Chapter-I

Introduction
INTRODUCTION

Education has been recognized as fundamental right and it is viewed as a process of human resource development where the knowledge, skills and capabilities are sharpened to achieve a wide range of objectives. In a democracy, education can be used for giving training in good citizenship. It can produce leaders in different walks of life. Education is the process by which an individual is enable to function according to the expectations of the society as well as according to his/her capabilities.

"The education system must make its contribution to the development of habits, attitude and qualities of character which will enable the citizen to bear worthy by responsibilities democratic citizenship".

- Education Commission 1964.

1.1 Meaning of Education:

The word "Education" has been interpreted in various ways. The following are some of the interpretations:

Etymological Meaning

The word "Education" is derived from the Latin roots as under-

1. Educatum To train, Act of teaching of training.
2. Educere To lead, To draw out.
3. Educare To bring up, To educate.

Education means to train 'E' means from inside and 'Duco' means to draw out, to lead or to bring up. Combining the two, we get "to draw from inside". Developing process of drawing out from with into make explicit what is
implicit, education is to draw out and develop powers and capacities to the optimal. Educare and educere also mean a process of developing a child's inner dispositions, capacities and abilities to its full use. It is process of developing a continuous process of continuous development.

**Narrower Meaning of Education**

In its narrow sense, education is referred to school instruction. In this process the elders of the society strive to predetermined aims during a specified time by providing pre-structured information to children through set methods of teaching. It is not drawing out, it is filling in, and thus hampers the natural and full development of a child. Education in this sense is extrinsic and is in no way related to the child's endowments and capacities. "In narrow sense, education may be taken to mean any consciously directed effort to develop and cultivate our powers."

**Wider Meaning of Education**

In the wider sense, education is a process of development from cradle to the grave, a never-ending continuous process of never-ending, continuous development. In wider sense, education is experiential. "Whatever broadens our horizons, deepens our insight, refines our reactions and, stimulates thought and feeling, educates us," (Lodge) "In wider sense, it is a process that goes on through life, and that is promoted by almost every experience in life". (Mackenzie). According to Dumvile, education in it widest sense "Includes all the influences which act upon an individual during his passage from cradle to the grave." Education in this sense is intrinsic and unstructured.
Introduction

True Meaning

Education is a purposeful conscious or unconscious deliberate or spontaneous, psychological, sociological, scientific and philosophical process which brings about the all round development of the individual to its fullest extent in the best of his social interests in such a way that he enjoys maximum happiness and prosperity.

Definition of Education

“Education is a process by which child makes his internal external.”

(Froebet)

“By education I mean an all round drawing out of the best in child and man- body, mind and soul.”

(Mahatma Gandhi)

“Education means the bringing out of the ideas of universal validity which are latent in the mind of every man.”

(Socrates)

“Education is the manifestation of perfection already reached in man.”

(Vivekanand)

“Education means to enable the child to find out ultimate truth making truth its own and giving expression to it.”

(Rabindranath Tagore)
True Definition of Education

According to Raymont "Education is that process of development which consists in the passage of human being from infancy to maturity, the process whereby he adapts himself gradually in various ways to his physical, social and spiritual environment."

To Sum up:

(a) Education is a process of drawing out innate powers.
(b) Education is a process of development of individuality.
(c) Education is a process of producing change in the Group
(d) Education is a process of adjustment to environments.

The Principles of Education:

The first principle of true teaching is that nothing can be taught. The teacher is not an instructor or taskmaster, he is a helper and a guide. His business is to suggest and not to impose... The second principle is that the mind has to be consulted in its own growth. The idea of hammering the child into the shape desired by parent or teacher is a barbarous and ignorant superstition. It is he himself who must be induced to expand in accordance with his own nature.... The chief aim of education should be to help the growing soul to draw out that in itself. principle of education is to work from the near to the far, from that which is to that which shall be... a free and natural growth is that condition of genuine development...

Sri aurobindo
It has been aptly remarked, "if you educate a boy, you educate one individual. If you educate a girl, you educate the whole family and if you educate a teacher, you educate the whole community".

The contention that teachers are born, not made, can be true only in a few rare cases. It is also not contended that training, by itself, is sure to make a good teacher. But it is generally observed that a teacher with training becomes more mature and confident to perform his task more efficiently. Proper training and education enables the teacher to have knowledge of how children grow, develop and learn how they can be taught best and how their innate capacities can be brought out and developed.

1.2 Meaning of Teacher Education:

According to Monroe Encyclopedia of Educational research "Teacher education refers to the totality of educational inputs which contribute to the preparation of a person for a Teaching position in school". But the term is more commonly employed to designate the programmes of courses and other experiences offered by an educational institution for the announced purpose of preparing persons for teaching and other educational services.

W.S. Kilpatrick, the famous American educationist once remarked, "One trains circus performance and animals, but one educates the teachers", consequently the new term "Teacher education" has been adopted replacing the term 'teacher training'.

Teacher education is not mere pedagogy or acquisition of a training qualification. It is preparation of persons for family, for society and for the country. It is nurturing of creativity, inculcation of commitment and generation
of a strong will to contribute at the highest level of efficiency through a value-based approach. Teacher education is a process of unearthing the treasure within every teacher and subsequently within every learner in each and every learning centre. It is the process which makes the individuals realize the magnitude and potentialities which, if nurtured and inculcated in the right direction, could make significant contribution to the identified sectors.

1.3 Need and significance of Teacher Education:

Teacher education is needed for kindling the initiative of the teacher, for keeping it alive, for removing the evils or ‘hit and miss’ process, for according a process, for according a professional status to the teaching profession and above all for making the optimum use of time and energy of the teacher and the taught.

The Education Commission (1966-66) observed: "a sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvement in the education of millions".

NPE'86 calls for the overhaul of teacher education becomes a core condition to ensure high proficiency ad quality school education. In other words effective school education anticipates effective teacher education.

1.4 Effective Teacher Education:

Education is a process of human enlightenment and empowerment for the achievement of a better and high quality of life. A sound and effective
system of education results in the unfoldment of learners potentialities, enlargement of their competencies and transformation of their interest, attitudes and value.

Recognizing such an enormous potential of education, all progressive societies have committed themselves to the universalisation of elementary education with an explicit aim of providing 'Quality Education for All'. They have also recognized the significance of secondary education, gradually reaching to a near universalisation level and simultaneously improving its quality for effective empowerment of as many more learners as possible in order to achieve advancements in socio-economic and other domains of life. School education can be provided in the present times to practically all members of the society and therefore, its quality and efficiency assume special significance within the larger framework of personal, social and national development.

In this context, effective teacher education has crucial role. In fact, it becomes a core condition to ensure high proficiency and quality of school education. In other words, effective school education anticipates effective teacher education.

Teachers can act as trail-blazers in the lives of learners and in the process of education for development. If teachers acquire professional competencies and commitment, and if they are enabled and empowered to perform their multiple tasks in the classroom as well as in the school and the community in a genuinely professional manner, then a chain reaction can begin-starting with a sound teacher performances and culminating into a high
quality learning among increasingly more students in cognitive, affective and psychomotor areas of human development.

There was a time, especially during the pre-independence period in India, when teacher education was just a single-shot event. But this one-in-a-lifetime model is quite inadequate in the post-independence period, particularly in the modern times. In the last decades of the twentieth century, both school education and society have witnessed unprecedented technological advancements, communication revolutions, periodical reforms in school curriculum, introduction of competency-based and value-oriented education, adoption of minimum levels of Learning (MLL) strategy as envisaged by National Policy on Education (NPE) 1986 (modified 1992), major reforms in textbooks and other teaching-learning aids, promoting activity-based and joyful learning, introduction of self-learning and group learning activities besides teacher-directed learning, offering non-formal and alternative education systems, initiatives like Operation Blackboard (OB), Special Orientation Programme for Teachers (SOPT), Promoting primary and Elementary Education (PROPEL) and a host of other developments.

Clearly, all these and many other changes occurring in quick succession in school and society, coupled with new challenges to be faced in the initial decades of the twenty first century, which also marks the dawn of a third millennium, have profound implications for the renewal of curricula, content and processes of teacher education. If teacher education has to remain effective and functional, its curriculum and related aspects should be revamped and renewed urgently. What is more, effective teacher education for both elementary and secondary stages of education has now to be
conceived with a more comprehensive paradigm encompassing a number of inter-related components such as the following.

1.5 Pre-Service Teacher Education

Before a teacher is into the teaching process, acquisition of necessary understanding of the sociological, philosophical and psychological principles is an essential pre-requisite. Every teacher must have a through understanding of the context; the learners needs, the community expectations and the basic objectives of a particular stage of education. Besides gaining an insight into the fundamentals and foundations of education, various techniques and strategies of curriculum transaction have to be learnt by the teacher. Even more significant would be the teacher’s capacity to ensure that practically every child attains the level of mastery in the competencies identified in the curriculum. The teacher must be prepared to identify learner difficulties and design remedial as well as enrichment measures ensuring that no child remains neglected.

The need for taking care of social justice and equity is being felt more than ever before. This is essential for national development as every section of society, no matter howsoever deprived it has, been in the past, has to participate effectively and equally to contribute its share to the development process. Universal elementary education of high quality alone can contribute significantly in achieving this objective. Pre-service education of teachers needs to be geared to this vital task by preparing a high degree of proficient professionals for teaching and learning. Besides distinguishing itself by the rigour of the training process, the duration of the programme, the relevance of
the content and critical role of practicum, it has also to develop desirable qualities and professional values among new teachers in order to help them discharge their all-round duties to the school, the society and the nation honestly.

Pre-service professional education is a process of transformation of a lay person into a competent and committed professional practitioner. According to Dr. R. H. Dave, "Teacher education at elementary stage is a process of initial empowerment and continuing re-empowerment of professional practitioners for the purpose of generating competency based teaching at the level of mastery in practically all the children by adopting suitable aids, activities, motivational devices and evaluation procedure." This definition highlights practically all the critical ingredients of teacher education, general as well as specific to the stage. In operational terms, it would lead to professionalism of a high degree and if translated into action in letter and spirit at the implementation stage, it would lead to the development of requisite skills, attitudes and values for imparting successful learning and teaching experiences characterized by practicability, relevance and acceptability.

The level to which professionalism is achieved is a matter of immediate concern. Consequently, the major task is how to raise this level of professionalism? The role model syndrome that the new student teacher bring to the teacher education institution on the basis of his/her experiences as a student in primary and secondary (or, for that matter, in university, as the case may be), has to be re-examined and modified in the process of pre-service teacher education. Further, teacher educators themselves are expected to provide a role model which acts as an important influencing factor
in the transformation of the lay person into a trained professional. In addition, teachers of practice teaching schools and other such educators, with whom she/he interacts during pre-service training period, act as a third important factor in the process of transformation. All these are also influenced by the teacher preparation curriculum which includes an intensive study of educational theory, acquiring educational practice in the classroom, school and outside, under the guided supervision of teacher educators and developing appropriate attitudes, values and commitments.

The cumulative and interactive impact of all these processes and materials contributes to the transformation of a person, entering the programme of initial teacher education into a competent and committed professional educator. This process of transformation is the crux of the entire educational process and its quality is directly linked to the quality and efficacy of institutional functioning at the respective stage. When teachers are prepared for elementary or secondary school level, there are certain specific tasks for the student teachers, relevant to the stage concerned, which deserve special consideration and attention in the process of their preparation as teachers during pre-service teacher education, which, in turn, need to be continually stressed as part of their in-service programme later on as regular school teachers as well.

1.6 Teacher Education in AP:- Historical perspective:

Status of Teacher Education in A.P.

Before formation of Andhra Pradesh state in 1956, there were teacher education institutions having one and two year courses in the four 'Subhas' of Nizam state with head quarters at Hyderabad, Warangal, Gulburga and
Aurangabad for the matriculates and the middle passed. While the middle passed teachers were required to undergo a two year training course, the matriculates were given training for one year teaching. As a result of introduction of Mahatma Gandhiji's Basic Education, the primary schools were divided into two kinds namely basic and non-basic. Govt. Basic training school Biknoor, Nizamabad district was considered to be one of the leading training institutions in Telangana region, Govt. training college Rajahmundry was established as early as 1901-02 was affiliated to Madras University. Pentapada Basic training school was popular in Andhra region. Osmania University started B.T. Courses of one year duration for graduate in service in 1929. Subsequently B.Ed course was started in Osmania, Andhra & Sri Venkateswara Universities.

Training was not a pre-requisite qualification for appointment as teachers as there was under supply of trained teachers. In service teachers were given one year training; while the graduates were given one year B.Ed course and Matriculates were given one year certificate course known as 'Secondary Grade Basic Training'. Inservice teachers were given opportunity to improve their academic qualification. This facility was available only for inservice teachers. There were no external or correspondence courses earlier.

For the graduate possessing SGT certificate, to update their professional qualification to become eligible for promotion as school assistants a shortened B.Ed course of 5 months duration was initiated during 1960's at the instances of the Department of Education. Later, during the same decade the course was withdrawn as it was not considered
academically desirable to continue it indefinitely as a parallel course to the regular B.Ed course.

Keeping in pace with the developments that took place in the country, Basic training schools were abolished. In place of Basic Training schools, Govt. Teacher Training Institutions were established duly upgrading the curriculum, making plus two as the entry qualification instead of matriculation Vide GOMS.No.169 of 22/5/75 during the academic year 1975-76, with Telugu as medium of instruction with 150 intake for each TTI. Urdu medium parallel sections were also opened in certain TTls with an intake of 75 candidates. Admission were given based on merit in intermediate. The TTls were later converted as DIETs.

1.7 Quality Concerns in Teacher Education:

In consequence with NPE-86, AP has well established institutes of teacher education for improving quality of primary and secondary education.

A brief account of such institutions is given below:

1.7.1 SCERT

Introduction:

The State Council of Educational Research and Training (SCERT) Andhra Pradesh, was established on 27-07-1967, amalgamating the following institutions.

- The State Institute of Education
- The State Bureau of Education and Vocational Guidance
- The State Science Education unit and
- The State Evaluation Unit
Introduction

Functions:

Based on its objectives as the academic wing of the Department of School Education, the following are the functions of SCERT.

- Preparation of curricula, syllabi, instructional material for Primary, Upper Primary, Secondary and alternative systems of education.
- Development of evaluation procedures and material which are helpful to the practicing teachers.
- Bridging gaps between the methods and techniques advocated in training and the actual classroom practices.
- Dissemination of knowledge relating to improved methods and techniques to be followed by educational institutions.
- Co-ordination with national and international organizations in academic programmes. Organization of orientation programmes for the professional growth of teachers, teacher-educators, supervisors etc.
- Publication of journals, periodicals, books etc.,
- Resource support to implement the academic policies laid down by the Government.

1.7.2 Teacher Education Institutions for Secondary Education

Apart from regular preservice and inservice training programme courses for post graduation, research activities are taken up by certain institutes of Advanced Studies in Education. Teacher Education programmes for secondary education are being organized by IASEs and CTEs. The
functions and responsibilities assigned to these IASEs and CTEs are as follows:

1.7.2.1 The Institutions of advanced studies in education: (IASEs)

The functions of IASEs are:

Conduct programmes in elementary teacher education so as to prepare elementary teacher educators;

1. Conduct M.Ed., M.Phil and Ph.D. programme in education so as to prepare elementary and secondary teacher educators and research workers in education. Some of the IASEs may also start 4 year integrated course for secondary school teachers;

2. Conduct in-service courses for (i) elementary and secondary teacher educators, (ii) principals of secondary schools, (iii) persons involved with supervision of secondary schools, etc;

3. Organise pilot programmes in teacher education;

4. Conduct advanced level fundamental, applied and experimental research in education, especially of inter-disciplinary nature, e.g., sociology of education and economic development, educational psychology etc.;

5. Conduct training programmes for preparation of software and use of educational technology;

6. After the system of organizing in-service programmes gets stabilized and depending upon the capacity of an IASE, and the demand, such an institution may also organize some longer duration and specialized courses in appropriate areas;

7. Provide academic guidance to DIETs and resources to CTEs; and
8. Also undertake development of instructional material, such as

(i) Unit plans or content-cum-methodology Instructional Packages
(ii) Question Banks.
(iii) Teacher's hand books, student's work books etc.
(iv) Source books and resource materials
(v) Innovative programmes / practices and experimental projects
(vi) Self-learning instructional packages
(vii) Teaching aids and kits.

1.7.2.2 The Colleges of teacher education: (CTEs).

Functions of CTEs are:

1. Organise preservice teacher education courses for preparation of secondary teachers;
2. Organise subject oriented (3-4 weeks duration) and shorter theme-specific (3-10 days duration) inservice teacher education programmes for secondary teachers, with a view to making every teacher undergo at least one subject-oriented training course every 5 years, apart from shorter theme-specific courses;
3. Provide extension and resource support services to secondary schools, school complexes and individual teachers;
4. Conduct experimentation and innovation in school education;
5. Provide training and resource support for new areas of educational concern, eg. value-oriented education, work experience, environmental orientation of education, population education, educational technology, computer literacy, vocationalisation and science education.
Introduction

6. Provide support to professional bodies; and

7. Encourage community participation in teacher preparation programme.

1.7.3 Teacher Education Institutions at Elementary level (DIETS)

Pursuant to the provision of NPE-1988 on teacher education, a centrally sponsored scheme of restructuring and reorganization of Teacher Education was approved in October 1987. One of the five components of the scheme was establishment of District Institutes of Education and Training (DIETs). In a phased manner all the Teacher Training Institutions were upgraded as District Institutes of Education and Training from 1987-88 to 1989-90

- DIET's Mission and Role

A DIET's mission could be briefly stated in the following terms:

"To provide academic and resource support at the grass-root level for the success of various strategies and programmes being undertaken in the areas of elementary and adult education".

A DIET has 3 main functions viz:

(i) Training (pre-service and in-service)

(ii) Resource support (extension/guidance, development of material, aids, evaluation tools etc.) and

(iii) Action research
Organizational Structure:

DIETs in AP have the following seven academic branches:

1. Pre-Service Teacher Education (PSTE) Branch
2. Inservice Programme, Field interaction and innovative co-ordination (IFIC) Branch.
3. District Resources Unit (DRU) for Adult and Non-Formal Education
4. Planning and Management (P&M) Branch
5. Educational Technology (ET) Branch
6. Curriculum, Material Development and Evaluation (CDME) Branch
7. Work Experience (WE) Branch

In consonance with the norms of NCTE, the curriculum of TTI was revised, in place of one year TTC course a two year Diploma in Education (D.Ed) was introduced Vide GO.Ms.No.35, Education (SE, TRG,. III) Dept. dt.9-9-99 with effect from the academic year 1999-2000.

Every district in AP has a DIET. The intake is 100 per each DIET. The medium of instruction is Telugu, In certain DIETs there is a parallel Urdu, Tamil Medium section with an intake of 50.

1.7.3.1 Objectives of D.Ed Course:

The two year course which is commitment oriented, competency based and performance targeted has the following objectives.

➢ To enable to student teacher to understand the aims and perspectives of elementary including pre-school education.
➢ To develop necessary professional skills and attitudes especially in handling classes in multigrade and multi-level schools.
Introduction

➢ To understand the cultural diversity on social needs of secular, democratic and socialistic society in the scientific manner.

➢ To understand the factors which influence education, growth and development of emerging Indian Society.

➢ To provide necessary knowledge and skills for ensuring quality EFA (Education for All)

➢ To acquire managerial and planning skills needed for effective management of classroom and school plant.

➢ To conduct empirical child study in order to identify Child’s innate abilities, needs and urges.

➢ To adopt learner centered competency based teaching strategies by providing Natural Learning Experiences (NLE) through creative and productive activities.

➢ To provide necessary inputs needed to build the capacity to the trainee to plan, execute and evaluate programmes under creative art, work experience, Health Education and Physical Education.

➢ To provide necessary skills needed for teaching mother tongue, English, Mathematics, General Science and Social Studies.

➢ To develop competencies to deliver lessons in the classroom using Information and Communication Technology (Computer Aided lessons).

➢ To transact curriculum in accordance with objectives envisaged in National Curriculum Frame Work (NCFW) for school education – 2000 of NCERT and vision-2020 document of A.P.
1.7.3.2 Subjects with weightages:

Subjects:

There are 10 subjects in D.Ed. course (Covering 10 Examination Papers) Viz: 5 Basic subjects and 5 Strategic subjects. The 5 basic subjects are taught in 1st year and 5 strategic subjects are taught both in 1st year and 2nd year. However for examination purpose Basic Papers will be examined in 1st year and strategy papers in 2nd year.

Basic papers:

Paper – I : Teacher and Education in Emerging India
Paper – II : Educational Psychology, measurement and Evaluation
Paper – IV : Perspectives in Primary Education
Paper – V : Capacity Building
  - Computer Education
  - Heath & Physical Education
  - Art Education
  - Work Experience

Strategy Papers:

Paper – VI : Methods to Teaching Mother Tongue (Telugu/Urdu/Tamil)
Paper – VII : Methods of Teaching English
Paper – VIII : Methods of Teaching Mathematics
Introduction

Paper - IX : Methods of Teaching General Science/Environmental

Studies-II :

Paper - X : Methods of Teaching Social Studies/Environmental

Studies-I

D. Ed. I YEAR

The activities for D.Ed course in I year are spread over in 38 working weeks from June to April.

Orientation:

Student Teachers on allotment to DIET by the DIET-CET Convener, initially they will be oriented on the following areas:

I) Facilities offered by the institution in general.

II) The seven branches of the institution, their functions, and their relevance to D.Ed., course.

III) The faculty of DIET (Human Resources).

IV) Salient features of D.Ed Course. The Details are given below:

Theory and Practical: (Suggested activities)

Theory and practicals will be organised as per the syllabus. It should be noted that practicals should invariably follow theoretical presentations in all subjects (papers). Syllabus should be completed before. II Terminal Exam
Introduction

as per year plans i.e. by February end. Revision should take place in March and April till final exams commence.

Pre SEP Activities:

Pre-School Experience Programme (SEP) activities will be organised in the 15th working week before the commencement of SEP in which the students will be made aware of the records to be maintained, projects to be undertaken during the SEP etc.

D.Ed.II YEAR

The activities for D.Ed. course in II year are spread over in 38 working weeks from June to April.

Theory and practical:

Theory and practical go hand in hand over the whole academic year. Theory classes in 5 Strategic subjects will be organized for a period of 18 weeks mainly at different intervals. The student teachers have to organise practical as suggested in syllabus for each paper under the guidance of the subject lecturers. Syllabus should be covered before II Terminal Exam, i.e. by February end. Revision should take place in March & April till final exams commence. The month wise division of syllabus for each subject/paper given in the calendar should be followed scrupulously.

Demonstration Lessons:

Demonstration lessons taken up in 7th working week are the most important activities of the course. Every methodology lecturer should give five (5) demonstration lessons in his/her strategy subject. Student teachers
should have exposure on demonstration lesson on pre-primary, primary and multigrade. One of the demonstration lessons shall be on micro teaching. Each cycle of micro teaching can cover the sequence – plan – teach - feedback – replan – reteach - refeedback.

Demonstration should have brief outline of the lesson plan, followed by a brief discussion during which useful points can be suggested and the doubts of the student-teachers can be clarified and cleared.

Teaching practice:

Teaching practice taken up for 7 weeks (8th to 14th working week) is the important component of the course and needs a careful planning and organization. The student teachers should be required to teach a particular class only after:

1. They have observed demonstration lessons.
2. They have participated in the workshops on teaching learning strategies.
3. They have acquired grasp on the syllabus and teaching materials prescribed for the class.

Every student teacher should teach 7 periods for each strategic subject and observe 5 periods of peer student teaching in each of the strategic subjects; and one of the teaching periods should be on micro-teaching in each strategic subject.
**Internship:**

Internship planned for 7 weeks from 40 working days in the focus point nucleus of the course in which the student teacher has to practice the experiences gained during his/her teaching practice the experiences gained during his/her teaching practice session. During the internship student teacher should teach 7 periods in each strategic subject besides observing all the activities taking place during the school hours. During internship student-teacher has to conduct scholastic achievement test at the rate of one for each strategic subject and submit record as per schedule.

All the activities that take place during the internship period will be evaluated by the teachers of the school concerned as the student teachers should stay in the school and be involved in the activities both scholastic and co-scholastic on par with the regular teachers.

**Final practical:**

Final practical (Final lesson) will be conducted at the end of second year in the month of March in five strategic subjects as per the schedule of dates Communicated by DGE, and the final lessons will be evaluated by the internal as well as external examiners appointed by DGE, in consultation with Director, SCERT.

**Theory Exams:**

Final Theory exams will be conducted in the month of April in five strategic subjects at the end of the second year.

**Note:** Other activities such as Terminal exams, Record work, Co-Scholastic activities will be conducted as suggested in the I year.
1.7.3.3 Scheme of Evaluation:

As per the GO. Ms. No. 35, dated 24-07-99, 2 year Diploma in Education, curriculum has been formulated and given below is the scheme of examination.

Theory: There are 10 subject areas
1. Basic Subjects (5)
2. Strategy Subjects (Methodologies) (5)

At the end of 1st year external examination (theory) will be conducted for the 5 basic subjects and external examinations for strategy subjects will be conducted at the end of II year though teaching commence in the 1st year.

There shall be 2 terminal examinations for which 20 marks are allotted and one assignment in each subject for which 10 marks are allotted. The details are given below:
## 1st year basic papers

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<th>S. NO.</th>
<th>Name of the Papers</th>
<th>Final Examinations (Max. marks)</th>
<th>Terminal Examinations (Max. marks)</th>
<th>Assignment (Max. marks)</th>
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<td>Educational Psychology measurement &amp; evaluation</td>
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<td>Elementary education Planning, measurement &amp; teacher functions</td>
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<td>Perspectives in primary Education</td>
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<td>5</td>
<td>Capacity Building</td>
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<td>- Computer Edn.</td>
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<td>- Health &amp; Physical Edn.</td>
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<td>- Art Edn.</td>
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<td>- Work Experience</td>
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Introduction

2nd year papers (Methodologies)

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<th>Final Examinations (Max. marks)</th>
<th>Terminal Examinations (Max. marks)</th>
<th>Assignment (Max. marks)</th>
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<td>1</td>
<td>Methods of Teachings Mother Tongue</td>
<td>70</td>
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<tr>
<td>2</td>
<td>Methods of Teaching English</td>
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<td>3</td>
<td>Methods of Teaching Mathematics</td>
<td>70</td>
<td>20</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>Methods of Teaching General Science</td>
<td>70</td>
<td>20</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>Methods of Teaching Social Studies</td>
<td>70</td>
<td>20</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>350</strong></td>
<td><strong>100</strong></td>
<td><strong>50</strong></td>
<td><strong>500</strong></td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

Teaching Practice:

Teaching practice is the most important part of the course. The student teacher is expected to teach minimum 7 periods in each subject besides observing 5 periods of peer trainees in each subject. They shall give final lessons in each subject which shall be assessed by the external board constituted for this purpose. Maximum marks allotted are given below:
## Schedule of Teaching Practice 2nd year

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name of the Paper</th>
<th>Teaching Practice (7 periods)</th>
<th>Lesson Observations (5 periods)</th>
<th>Internship (7 periods)</th>
<th>Final lesson</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Methods of Teaching Mother Tongue</td>
<td>35</td>
<td>10</td>
<td>35</td>
<td>20</td>
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</tr>
<tr>
<td>2</td>
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<td>10</td>
<td>35</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>3</td>
<td>Methods of Teaching Mathematics</td>
<td>35</td>
<td>10</td>
<td>35</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>Methods of Teaching General Science</td>
<td>35</td>
<td>10</td>
<td>35</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>Methods of Teaching Social Studies</td>
<td>35</td>
<td>10</td>
<td>35</td>
<td>20</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
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<td>50</td>
<td>175</td>
<td>100</td>
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</tr>
</tbody>
</table>
Introduction

Records:

The Teacher trainee should submit records which shall be evaluated by the faculty of DIET and shall be assessed by an external board nominated by the Director of SCERT.

i) Practicum
   1) Institution based
   2) Field based

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Title of the Record</th>
<th>Max. Marks</th>
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<tbody>
<tr>
<td>1.</td>
<td>Child Study</td>
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<tr>
<td>2.</td>
<td>Project Work</td>
<td>40</td>
</tr>
<tr>
<td>3.</td>
<td>Working with community</td>
<td>25</td>
</tr>
<tr>
<td>4.</td>
<td>Work experience</td>
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</tr>
<tr>
<td>5.</td>
<td>Art education</td>
<td>20</td>
</tr>
<tr>
<td>6.</td>
<td>Physical and health education</td>
<td>25</td>
</tr>
<tr>
<td>7.</td>
<td>Computer education</td>
<td>50</td>
</tr>
<tr>
<td>8.</td>
<td>School Observation</td>
<td>50</td>
</tr>
<tr>
<td>9.</td>
<td>Psychology Record</td>
<td>25</td>
</tr>
<tr>
<td>10.</td>
<td>Achievement Test Records for Strategic Subjects</td>
<td>75</td>
</tr>
<tr>
<td>11.</td>
<td>Activity Packs for Strategic Subjects</td>
<td>50</td>
</tr>
<tr>
<td>12.</td>
<td>Mandatory Literacy activity of literating two Adults and enrolment of two enrolled children</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong>:</td>
<td><strong>500</strong></td>
</tr>
</tbody>
</table>

The minimum pass marks both for Theory and Practical is 40% (Both external and Internal Assessments). Results will be declared separately for Theory and Practical.
1.8 Study Habits:

It is not enough to study hard; we must learn how to study efficiently.

Students frequently under-achieve because of negative attitudes, poor planning and unawareness of basic approaches to the use of books, note taking, essay writing and revision.

If a book or chapter is read straight through, particularly in a comfortable chair, it is all too easy to let the eyes slip over the lines without taking in anything of what is read. This is because the mind is passive not active. To understand it, active concentrated effort must be made. It is not for nothing that we speak of grasping a subject.

Studying consists of transferring ideas from lectures, books or other recorded forms to one's own mind, digesting them, fitting them into one's own experience and make them one's own.

Study is not simple reading. To gain knowledge is its personal effort. Study is the sum of all the habits, determined purposes and enforced practices that the individual uses in order to learn. Thus, study means (1) application of the mind to a problem or subject (2) a branch of learning and (3) an investigation of particular subject or the published findings of such investigation. According to Armstrong (1956) "study is hard work, no easy substitute is available". Success of the student is measured by his ability to study. According to Encyclopedic Dictionary of Psychology, study is a "Research project that is less formal than a controlled experiment that involves independent and dependent variables".
A good organized and systematic approach to study gives the student to a sure and speedier successes. Lincoln said the desire to learn in many speeches and letters what others was beginning to feel and could not express. He become one of the greatest masters of the English prose, although he had no one to teach how to study and very little with which to study. No one provided him books, classes and study habits. He snatched his study period between hours of hewing away the wilderness and fighting hunger (Bhatia Narang, 1972).

According to William James "Habit is the enormous fly-wheel of society. It is a most precious conservative agent".

Habits are not simple reactions that are carried out by the organism. They are built into it as an integral part of its structure. Our surrounding environment and activities influence habits. Habit is the most striking and useful characteristic of the growing child. This tendency gets finally conditioned during the adolescent period. The general task is cultivation of proper habits, the sole aim of education and these are fly-wheels of Academic Achievement.

The best any one can do is to make the students cultivate a taste for reading and this can be done only helping students to build up sound study habits. Onubugwu (1990) defines study habits as the techniques a student employs to go about his or her studies, which are consistent, and have become stereotyped as a result of long application or practice.

Study habits may therefore be defined as the complex of reading behaviour of a person, resulting from the varying degrees of interaction of a number of variable factors, when he seeks graphic records for acquiring
information or knowledge. The concept of a study habit means the ability of
the learner to schedule his time, the plan of his study, the habit of
concentration, note taking, mental review, over learning, the judicious
application of whole and part method, massed and distributed learning and so
on.

1.8.1 Study Skills:

A basic competency in study is essential, and teachers handicap both
themselves and their pupils if they fail to teach the flexible strategies that are
needed to obtain knowledge from books of the non-narrative type. The
higher-order study skills must be taught and practiced frequently in contexts
relevant and interesting to the child, for he will make techniques of his own
only if he sees them as necessary for his own purposes.

Perhaps one of the reasons teachers neglect this extension of reading
is that until recent years little was known about study skills, hence they
themselves were not taught to vary their rate and type of reading for various
circumstances and materials. This means a re-learning and re-thinking of
approaches and strategies that are appropriate to developing activities that
will ensure that today's children acquire extended reading skills.

First then, what do we mean by higher-order skills? These are the
skills required by the child or adult when he wishes to find information on any
subject for himself, and they increase in number when he is confronted with a
wide range of books. He needs to be able to find his way around a library, to
be able to obtain a quick opinion of the overall range of a selected book, to
locate and extract the relevant material, to read and re-read if necessary until
the problematic area is understood, and to read the book at his own particular level for enjoyment, if it appeals to him.

He must also be able to understand what he is reading, such understanding being in tune with his requirement and the demands imposed by his purpose.

Briefly, here is a list of those skills that can be started during the early and middle years.

**Extended reading skills**

- Uses contents tables
- Uses index
- Uses dictionary
- Uses encyclopedia
- Uses library system
- Is able to sequence
- Reads for pleasure
- Surveys
- Skims
- Scans
- Reads rapidly
- Defines purpose for reading
- Forms questions for reading
- Assesses reliability in books
- Assesses suitability in books
- Recognizes bias
- Can differentiate between fact and fiction
Can differentiate between truth and opinion
Indexes and cross-references
Makes notes
Collates information
Uses information read
Produces bibliography
Reads intensively
Constructs flow diagrams

1.8.2 Becoming More Efficient in Study Habits

Most of the people are inefficient readers. Some read too slowly, with a lack of understanding, others so fast that their minds are given no chance to take a firm grasp of the material. Reading efficiency must be measured by thoroughness and benefit derived rather than by quantity.

To improve your reading efficiency, attention must be given to four main points: selection of books; understanding what you read; note-making; and development of speed.

1. Selection of books: A wise selection of books and reading carefully will help to widen your interest, to develop your intelligence and to improve your education. Write down in a notebook the details of any book you hear of that seems worth reading. You will gather titles from the recommendation of friends, from newspaper and glossy magazine reviews and so on. Add a brief note of the reason for putting each title in your list. This list will grow more rapidly than you can read the books in it. Periodically go through it and cross
out those in which your interest is no longer strong. This will keep the list up-to-date and alive.

Libraries are useful, but it is more satisfying to own your own copies of good books. They are always at hand for re-reading and reference. Try to buy at least one book a month, choosing carefully from your list.

Your reading list will naturally be guided by your purpose. Some entries may be novels for leisure hours. Others will deal with your hobby. A big section may contain titles to help with your studies. The list should enable you to choose easily something worth reading and to cut out the casual selection of a paperback on the strength of its gaudy cover.

2. Understanding What You Read: This may seem obvious, but few people manage to grasp clearly what is put before them. The main causes of difficulty are four:

(a) **Inadequate vocabulary:** To meet this trouble, write down the words you do not fully understand; look them up in a dictionary and write down their meanings. Use the new words learnt in your own speech or writing as soon as possible.

(b) **Lack of reasoning power:** It is often necessary to follow an argument developed by the author. The faculty for grasping a process of reasoning can be developed only by using it. That is to say, start reasoning yourself. Question everything that comes in your way. Exercise your talent for criticism. Read even the simplest newspaper article as though you were an examiner marking a candidate's paper. Of course, some books are more
Introduction

easily criticized than others. Nevertheless the attempt will greatly increase your understanding and respect for that work. Always read with your critical sense on the alert.

(c) Insufficient background: Many books assume that the reader already has some knowledge of the subject. If you are just taking up radio construction for a hobby, you will not immediately derive any benefit from a book on advanced circuits. This is a question of right selection of books, but as your knowledge and exercise grow, you will understand a wider range of books, and get a deeper insight into the significance of simpler ones.

(d) Read for correction, not for information: In other words, think first and read afterwards. Suppose you want to study a new subject. First spend some time thinking what you already know or believe or would expect to be true of the subject. Then read a book, and you will find it far more interesting and instructive than it would otherwise be. Another cause of slow reading is moving the lips to form words as you read. Regular practice in the deliberate effort to keep the lips still is needed. This fault will reduce your reading speed to that of your talking speed.

Avoid the bad habit of going back over material you have already read. If you have difficulty in finding the beginning of each line of print, there may be some fault in your vision and you should consult the doctor. Your posture may affect the speed. Sit upright, holding the book at right angles to your eyes. Compare the speed you manage this way with what you can accomplish with the book stuck sideways when you read in bed.
Introduction

Do not expect to read everything at the same speed. Light novels can be read much more quickly than solid textbooks. You should have three or four reading speeds, each applicable to a particular kind of book. Your aim should be to improve each speed, not to scamper through everything at your fastest. A light novel of 240 pages should take you three to four hours to read. A psychology textbook of the same length should take ten to twelve hours, spread out over several sessions. After that period of time you should be able to give a comprehensive and accurate account of the contents.

Good readers usually read faster and understand more than poor readers. The aim should be to read fast enough to keep pushing the speed, yet not so fast that we lose the thought of what we are reading. The aim of reading is to learn something, or to entertain yourself, so the golden rule is never to read faster than your understanding allows, no matter how slowly you have to go. And always remember that some writers lack the gift of lucid expression, so that a slow speed may sometimes be the fault of the author.

Books contain the accumulated thought and experience of the wisest and cleverest. They are the substitute for conversation with the great, and in reading a man’s thoughts we should behave towards them with the same respect that we should show to the man himself. For it gives the answer to problems that have already arisen in your mind. It corrects the mistaken ideas that you held. Thinking in advance gives the book a new relevance, relating it at once to your existing knowledge and beliefs.
Introduction

3. **Note Taking:** The great value of owning books is that you are free to make pencil marks in them. In a book you have borrowed this is bad manners, but in your own it is commonsense. The marked passages indicate quickly the points of special interest to you. As you read, put a light line against these parts. Jot down the page number inside the front cover to help you turn rapidly to the marked passage. Skill in marking books is developed with practice. The object is to bring out the salient points. Often the first sentence in a paragraph is the important one, the rest being an amplification of it. Sometimes, however, the last sentence bears the main weight of the argument.

When a writer is describing the main points in his topic, it is helpful to number them in the margin as they are mentioned. If the author has himself used the words “first”, secondly” and so on, underline them to make them more prominent. The aim in marking your book should be to bring out the heart of the material. The effort of doing so will in itself make you concentrate more and so lead to better understanding. Record in a notebook your impressions of the books you read. Copy out passages, which particularly strike you, add your own comments and criticisms, write down any ideas for further reading or difficulties that the book has thrown up. This exercise adds interest to your reading and the notes are useful when you come to read the book again later.

Making good notes about books is an art. The problem is to foresee what will be useful to you later on, when the book is less fresh in your memory. When it is read for pleasure record how much you enjoyed it, what parts you like best in fact, your own re-actions. But if the book has to be mattered for an
examination, this method will not do. The most thorough way is to write a summary of every paragraph, so making a condensed version of the book.

This impresses the material on your memory and just before the examination you can read through your notes, referring here and there to the original for points of special importance or difficulty.

4. Developing a good speed; Many people would like to be able to read more quickly. Speed without understanding, however, is clearly valueless. Tests have shown that the best way to increase your reading speed is to improve your vocabulary and your powers of comprehension. If attention is given to improving speed alone, your understanding of what you read will suffer. Your memory will not retain the subject matter, nor will you give adequate thought to it. Many people read too quickly, and you may find it a good plan to slow down, especially if you read a good deal. Continual, indiscriminate and rapid reading quickly destroys the power to think and form sound judgments. Such reading, whether of light books or more serious ones, is just a drug to lull your mind.

Fast reading may degenerate into passive reading. The ideas, images and information the words are intended to convey flow into the passive mind like. The critical faculty is suspended. Slow down, let your mind work on the words before it, read less and gain more from it. Nevertheless, it is desirable to achieve a good speed without sacrificing understanding.

Give attention to vocabulary and comprehension, and a few simple exercises will help. Try holding a sheet of paper across the page covering all below the line you are reading. Move it down the page and try to keep up with it,
gradually increasing the speed. As soon as you find you are no longer fully grasping the content, slow down again. Avoid reading word by word. Try instead to take in whole phrases. If the line of print is suddenly covered, you should still be able to say in your mind the remaining words in the line, your eye having taken them in, in advance.

1.8.3 Ways to improve good study habits

Pupils in their childhood, they have more interest and self descriptive in every thing. In their childhood if we inculcate the good habits in the study, it is useful for their future studies. The following points are useful to improve good study habits (Srinivasa Rao R. 1975).

1. Use good lighting, good air, comfortable chair etc.
2. study at the same time each day, routine is valuable tool that sets our internal clock.
3. Prepare a plan of action and budget the time properly for a day and for a week too.
4. Give more time for studying difficult subjects in the time schedule and follow up it sincerely.
5. Favourable environment gives good concentration.
6. studies have not been conclusive concerning the noise level. Do remember that if you have too many distractions around you, you will have trouble concentrating on the subject you are studying. If the television is on, make sure you are not watching it.
7. Before you begin, have all the supplies you need. You waste time interrupting your self and running little errands, you are also not concentrating or studying when looking for things.

8. The whole material should break up into small paragraphs, practice summarizing each paragraph quickly in the mind.

9. Develop the attitude of the questioning him and others about points what he read.

10. Prepare brief notes what he read, besides note down the book name and page number in it, if using other books.

11. For re-check, better to underline the important points, topics and questions.

12. Keep your assignments organized in a notebook or planner, you will be able to follow a study plan at home and get a feeling of accomplishment when you check off each completed task.

13. Memorize the formulas, principles, symbols, rules etc., that are needed again and again.

14. Understand what the meaning is before you want to memorize.

15. Think a while before you write, because it should be specific and definite.

16. Do not study for long time. It gives you strain.

17. Clarify the doubts with the subject teachers, specialists, family members and friends as early as possible.

18. Evaluate your self, what goals are achieved by you?

19. Develop positive attitude, at the time of examination
Introduction

20. Develop the psychomotor skills like drawing, painting, etc.

21. Develop the attitude, utilizing the resources for his study.

22. Work without interruption, Phone calls in the middle of study time will detract from work completion. Hold those calls until your home work and study time are complete.

23. Participate in discussions, debates, quiz programmes etc, either in the class or in the competitions conducted by college or other organization.

24. Develop the correct usage and language skills.

25. Watch the good T.V. programmes, Radio lessons etc., that should be useful for your studies.

26. Develop the interest in special fields as fiction, science, etc.

27. Develop the comprehensive study of words, phrases and idioms for enriching functional vocabulary.

28. Develop the power of speaking and writing.

29. Develop the collection of non-textual matter from library, magazines etc.

30. Develop your hand writing by using copy writing books
1.8.4 Factors Affecting Study Habits

Some of the important factors that affect the study habits are given below.

1. Constitutional factors such as visual defects, auditory defects, susceptibility to fatigue etc.
2. Lack of good relations in the family
3. Lack of adequate intelligence to cope with the academic demands
4. Educational factors such as poor study habits.
5. Psychological factors such as lack of interest or adequate motivation
6. Environmental factors such as lack of co-operation between home and school.
7. Unresolved personal problems leading to inability to concentrate.
8. Community is also an important factor for developing good study habits. Community has to arrange the community centres, such as library facilities, community resource centres, Information centres, etc. The good community provides necessary facilities for good study.
9. Apart from all the above factors Sex, Caste, Physical and Social environment of the students also influence their study habits.
10. Lack of guidance.
1.9 Resume of Succeeding Chapters

The thesis consists of 6 chapters

Chapter – II : It deals with the review of related literature in the present investigation

Chapter – III : It discusses the statement of the problem, need, purpose, objectives hypotheses, variables studied and limitations of the study.

Chapter – IV : In this Methods of investigation, the detailed structure of the construction of the tools, adoption of tools collection of data and statistical techniques used in analysis of data are presented.

Chapter – V : This chapter incorporates analysis and interpretation of the collected data.

Chapter – VI : It is connected with summary, major findings, conclusions, recommendations and suggestions for the further study.

Bibliography and Appendices are kept at the end of the thesis.