student-teaching and practical work in colleges of education" stressed the need of developing common tools for assessment of activities under student-teaching and other practical work for all universities in the country and highlighted common areas in which tools were required to be developed as: lesson planning, supervision/evaluation of actual teaching by student teachers, co-curricular activities, SUPW, and community work arising out of theory papers.

Bawa (1989) in a study on, "Interaction Analysis and its implications for Teacher Education" found that interaction analysis holds great promise as a research and training technique for effective improvement in verbal communication, especially when used in conjunction with other techniques for teacher training.

Srinivasacharyulu (1990) made a study for improvement of B.Ed. programme in India, and explained that to raise the falling standards in B.Ed. programme the following measures have to be taken: a) all admissions should be completed with 30 or 40 days from the re-opening of the college, so that the academic year should not get truncated; b) strenuous efforts have to be made in developing entrance tests based on attitude, aptitude and interest in teaching profession; c) there should be better co-ordination between Government and Colleges of Education (Irrespective of type of management) while taking any policy decision. This type of interaction will enable in making the curriculum more meaningful and relevant; d) organization of seminars and workshops for teacher educators on various themes regarding professional growth, research work and also, particularly to improve various academic activities and procedures such as evaluation, lesson planning, community activity, SUPW etc.: is essential.

Das (1991) made a comparative study of the evaluation procedures of the secondary teacher-training institutions in Gujarat state and found: diversity in the evaluation process in teacher-training colleges; the majority of the institutions were following a mixture of internal and external evaluation procedures. The study suggested that an external-cum-internal marking system with continuous evaluation and semester system should be adopted in all teacher-training colleges.

Pillai (1991) conducted a study on the relevance of the course on audio-visual education in the B.Ed. programme to the present-day educational technology requirements
in Madurai Kamaraj University. The major findings of the study were: 1) under the different optional and elective subjects of the B.Ed. programme, the objectives of introducing the elements of audio-visual education were not totally achieved. These were achieved only among 32 percent of subjects. 2) All the universities in Tamil Nadu did not give equal emphasis to audio-visual education in B.Ed. programme. 3) Out of 52 audio-visual aids identified the preparation and use of ‘Improved Aids’ has been recommended in all the universities and in one autonomous college of education. 4) The students did not receive sufficient practice in the preparation, production, operation, and use of educational technology hardware and software. 5) The practical training given to the student-teachers, in general, was not up to level as required under the B.Ed. programme. 6) Though sufficient hardware and software were available in the colleges of education, they were not utilized properly to the optimum level. 7) Though teachers, teacher-educators, and heads of schools differed in their assessment of educational technology requirements, they invariably expected higher educational technology requirements. 8) While students, teachers and teacher-educators opted for a higher level of knowledge and comprehension, the heads of the schools opted for the component ‘skills’ under educational technology requirements. 9) There were gaps in the audio-visual education of the B.Ed. programmes mainly (a) in achieving the objectives of audio-visual education, (b) in giving practical training to the student-teachers in audio-visual education and, (c) in achieving modern educational technology requirements.

Shukla (1991) studied curricula design for value-oriented secondary school – teacher education in Punjab and found ample scope for integrating value education with teaching subjects and various activities. The study recommended that value education programme should be based on various approaches and activities in order to have better appeal for students.

Bhosale (1992) made a critical study of the new curriculum of teacher education developed by all the universities in the state of Maharashtra and, its implications and found: 1) The majority of the topics were common to the teacher education curriculum of all the universities in the state of Maharashtra, however there was a variation in topics with respect to some of the papers. 2) The number of lessons to be taught by the student-teachers was not the same in all the universities. 3) Some of the optional papers and the nature of the practical
work were also different with respect to the curricula, according to student-teachers, and teacher educators. 4) All the optional papers taught were quite essential to the teaching profession. 5) The majority of principals, teacher-educators, student-teachers and teachers were of the opinion that new curriculum was suitable for developing teaching competence among the student-teachers.

Walia (1992) evaluated the secondary teacher education programmes in northern India and found: 1) The curriculum of secondary teacher education lacked uniformity and clear-cut definition. 2) The majority of teacher education institutions had late defective admission criteria and late admissions. 3) Provision for the optional/specialization paper ranged from 4 to 39 papers in different universities, out of which only one paper was to be selected. 4) A four-year teacher education programme was preferred to the existing one year B.Ed. programme.

Kumar (1996) compared the curricula of teacher education programmes at secondary level in South Indian states with that in Regional College of Education and found them inadequate and unrevised for a long time.

Kumar (1998) studied the efficacy of secondary teachers' pre-service training programme in relation to certain teacher effectiveness components like teaching skills, attitude towards teaching profession and education. He classified teaching skills into three categories depending upon whether the teaching skills are being used more effectively by the trained teachers, untrained teachers or whether both groups. Major findings of this study were: 1) trained teachers were more effective in three skills viz. writing instructional objectives, providing reinforcement and evaluation of pupils' progress; 2) untrained teachers were more effective in four skills viz. creating set of induction, introducing the lesson, skill of explaining and skill of communication; 3) trained and untrained teachers were equally effective in ten such skills; 4) there was no significant difference in the attitude of teachers with pre-service training and those without pre-service training towards teaching profession and education; 6) items considered from the school management course emerged out to be most relevant and of most practical utility in day-to-day classroom teaching.

Jishtu (2003) studied curriculum transaction procedures at high school stage in Himachal Pradesh with special reference to social studies.
Walia (2003) evaluated the revised curriculum of B.Ed. of Kurukshetra University and found it more relevant to present needs and more activity oriented. He further suggested increasing the duration of the programme from one year to two years.


Yadav (2011) in the study entitled, “A Comparative study of Pre-Service Teacher Education Programme at Secondary Stage in Bangladesh, India, Pakistan and Sri Lanka” found variations in the teacher education programmes in terms of duration, curriculum weightage, curricular areas and its implementation at the secondary stage in these four countries.

A cursory look on the above cited studies shows that most of the researchers focused their attention on the evaluation of curriculum and practice teaching component of secondary teacher education programme and advocated more weightage to this component. Few researchers have investigated the secondary teacher education programme with respect to assimilation of various innovations like micro-teaching, simulation, educational technology etc. Few researchers compared teacher education programmes with respect to curriculum and evaluation procedures or few other components in two or more different states. Few have probed into the effectiveness of secondary teacher education or training programmes. Yadav (2011) has compared the secondary teachers’ pre-service education programmes of four countries viz. Sri Lanka, Pakistan, Bangladesh and India with a view to make improvements in the teacher education programme in India.

The transaction procedures/strategies of the training programme have an important impact on the learning of the prospective teachers in terms of acquiring the necessary skills and related knowledge for becoming a competent and effective teacher. Therefore, transaction of the curriculum meant for such a noble purpose becomes the hallmark of the teacher training programme. The investigator himself has taught in the secondary teachers’ pre-service training colleges for more than five years and felt that the necessary knowledge, skills, attitude and understanding required to be acquired by the prospective teachers are not developed among them the way they should be.

From the perusal of the studies in the area of teacher education it is evident that
though many research studies have been conducted in the field of teacher education, but still the field of teacher education need special attention of researchers.

Moreover, the investigator could not find any study, which was conducted to evaluate the curriculum transaction procedures at secondary teacher education level either in India, in general or in Himachal Pradesh, in particular. However, Jishtu (2003) and Nadda (2011) have conducted researches to evaluate and study the Curriculum Transaction Procedures in Himachal Pradesh, but that too at high school level and higher secondary stage with special reference to civics (social studies) and economics, respectively.

In view of this, it was thought worthwhile to undertake the following problem for research:

2.2 STATEMENT OF THE PROBLEM

Curriculum Transaction Procedures in Secondary Teachers’ Pre-service Training Programme of Himachal Pradesh: An Evaluative Study.

The transaction procedures mostly concentrate on the effective implementation of the curriculum of secondary teachers’ pre-service training programme, which include decisions about curriculum contents; models, techniques and strategies of teaching and evaluation; input-output relationship; classroom interactions, interactions outside the classrooms in terms of co-curricular activities, practical activities; teacher effectiveness; learners’ (prospective teachers’) motivation; factors influencing their attainments; role of various audio-visual aids etc.

2.3 SIGNIFICANCE OF THE STUDY

Enlightened, emancipated and empowered teachers lead communities and nations in their march towards better and higher quality of life. They reveal and elaborate the secrets of attaining higher values in life and nurture empathy for the fellow beings. Teachers are the torch bearers in creating social cohesion, national integration and a learning society. They not only disseminate knowledge but also create and generate new knowledge. They are responsible for acculturating the role of education. No nation can even marginally slacken its efforts in giving necessary professional inputs to its teachers and along with that due status to their stature and profession (NCTE, 1998a).

The educational expansion, universalization of elementary education, vocationalisation of secondary, higher and professional education and overall quality of
The Problem

education are major challenges before the country. Evidently the quality of education is a direct consequence and outcome of the quality of the teachers and teacher education system. The task of bringing qualitative change in institutional efficacy of the teacher education system in itself is huge and challenging one. The last five decades have witnessed several attempts to change, modify and indigenize the inherited system of teacher education. The system however continues to function more or less on the same principles, similar content and approaches characterized by continuity and unwillingness to change.

The existing programme of teacher education is generally based upon the teacher education curriculum framework brought out by NCTE in 1998. NCTE has made many attempts to revise the curriculum of teacher education in past few decades. It has taken several steps with regard to quality improvement in teacher education. Its major contributions were to prepare: ‘Teacher Education Curriculum: A Framework 1978’; ‘National Curriculum Framework for Teacher Education 1988’; ‘Curriculum Framework for Quality Teacher Education 1998’ and; most recently, ‘National Curriculum Framework for Teacher Education (NCFTE) 2009’. Consequently, teacher education curricula witnessed changes in teacher preparation programmes of various universities and boards in the country, so that teacher education may, therefore, create necessary awareness among teachers about their new roles and responsibilities.

Education of teachers is not an end in itself. Its target is the school. Any change in the nature, purpose, quality, and character of the school demands a concomitant change in teacher education, especially in its curriculum. The implementation of 10+2 scheme at the school level has transformed the complexion of education to a considerable extent from the pre-primary to the 10+2 stage. There has been an increase not only in the quantum of knowledge but also in its nature and purpose. It has been highlighted in the NCFTE (2009) that:

“The country has to address the need of supplying well qualified and professionally trained teachers in large numbers in the coming years. At the same time demand for quality secondary education is steadily increasing. It is recommended that the aim should be to reach universal secondary education within a maximum of ten years. Given the problems of inadequate quality in most secondary schools due to poor infrastructure and insufficient and poorly equipped teachers, the need for addressing the professional education of secondary
The Problem

The problem of education in the modern world is not the lack of teachers but the need for quality teachers. The National Curriculum Framework (NCF) 2005 places different demands and expectations on the teacher, which need to be addressed both by initial and continuing teacher education. The importance of competent teachers to the nation's school system can in no way be overemphasized. It is well known that the quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation. It is common knowledge too that the academic and professional standards of teachers constitute a critical component of the essential learning conditions for achieving the educational goals. The length of academic preparation, the level and quality of subject matter knowledge, the repertoire of pedagogical skills that teachers possess to meet the needs of diverse learning situations, the degree of commitment to the profession, sensitivity to contemporary issues and problems as also to learners and the level of motivation, critically influence the quality of curriculum transaction in the classrooms and thereby pupil learning and larger process of social transformation" (pp. 1-2).

In addition, new transactional techniques and strategies have also been evolved. Certain new subjects have replaced the old ones, whereas some others have changed their context, content, orientation, theme and philosophy. These changes at the school level, out of necessity, demand a new pedagogy and innovative evaluation techniques. But the changes at the level of teacher education have not adequately responded to the emerging realities at the school level. All that the teachers are expected to do in their work places need to be reflected in teacher education activities and programmes.

The teaching community has to face the challenges thrown by science and technology. There has been an explosion not only of scientific and technological knowledge but also in the means and techniques of acquiring knowledge.

The programme for the preparation of teachers, in order to be effective, should thus provide scope for continuing increase in subject-knowledge and the necessary skills and techniques needed for imparting that knowledge in a classroom situation (Shukla, 1969).

In view of the importance of teacher education from the viewpoint of the schools and evolution of new instructional strategies and transactional techniques, the present study is of immense use to the educational administrators, curriculum framers, teacher educators, school teachers, student teachers, parents and community. It is expected that the content analysis of curriculum of teacher education and its transaction will be of immense use to the
The Problem

curriculum framers and teacher educators in identifying the relevance of theory and practice with each other in secondary teachers' pre-service training programme of Himachal Pradesh.

The training of teachers is a major area of concern at present as both pre-service and in-service training of school teachers are extremely inadequate and poorly managed in most states including Himachal Pradesh. Pre-service training needs to be improved and differently regulated both in public and private institutions. As already highlighted, teacher training programme actually transacting the necessary skills and related knowledge to prepare competent and effective teachers, is the main concern of this study. If some loopholes can be identified, some concrete suggestions can also be made which may help in modifying our present secondary teacher preparation programme.

2.4 OBJECTIVES OF THE STUDY

The present study was undertaken keeping in the view the following objectives.

1. To make the content analysis of curriculum of secondary teachers' pre-service training programme.

2. To study the curriculum transaction procedures in secondary teacher's pre-service training programme with regard to:
   i. Planning
   ii. Teaching Methods/Strategies
   iii. Media: Print and Electronics
   iv. Evaluation Strategies
   v. Co-curricular Activities
   vi. Practice Teaching
   vii. Teacher's Behavior

3. To study the availability and utilization of the following resource centers viz.:
   i. Physical Sciences
   ii. Life Sciences
   iii. Mathematics
   iv. Social Sciences
   v. English Language
   vi. Hindi Language
   vii. Psychology
   viii. Educational Technology

56
2.5 DELIMITATIONS OF THE STUDY

1. The study was confined to one state i.e. Himachal Pradesh.

2. The study was confined to the opinions of the 22 Subject Experts and 214 Teacher Educators only.

3. It was restricted to the 34 colleges of teacher education, affiliated/maintained by Himachal Pradesh University.

4. The teaching subjects, ‘Teaching of Sanskrit’ and ‘Teaching of Home Science’ were not included in the content analysis by the teacher educators.

5. It was confined only to one component of secondary teacher education programme i.e. curriculum transaction.

2.6 OPERATIONAL DEFINITIONS OF THE KEY TERMS

Curriculum:

The total programme of educational activities or learning experiences, offered by Himachal Pradesh University through its total institutional programme designed to achieve the prescribed objectives of secondary teachers’ pre-service training programme.

Curriculum Transaction Procedures:

The procedures such as decisions about the course content, use of various teaching strategies, behaviors exhibited by teacher educators, use of media: print and electronics and evaluation techniques undertaken by teacher educators of secondary teachers’ pre-service training institutions for the transaction of curriculum.

Secondary Teachers’ Pre-service Training Programme:

The one year teacher training programme offered by Himachal Pradesh University. Shimla for the award of B. Ed. degree through formal mode.

Evaluative Study:

A study, which assesses the extent of implementation and impact of a specific programme or project, usually emphasize needs assessment and provide ongoing feedback. An evaluative study tends to focus on specific contexts of particular programme or project with no attempt to generalize beyond the cases at hand. It often uses a range of qualitative and quantitative tools but rarely use control or comparison groups and statistical methods to test specific hypotheses.