CHAPTER – III

Research Design and Procedure
# CHAPTER III

## RESEARCH DESIGN AND PROCEDURE

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1. INTRODUCTION</td>
<td>60</td>
</tr>
<tr>
<td>3.2. IDENTIFICATION OF PROBLEM AREA AND METHOD ADOPTED</td>
<td>60</td>
</tr>
<tr>
<td>3.3. TITLE OF THE STUDY</td>
<td>61</td>
</tr>
<tr>
<td>3.4. OPERATIONAL DEFINITIONS</td>
<td>61</td>
</tr>
<tr>
<td>3.5. OBJECTIVES</td>
<td>62</td>
</tr>
<tr>
<td>3.6. HYPOTHESES</td>
<td>83</td>
</tr>
<tr>
<td>3.7. POPULATION AND SAMPLE</td>
<td>101</td>
</tr>
<tr>
<td>3.8. RESEARCH TOOLS</td>
<td>101</td>
</tr>
<tr>
<td>3.9. COLLECTION OF DATA</td>
<td>101</td>
</tr>
<tr>
<td>3.10. STATISTICS USED</td>
<td>102</td>
</tr>
<tr>
<td>3.11. REFERENCES</td>
<td>102</td>
</tr>
</tbody>
</table>
CHAPTER – III
RESEARCH DESIGN AND PROCEDURE

3.1. INTRODUCTION

Research being a more systematic activity directed towards discovery and the development of an organised body of knowledge has been proved to be an essential and powerful tool in leading man towards progress. The dignity of research can be raised by proper methodology. It is the means, procedure or the technique adopted for an orderly arrangement of facts and principles. The success of any research depends largely on the suitability of methods, the tools and techniques used for the collection of data. In the words of Sukhia, S.P., Mehrotra, P.V. and Mehrotra (1963), "Systematic research in education is essential to save time, money, energy and a lot of failure and frustration and show us the path of progress" (P. 66).

In fact the research design is the conceptual structure within which research measurement and analysis constitute the blue print for the collection of data. Therefore it is important to have an appropriate and complete description of the procedure followed in the study. This chapter deals with methodology of the present study.

3.2. IDENTIFICATION OF PROBLEM AREA AND METHOD ADOPTED

In all kinds of research processes, irrespective of their field to which they are related, the research methods are of more importance. As stated by Louis Cohen and Lawrence Manion (1989) "By methods, we mean, that range of approaches used in educational research to gather data which are to be used as a basis for inference and interpretation for explanation and prediction" (P. 145).

The present study aims at investigating into the influence of teaching related input sessions provided by the B.Ed. colleges affiliated to the University of Kerala on the teacher behaviour of the teacher trainees. The investigator having chosen the target population as the teacher trainees studying in Colleges of Education affiliated to the University of Kerala has worked out the strategy to include those in the Government Training College, University Centres, Aided Colleges and Self-financing Colleges. Therefore, it has been necessitated to collect data from a larger sample scattered over a specific area with regard to Teaching related Input Sessions provided by the Colleges of
Education and the teacher behaviour of the teacher trainees. The focus of the study, as it has already been pointed out falls on identifying the nature of input sessions provided by the Colleges of Education and the level of teacher behaviour – acquisition of knowledge related to teaching, teaching competence and self-esteem – of the target group. Due to this, the investigator has chosen the survey method as the suitable form of research for collecting valid data for the variables, which are to be studied in the present investigation.

3.3. TITLE OF THE STUDY

The investigator would like to word the title of her study as follows:

A CRITICAL STUDY ON THE INFLUENCE OF TEACHING RELATED INPUT SESSIONS ON TEACHER BEHAVIOUR OF TEACHER TRAINEES

3.4. OPERATIONAL DEFINITIONS

Teaching Related Input Sessions

By this, the investigator means the scores obtained on the Rating Scale prepared by the Investigator for assessing the nature of the twelve Input Sessions.

Teacher Behaviour

By Teacher Behaviour – Acquisition of Knowledge related to Teaching, the Investigator means the scores obtained on the Achievement Test related to Teaching prepared by the Investigator.

By Teacher Behaviour – Teaching Competence, the Investigator means the scores obtained on the Teaching Competence Scale prepared and validated by Suneeela Shyam (2006) and adapted by the Investigator.

By Teacher Behaviour – Self-esteem, the Investigator means the scores obtained on the Self-esteem Inventory standardized by Cooper Smith (1967).

Teacher Trainees

By this, the investigator means the students studying B.Ed. degree course in Colleges of Education and University Centres affiliated to the University of Kerala.
3.5. OBJECTIVES

PART – I: CATEGORY-WISE OBJECTIVES

Section - A: Government Training College

1. To find how far the Government Training College affiliated to the University of Kerala provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to Methods and Techniques of Teaching (MTT).

2. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for MTT.

3. To find the significance of relation between the input on MTT provided in the four subject groups (Maths, Natural Science, Physical Science and Social Science) in Government Training College and the Teacher Behaviour with regard to Acquisition of Knowledge related to Teaching (AKT), Teaching Competence (TC) and Self-esteem (SE).

4. To find how far the Government Training College affiliated to the University of Kerala provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to Writing Instructional Objectives and Lesson Plan (IO&LP).

5. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for IO&LP.

6. To find the significance of relation between the input on IO&LP provided in the four subject groups in Government Training College and the Teacher Behaviour with regard to AKT, TC and SE.

7. To find how far the Government Training College affiliated to the University of Kerala provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to Observing Senior Teachers’ Classes (OSTC).

8. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for OSTC.
9. To find the significance of relation between the input on OSTC provided in the four subject groups in Government Training College and the Teacher Behaviour with regard to AKT, TC and SE.

10. To find how far the Government Training College affiliated to the University of Kerala provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to Sessions on Micro Teaching (SMT).

11. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for SMT.

12. To find the significance of relation between the input on SMT provided in the four subject groups in Government Training College and the Teacher Behaviour with regard to AKT, TC and SE.

13. To find how far the Government Training College affiliated to the University of Kerala provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to Demonstration Classes by Teacher Educators (DCTE).

14. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for DCTE.

15. To find the significance of relation between the input on DCTE provided in the four subject groups in Government Training College and the Teacher Behaviour with regard to AKT, TC and SE.

16. To find how far the Government Training College affiliated to the University of Kerala provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to Demonstration Classes by Outside Experts (DCOE).

17. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for DCOE.

18. To find the significance of relation between the input on DCOE provided in the four subject groups in Government Training College and the Teacher Behaviour with regard to AKT, TC and SE.

19. To find how far the Government Training College affiliated to the University of Kerala provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical
Science and Social Science groups with regard to Preparation and Demonstration of AV Aids (PDAV).

20. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for PDAV.

21. To find the significance of relation between the input on PDAV provided in the four subject groups in Government Training College and the Teacher Behaviour with regard to AKT, TC and SE.

22. To find how far the Government Training College affiliated to the University of Kerala provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to Organising Simulated Classroom Teaching (OSCT).

23. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for OSCT.

24. To find the significance of relation between the input on OSCT provided in the four subject groups in Government Training College and the Teacher Behaviour with regard to AKT, TC and SE.

25. To find how far the Government Training College affiliated to the University of Kerala provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to Observing Peer Group Teaching (OPGT).

26. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for OPGT.

27. To find the significance of relation between the input on OPGT provided in the four subject groups in Government Training College and the Teacher Behaviour with regard to AKT, TC and SE.

28. To find how far the Government Training College affiliated to the University of Kerala provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to Using Videos on Classroom Communication (VCC).
29. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for VCC.

30. To find the significance of relation between the input on VCC provided in the four subject groups in Government Training College and the Teacher Behaviour with regard to AKT, TC and SE.

31. To find how far the Government Training College affiliated to the University of Kerala provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to Organisation and Supervision of Intensive Teaching (OSIT).

32. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for OSIT.

33. To find the significance of relation between the input on OSIT provided in the four subject groups in Government Training College and the Teacher Behaviour with regard to AKT, TC and SE.

34. To find how far the Government Training College affiliated to the University of Kerala provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to Discussion on Models of Teaching (DMT).

35. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for DMT.

36. To find the significance of relation between the input on DMT provided in the four subject groups in Government Training College and the Teacher Behaviour with regard to AKT, TC and SE.

37. To find the level of acquisition of knowledge related to teaching (AKT) by B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College affiliated to the University of Kerala.

38. To find the level of Teaching Competence (TC) of the B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College affiliated to the University of Kerala.
39. To find the level of Self-esteem (SE) of the B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College affiliated to the University of Kerala.

40. To find the significance of difference among the B.Ed. students of four subject groups in Government Training College with regard to their AKT, TC and SE.

**Section - B: University Departments**

1. To find how far the University Departments affiliated to the University of Kerala provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to MTT.

2. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for MTT.

3. To find the significance of relation between the input on MTT provided in the four subject groups (Maths, Natural Science, Physical Science and Social Science) in University Departments and the Teacher Behaviour with regard to AKT, TC and SE.

4. To find how far the University Departments provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to IO&LP.

5. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for IO&LP.

6. To find the significance of relation between the input on IO&LP provided in the four subject groups in University Departments and the Teacher Behaviour with regard to AKT, TC and SE.

7. To find how far the University Departments provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to OSTC.

8. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for OSTC.

9. To find the significance of relation between the input on OSTC provided in the four subject groups in University Departments and the Teacher Behaviour with regard to AKT, TC and SE.
10. To find how far the University Departments provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to SMT.

11. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for SMT.

12. To find the significance of relation between the input on SMT provided in the four subject groups in University Departments and the Teacher Behaviour with regard to AKT, TC and SE.

13. To find how far the University Departments provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to DCTE.

14. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for DCTE.

15. To find the significance of relation between the input on DCTE provided in the four subject groups in University Departments and the Teacher Behaviour with regard to AKT, TC and SE.

16. To find how far the University Departments provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to DCOE.

17. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for DCOE.

18. To find the significance of relation between the input on DCOE provided in the four subject groups in University Departments and the Teacher Behaviour with regard to AKT, TC and SE.

19. To find how far the University Departments provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to PDAV.

20. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for PDAV.
21. To find the significance of relation between the input on PDAV provided in the four subject groups in University Departments and the Teacher Behaviour with regard to AKT, TC and SE.

22. To find how far the University Departments provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to OSCT.

23. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for OSCT.

24. To find the significance of relation between the input on OSCT provided in the four subject groups in University Departments and the Teacher Behaviour with regard to AKT, TC and SE.

25. To find how far the University Departments provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to OPGT.

26. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for OPGT.

27. To find the significance of relation between the input on OPGT provided in the four subject groups in University Departments and the Teacher Behaviour with regard to AKT, TC and SE.

28. To find how far the University Departments provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to VCC.

29. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for VCC.

30. To find the significance of relation between the input on VCC provided in the four subject groups in University Departments and the Teacher Behaviour with regard to AKT, TC and SE.

31. To find how far the University Departments provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to OSIT.
32. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for OSIT.

33. To find the significance of relation between the input on OSIT provided in the four subject groups in University Departments and the Teacher Behaviour with regard to AKT, TC and SE.

34. To find how far the University Departments provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to DMT.

35. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for DMT.

36. To find the significance of relation between the input on DMT provided in the four subject groups in University Departments and the Teacher Behaviour with regard to AKT, TC and SE.

37. To find the level of AKT of B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups studying in University Departments affiliated to the University of Kerala.

38. To find the level of TC of the B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College affiliated to the University of Kerala.

39. To find the level of BE of the B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College affiliated to the University of Kerala.

40. To find the significance of difference among the B.Ed. students of four subject groups in University Departments with regard to their AKT, TC and SE.

Section - C: Aided Colleges

1. To find how far the Aided Colleges affiliated to the University of Kerala provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to MTT.

2. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for MTT.
3. To find the significance of relation between the input on MTT provided in the four subject groups (Maths, Natural Science, Physical Science and Social Science) in Aided Colleges and the Teacher Behaviour with regard to AKT, TC and SE.

4. To find how far the Aided Colleges provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to IO&LP.

5. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for IO&LP.

6. To find the significance of relation between the input on IO&LP provided in the four subject groups in Aided Colleges and the Teacher Behaviour with regard to AKT, TC and SE.

7. To find how far the Aided Colleges provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to OSTC.

8. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for OSTC.

9. To find the significance of relation between the input on OSTC provided in the four subject groups in Aided Colleges and the Teacher Behaviour with regard to AKT, TC and SE.

10. To find how far the Aided Colleges provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to SMT.

11. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for SMT.

12. To find the significance of relation between the input on SMT provided in the four subject groups in Aided Colleges and the Teacher Behaviour with regard to AKT, TC and SE.

13. To find how far the Aided Colleges provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to DCTE.
14. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for DCTE.

15. To find the significance of relation between the input on DCTE provided in the four subject groups in Aided Colleges and the Teacher Behaviour with regard to AKT, TC and SE.

16. To find how far the Aided Colleges provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to DCOE.

17. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for DCOE.

18. To find the significance of relation between the input on DCOE provided in the four subject groups in Aided Colleges and the Teacher Behaviour with regard to AKT, TC and SE.

19. To find how far the Aided Colleges provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to PDAV.

20. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for PDAV.

21. To find the significance of relation between the input on PDAV provided in the four subject groups in Aided Colleges and the Teacher Behaviour with regard to AKT, TC and SE.

22. To find how far the Aided Colleges provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to OSCT.

23. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for OSCT.

24. To find the significance of relation between the input on OSCT provided in the four subject groups in Aided Colleges and the Teacher Behaviour with regard to AKT, TC and SE.
25. To find how far the Aided Colleges provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to OPGT.

26. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for OPGT.

27. To find the significance of relation between the input on OPGT provided in the four subject groups in Aided Colleges and the Teacher Behaviour with regard to AKT, TC and SE.

28. To find how far the Aided Colleges provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to VCC.

29. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for VCC.

30. To find the significance of relation between the input on VCC provided in the four subject groups in Aided Colleges and the Teacher Behaviour with regard to AKT, TC and SE.

31. To find how far the Aided Colleges provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to OSIT.

32. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for OSIT.

33. To find the significance of relation between the input on OSIT provided in the four subject groups in Aided Colleges and the Teacher Behaviour with regard to AKT, TC and SE.

34. To find how far the Aided Colleges provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to DMT.

35. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for DMT.
36. To find the significance of relation between the input on DMT provided in the four subject groups in Aided Colleges and the Teacher Behaviour with regard to AKT, TC and SE.

37. To find the level of AKT of B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups studying in Aided Colleges affiliated to the University of Kerala.

38. To find the level of TC of the B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College affiliated to the University of Kerala.

39. To find the level of SE of the B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College affiliated to the University of Kerala.

40. To find the significance of difference among the B.Ed. students of four subject groups in Aided Colleges with regard to their AKT, TC and SE.

Section - D: Self-financing Colleges

1. To find how far the Self-financing Colleges affiliated to the University of Kerala provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to MTT.

2. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for MTT.

3. To find the significance of relation between the input on MTT provided in the four subject groups in Self-financing Colleges and the Teacher Behaviour with regard to AKT, TC and SE.

4. To find how far the Self-financing Colleges provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to IO&LP.

5. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for IO&LP.

6. To find the significance of relation between the input on IO&LP provided in the four subject groups in Self-financing Colleges and the Teacher Behaviour with regard to AKT, TC and SE.
7. To find how far the Self-financing Colleges provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to OSTC.

8. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for OSTC.

9. To find the significance of relation between the input on OSTC provided in the four subject groups in Self-financing Colleges and the Teacher Behaviour with regard to AKT, TC and SE.

10. To find how far the Self-financing Colleges provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to SMT.

11. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for SMT.

12. To find the significance of relation between the input on SMT provided in the four subject groups in Self-financing Colleges and the Teacher Behaviour with regard to AKT, TC and SE.

13. To find how far the Self-financing Colleges provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to DCTE.

14. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for DCTE.

15. To find the significance of relation between the input on DCTE provided in the four subject groups in Self-financing Colleges and the Teacher Behaviour with regard to AKT, TC and SE.

16. To find how far the Self-financing Colleges provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to DCOE.

17. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for DCOE.
18. To find the significance of relation between the input on DCOE provided in the four subject groups in Self-financing Colleges and the Teacher Behaviour with regard to AKT, TC and SE.

19. To find how far the Self-financing Colleges provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to PDAV.

20. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for PDAV.

21. To find the significance of relation between the input on PDAV provided in the four subject groups in Self-financing Colleges and the Teacher Behaviour with regard to AKT, TC and SE.

22. To find how far the Self-financing Colleges provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to OSCT.

23. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for OSCT.

24. To find the significance of relation between the input on OSCT provided in the four subject groups in Self-financing Colleges and the Teacher Behaviour with regard to AKT, TC and SE.

25. To find how far the Self-financing Colleges provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to OPGT.

26. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for OPGT.

27. To find the significance of relation between the input on OPGT provided in the four subject groups in Self-financing Colleges and the Teacher Behaviour with regard to AKT, TC and SE.

28. To find how far the Self-financing Colleges provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to VCC.
29. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for VCC.

30. To find the significance of relation between the input on VCC provided in the four subject groups in Self-financing Colleges and the Teacher Behaviour with regard to AKT, TC and SE.

31. To find how far the Self-financing Colleges provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to OBIT.

32. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for OBIT.

33. To find the significance of relation between the input on OBIT provided in the four subject groups in Self-financing Colleges and the Teacher Behaviour with regard to AKT, TC and SE.

34. To find how far the Self-financing Colleges provide input sessions to the B.Ed. trainees of Maths, Natural Science, Physical Science and Social Science groups with regard to DMT.

35. To find the significance of difference among Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College with regard to the inputs provided for DMT.

36. To find the significance of relation between the input on DMT provided in the four subject groups in Self-financing Colleges and the Teacher Behaviour with regard to AKT, TC and SE.

37. To find the level of AKT of B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups studying in Self-financing Colleges affiliated to the University of Kerala.

38. To find the level of TC of the B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College affiliated to the University of Kerala.

39. To find the level of SE of the B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College affiliated to the University of Kerala.
PART - II: OBJECTIVES ON DIFFERENT SUBJECT GROUPS

Section - A: Input Sessions

1. To find the significance of difference in the input on MTT provided to the four subject groups (Maths, Natural Science, Physical Science and Social Science) in the four categories of colleges (Government Training College, University Departments, Aided Colleges and Self-financing Colleges).

2. To find the significance of difference in the input on LO&LP provided to the four subject groups in the four categories of colleges.

3. To find the significance of difference in the input on OSTC provided to the four subject groups in the four categories of colleges.

4. To find the significance of difference in the input on SMT provided to the four subject groups in the four categories of colleges.

5. To find the significance of difference in the input on DCTE provided to the four subject groups in the four categories of colleges.

6. To find the significance of difference in the input on DCOE provided to the four subject groups in the four categories of colleges.

7. To find the significance of difference in the input on PDAV provided to the four subject groups in the four categories of colleges.

8. To find the significance of difference in the input on OSCT provided to the four subject groups in the four categories of colleges.

9. To find the significance of difference in the input on OPGT provided to the four subject groups in the four categories of colleges.

10. To find the significance of difference in the input on VCC provided to the four subject groups in the four categories of colleges.

11. To find the significance of difference in the input on OSIT provided to the four subject groups in the four categories of colleges.

12. To find the significance of difference in the input on DMT provided to the four subject groups in the four categories of colleges.
Section - B: Teacher Behaviour

1. To find the significance of difference in the AKT among the B.Ed. students of four subject groups (Maths, Natural Science, Physical Science and Social Science) in the four categories of colleges (Government Training College, University Departments, Aided Colleges and Self-financing Colleges).

2. To find the significance of difference in the TC among the B.Ed. students of four subject groups in the four categories of colleges.

3. To find the significance of difference in the SE among the B.Ed. students of four subject groups in the four categories of colleges.

PART – III: OBJECTIVES RELATED TO TEACHER BEHAVIOUR

Section - A: Government Training College

1. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Maths group in Government Training College with regard to AKT.

2. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Maths group in Government Training College with regard to TC.

3. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Maths group in Government Training College with regard to SE.

4. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Natural Science group in Government Training College with regard to AKT.

5. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Natural Science group in Government Training College with regard to TC.

6. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Natural Science group in Government Training College with regard to SE.

7. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Physical Science group in Government Training College with regard to AKT.
8. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Physical Science group in Government Training College with regard to TC.

9. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Physical Science group in Government Training College with regard to SE.

10. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Social Science group in Government Training College with regard to AKT.

11. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Social Science group in Government Training College with regard to TC.

12. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Social Science group in Government Training College with regard to SE.

Section - B: University Departments

1. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Maths group in University Departments with regard to AKT.

2. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Maths group in University Departments with regard to TC.

3. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Maths group in University Departments with regard to SE.

4. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Natural Science group in University Departments with regard to AKT.

5. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Natural Science group in University Departments with regard to TC.
6. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Natural Science group in University Departments with regard to SE.

7. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Physical Science group in University Departments with regard to AKT.

8. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Physical Science group in University Departments with regard to TC.

9. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Physical Science group in University Departments with regard to SE.

10. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Social Science group in University Departments with regard to AKT.

11. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Social Science group in University Departments with regard to TC.

12. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Social Science group in University Departments with regard to SE.

Section - C: Aided Colleges

1. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Maths group in Aided Colleges with regard to AKT.

2. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Maths group in Aided Colleges with regard to TC.

3. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Maths group in Aided Colleges with regard to SE.

4. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Natural Science group in Aided Colleges with regard to AKT.
5. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Natural Science group in Aided Colleges with regard to TC.

6. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Natural Science group in Aided Colleges with regard to SE.

7. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Physical Science group in Aided Colleges with regard to AKT.

8. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Physical Science group in Aided Colleges with regard to TC.

9. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Physical Science group in Aided Colleges with regard to SE.

10. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Social Science group in Aided Colleges with regard to AKT.

11. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Social Science group in Aided Colleges with regard to TC.

12. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Social Science group in Aided Colleges with regard to SE.

Section - D: Self-financing Colleges

1. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Maths group in Self-financing Colleges with regard to AKT.

2. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Maths group in Self-financing Colleges with regard to TC.
3. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Maths group in Self-financing Colleges with regard to SE.

4. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Natural Science group in Self-financing Colleges with regard to AKT.

5. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Natural Science group in Self-financing Colleges with regard to TC.

6. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Natural Science group in Self-financing Colleges with regard to SE.

7. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Physical Science group in Self-financing Colleges with regard to AKT.

8. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Physical Science group in Self-financing Colleges with regard to TC.

9. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Physical Science group in Self-financing Colleges with regard to SE.

10. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Social Science group in Self-financing Colleges with regard to AKT.

11. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Social Science group in Self-financing Colleges with regard to TC.

12. To find the significance of the 12 types of input sessions in predicting the Teacher Behaviour of B.Ed. students of Social Science group in Self-financing Colleges with regard to SE.
3.6. HYPOTHESES

PART – I: CATEGORY-WISE HYPOTHESES

Section - A: Government Training College

1. The input sessions being provided in the Government Training College affiliated to the University of Kerala to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to Methods and Techniques of Teaching (MTT) is satisfactory.

2. There is no significant difference among the four subject groups (Maths, Natural Science, Physical Science and Social Science) in Government Training College with regard to the inputs provided for MTT.

3. The input on MTT provided in the four subject groups in Government Training College is not significantly correlated with the Teacher Behaviour with regard to Acquisition of Knowledge related to Teaching (AKT), Teaching Competence (TC) and Self-esteem (SE).

4. The input sessions being provided in the Government Training College to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to Writing Instructional Objectives and Lesson Plan (IO&LP) is satisfactory.

5. There is no significant difference among the four subject groups in Government Training College with regard to the inputs provided for IO&LP.

6. The input on IO&LP provided in the four subject groups in Government Training College is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.

7. The input sessions being provided in the Government Training College to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to Observing Senior Teachers' Classes (OSTC) is satisfactory.

8. There is no significant difference among the four subject groups in Government Training College with regard to the inputs provided for OSTC.

9. The input on OSTC provided in the four subject groups in Government Training College is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.
10. The input sessions being provided in the Government Training College to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to Sessions on Micro Teaching (SMT) is satisfactory.

11. There is no significant difference among the four subject groups in Government Training College with regard to the inputs provided for SMT.

12. The input on SMT provided in the four subject groups in Government Training College is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.

13. The input sessions being provided in the Government Training College to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to Demonstration Classes by Teacher Educators (DCTE) is satisfactory.

14. There is no significant difference among the four subject groups in Government Training College with regard to the inputs provided for DCTE.

15. The input on DCTE provided in the four subject groups in Government Training College is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.

16. The input sessions being provided in the Government Training College to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to Demonstration Classes by Outside Experts (DCOE) is satisfactory.

17. There is no significant difference among the four subject groups in Government Training College with regard to the inputs provided for DCOE.

18. The input on DCOE provided in the four subject groups in Government Training College is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.

19. The input sessions being provided in the Government Training College to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to Preparation and Demonstration of AV Aids (PDAV) is satisfactory.

20. There is no significant difference among the four subject groups in Government Training College with regard to the inputs provided for PDAV.

21. The input on PDAV provided in the four subject groups in Government Training College is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.
22. The input sessions being provided in the Government Training College to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to Organising Simulated Classroom Teaching (OSCT) is satisfactory.

23. There is no significant difference among the four subject groups in Government Training College with regard to the inputs provided for OSCT.

24. The input on OSCT provided in the four subject groups in Government Training College is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.

25. The input sessions being provided in the Government Training College to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to Observing Peer Group Teaching (OPGT) is satisfactory.

26. There is no significant difference among the four subject groups in Government Training College with regard to the inputs provided for OPGT.

27. The input on OPGT provided in the four subject groups in Government Training College is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.

28. The input sessions being provided in the Government Training College to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to Using Videos on Classroom Communication (VCC) is satisfactory.

29. There is no significant difference among the four subject groups in Government Training College with regard to the inputs provided for VCC.

30. The input on VCC provided in the four subject groups in Government Training College is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.

31. The input sessions being provided in the Government Training College to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to Organisation and Supervision of Intensive Teaching (OSIT) is satisfactory.

32. There is no significant difference among the four subject groups in Government Training College with regard to the inputs provided for OSIT.

33. The input on OSIT provided in the four subject groups in Government Training College is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.
34. The input sessions being provided in the Government Training College to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to Discussion on Models of Teaching (DMT) is satisfactory.

35. There is no significant difference among the four subject groups in Government Training College with regard to the inputs provided for DMT.

36. The input on DMT provided in the four subject groups in Government Training College is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.

37. The level of acquisition of knowledge related to teaching (AKT), Teaching Competence (TC) and Self-esteem (SE) of B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups studying in Government Training College is average.

38. The B.Ed. students of the four subject groups in Government Training College do not differ significantly in their Acquisition of Knowledge related to Teaching (AKT).

39. The B.Ed. students of the four subject groups in Government Training College do not differ significantly in their Teaching Competence (TC).

40. The B.Ed. students of the four subject groups in Government Training College do not differ significantly in their Self-esteem (SE).

**Section - B: University Departments**

1. The input sessions being provided in the University Departments affiliated to the University of Kerala to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to MTT is satisfactory.

2. There is no significant difference among the four subject groups (Maths, Natural Science, Physical Science and Social Science) in University Departments with regard to the inputs provided for MTT.

3. The input on MTT provided in the four subject groups in University Departments is not significantly correlated with the Teacher Behaviour with regard to Acquisition of Knowledge related to Teaching (AKT), Teaching Competence (TC) and Self-esteem (SE).

4. The input sessions being provided in the University Departments to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to IO&LP is satisfactory.
5. There is no significant difference among the four subject groups in University Departments with regard to the inputs provided for IO&LP.

6. The input on IO&LP provided in the four subject groups in University Departments is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.

7. The input sessions being provided in the University Departments to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to OSTC is satisfactory.

8. There is no significant difference among the four subject groups in University Departments with regard to the inputs provided for OSTC.

9. The input on OSTC provided in the four subject groups in University Departments is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.

10. The input sessions being provided in the University Departments to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to SMT is satisfactory.

11. There is no significant difference among the four subject groups in University Departments with regard to the inputs provided for SMT.

12. The input on SMT provided in the four subject groups in University Departments is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.

13. The input sessions being provided in the University Departments to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to DCTE is satisfactory.

14. There is no significant difference among the four subject groups in University Departments with regard to the inputs provided for DCTE.

15. The input on DCTE provided in the four subject groups in University Departments is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.

16. The input sessions being provided in the University Departments to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to DCOE is satisfactory.

17. There is no significant difference among the four subject groups in University Departments with regard to the inputs provided for DCOE.

18. The input on DCOE provided in the four subject groups in University Departments is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.
19. The input sessions being provided in the University Departments to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to PDAV is satisfactory.

20. There is no significant difference among the four subject groups in University Departments with regard to the inputs provided for PDAV.

21. The input on PDAV provided in the four subject groups in University Departments is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.

22. The input sessions being provided in the University Departments to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to OSCT is satisfactory.

23. There is no significant difference among the four subject groups in University Departments with regard to the inputs provided for OSCT.

24. The input on OSCT provided in the four subject groups in University Departments is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.

25. The input sessions being provided in the University Departments to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to OPGT is satisfactory.

26. There is no significant difference among the four subject groups in University Departments with regard to the inputs provided for OPGT.

27. The input on OPGT provided in the four subject groups in University Departments is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.

28. The input sessions being provided in the University Departments to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to VCC is satisfactory.

29. There is no significant difference among the four subject groups in University Departments with regard to the inputs provided for VCC.

30. The input on VCC provided in the four subject groups in University Departments is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.

31. The input sessions being provided in the University Departments to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to OSIT is satisfactory.

32. There is no significant difference among the four subject groups in University Departments with regard to the inputs provided for OSIT.
33. The input on OSIT provided in the four subject groups in University Departments is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.

34. The input sessions being provided in the University Departments to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to DMT is satisfactory.

35. There is no significant difference among the four subject groups in University Departments with regard to the inputs provided for DMT.

36. The input on DMT provided in the four subject groups in University Departments is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.

37. The level of AKT, TC and SE of B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups studying in University Departments is average.

38. The B.Ed. students of the four subject groups in University Departments do not differ significantly in their AKT.

39. The B.Ed. students of the four subject groups in University Departments do not differ significantly in their TC.

40. The B.Ed. students of the four subject groups in University Departments do not differ significantly in their SE.

Section - C: Aided Colleges

1. The input sessions being provided in the Aided Colleges affiliated to the University of Kerala to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to MTT is satisfactory.

2. There is no significant difference among the four subject groups (Maths, Natural Science, Physical Science and Social Science) in Aided Colleges with regard to the inputs provided for MTT.

3. The input on MTT provided in the four subject groups in Aided Colleges is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.

4. The input sessions being provided in the Aided Colleges to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to IO&LP is satisfactory.

5. There is no significant difference among the four subject groups in Aided Colleges with regard to the inputs provided for IO&LP.

6. The input on IO&LP provided in the four subject groups in Aided Colleges is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.
7. The input sessions being provided in the Aided Colleges to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to OSTC is satisfactory.

8. There is no significant difference among the four subject groups in Aided Colleges with regard to the inputs provided for OSTC.

9. The input on OSTC provided in the four subject groups in Aided Colleges is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.

10. The input sessions being provided in the Aided Colleges to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to SMT is satisfactory.

11. There is no significant difference among the four subject groups in Aided Colleges with regard to the inputs provided for SMT.

12. The input on SMT provided in the four subject groups in Aided Colleges is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.

13. The input sessions being provided in the Aided Colleges to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to DCTE is satisfactory.

14. There is no significant difference among the four subject groups in Aided Colleges with regard to the inputs provided for DCTE.

15. The input on DCTE provided in the four subject groups in Aided Colleges is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.

16. The input sessions being provided in the Aided Colleges to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to DCOE is satisfactory.

17. There is no significant difference among the four subject groups in Aided Colleges with regard to the inputs provided for DCOE.

18. The input on DCOE provided in the four subject groups in Aided Colleges is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.

19. The input sessions being provided in the Aided Colleges to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to PDAV is satisfactory.

20. There is no significant difference among the four subject groups in Aided Colleges with regard to the inputs provided for PDAV.
21. The input on PDAV provided in the four subject groups in Aided Colleges is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.

22. The input sessions being provided in the Aided Colleges to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to OSCT is satisfactory.

23. There is no significant difference among the four subject groups in Aided Colleges with regard to the inputs provided for OSCT.

24. The input on OSCT provided in the four subject groups in Aided Colleges is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.

25. The input sessions being provided in the Aided Colleges to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to OPGT is satisfactory.

26. There is no significant difference among the four subject groups in Aided Colleges with regard to the inputs provided for OPGT.

27. The input on OPGT provided in the four subject groups in Aided Colleges is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.

28. The input sessions being provided in the Aided Colleges to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to VCC is satisfactory.

29. There is no significant difference among the four subject groups in Aided Colleges with regard to the inputs provided for VCC.

30. The input on VCC provided in the four subject groups in Aided Colleges is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.

31. The input sessions being provided in the Aided Colleges to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to OSIT is satisfactory.

32. There is no significant difference among the four subject groups in Aided Colleges with regard to the inputs provided for OSIT.

33. The input on OSIT provided in the four subject groups in Aided Colleges is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.

34. The input sessions being provided in the Aided Colleges to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to DMT is satisfactory.
35. There is no significant difference among the four subject groups in Aided Colleges with regard to the inputs provided for DMT.

36. The input on DMT provided in the four subject groups in Aided Colleges is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.

37. The level of AKT, TC and SE of B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups studying in Aided Colleges is average.

38. The B.Ed. students of the four subject groups in Aided Colleges do not differ significantly in their AKT.

39. The B.Ed. students of the four subject groups in Aided Colleges do not differ significantly in their TC.

40. The B.Ed. students of the four subject groups in Aided Colleges do not differ significantly in their SE.

**Section - D: Self-financing Colleges**

1. The input sessions being provided in the Self-financing Colleges affiliated to the University of Kerala to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to MTT is satisfactory.

2. There is no significant difference among the four subject groups (Maths, Natural Science, Physical Science and Social Science) in Self-financing Colleges with regard to the inputs provided for MTT.

3. The input on MTT provided in the four subject groups in Self-financing Colleges is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.

4. The input sessions being provided in the Self-financing Colleges to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to IO&LP is satisfactory.

5. There is no significant difference among the four subject groups in Self-financing Colleges with regard to the inputs provided for IO&LP.

6. The input on IO&LP provided in the four subject groups in Self-financing Colleges is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.

7. The input sessions being provided in the Self-financing Colleges to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to OSTC is satisfactory.

8. There is no significant difference among the four subject groups in Self-financing Colleges with regard to the inputs provided for OSTC.
9. The input on OSTC provided in the four subject groups in Self-financing Colleges is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.
10. The input sessions being provided in the Self-financing Colleges to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to SMT is satisfactory.
11. There is no significant difference among the four subject groups in Self-financing Colleges with regard to the inputs provided for SMT.
12. The input on SMT provided in the four subject groups in Self-financing Colleges is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.
13. The input sessions being provided in the Self-financing Colleges to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to DCTE is satisfactory.
14. There is no significant difference among the four subject groups in Self-financing Colleges with regard to the inputs provided for DCTE.
15. The input on DCTE provided in the four subject groups in Self-financing Colleges is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.
16. The input sessions being provided in the Self-financing Colleges to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to DCOE is satisfactory.
17. There is no significant difference among the four subject groups in Self-financing Colleges with regard to the inputs provided for DCOE.
18. The input on DCOE provided in the four subject groups in Self-financing Colleges is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.
19. The input sessions being provided in the Self-financing Colleges to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to PDAV is satisfactory.
20. There is no significant difference among the four subject groups in Self-financing Colleges with regard to the inputs provided for PDAV.
21. The input on PDAV provided in the four subject groups in Self-financing Colleges is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.
22. The input sessions being provided in the Self-financing Colleges to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to OSCT is satisfactory.
23. There is no significant difference among the four subject groups in Self-financing Colleges with regard to the inputs provided for OSCT.

24. The input on OSCT provided in the four subject groups in Self-financing Colleges is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.

25. The input sessions being provided in the Self-financing Colleges to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to OPGT is satisfactory.

26. There is no significant difference among the four subject groups in Self-financing Colleges with regard to the inputs provided for OPGT.

27. The input on OPGT provided in the four subject groups in Self-financing Colleges is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.

28. The input sessions being provided in the Self-financing Colleges to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to VCC is satisfactory.

29. There is no significant difference among the four subject groups in Self-financing Colleges with regard to the inputs provided for VCC.

30. The input on VCC provided in the four subject groups in Self-financing Colleges is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.

31. The input sessions being provided in the Self-financing Colleges to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to OSIT is satisfactory.

32. There is no significant difference among the four subject groups in Self-financing Colleges with regard to the inputs provided for OSIT.

33. The input on OSIT provided in the four subject groups in Self-financing Colleges is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.

34. The input sessions being provided in the Self-financing Colleges to B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups with regard to DMT is satisfactory.

35. There is no significant difference among the four subject groups in Self-financing Colleges with regard to the inputs provided for DMT.

36. The input on DMT provided in the four subject groups in Self-financing Colleges is not significantly correlated with the Teacher Behaviour with regard to AKT, TC and SE.

37. The level of AKT, TC and SE of B.Ed. students of Maths, Natural Science, Physical Science and Social Science groups studying in Self-financing Colleges is average.
38. The B.Ed. students of the four subject groups in Self-financing Colleges do not differ significantly in their AKT.
39. The B.Ed. students of the four subject groups in Self-financing Colleges do not differ significantly in their TC.
40. The B.Ed. students of the four subject groups in Self-financing Colleges do not differ significantly in their SE.

PART – II: HYPOTHESES ON DIFFERENT SUBJECT GROUPS

Section - A: Input Sessions

1. The input on MTT provided to the four subject groups (Maths, Natural Science, Physical Science and Social Science) does not differ significantly among the four categories of colleges (Government Training College, University Departments, Aided Colleges and Self-financing Colleges).
2. The input on IO&LP provided to the four subject groups does not differ significantly among the four categories of colleges.
3. The input on OSTC provided to the four subject groups does not differ significantly among the four categories of colleges.
4. The input on SMT provided to the four subject groups does not differ significantly among the four categories of colleges.
5. The input on DCTE provided to the four subject groups does not differ significantly among the four categories of colleges.
6. The input on DCOE provided to the four subject groups does not differ significantly among the four categories of colleges.
7. The input on PDAV provided to the four subject groups does not differ significantly among the four categories of colleges.
8. The input on OSCT provided to the four subject groups does not differ significantly among the four categories of colleges.
9. The input on OPGT provided to the four subject groups does not differ significantly among the four categories of colleges.
10. The input on VCC provided to the four subject groups does not differ significantly among the four categories of colleges.
11. The input on OSIT provided to the four subject groups does not differ significantly among the four categories of colleges.
12. The input on DMT provided to the four subject groups does not differ significantly among the four categories of colleges.

**Section - B: Teacher Behaviour**

1. The B.Ed. students of four subject groups (Maths, Natural Science, Physical Science and Social Science) do not differ significantly in their Acquisition of Knowledge related to Teaching (AKT) in the four categories of colleges (Government Training College, University Departments, Aided Colleges and Self-financing Colleges).

2. The B.Ed. students of four subject groups do not differ significantly in their Teaching Competence (TC) in the four categories of colleges.

3. The B.Ed. students of four subject groups do not differ significantly in their Self-esteem (SE) in the four categories of colleges.

**PART – III: HYPOTHESES RELATED TO TEACHER BEHAVIOUR**

**Section - A: Government Training College**

1. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Maths group in Government Training College with regard to Acquisition of Knowledge related to Teaching (AKT).

2. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Maths group in Government Training College with regard to Teaching Competence (TC).

3. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Maths group in Government Training College with regard to Self-esteem (SE).

4. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Natural Science group in Government Training College with regard to Acquisition of Knowledge related to Teaching (AKT).

5. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Natural Science group in Government Training College with regard to Teaching Competence (TC).

6. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Natural Science group in Government Training College with regard to Self-esteem (SE).
7. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Physical Science group in Government Training College with regard to Acquisition of Knowledge related to Teaching (AKT).

8. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Physical Science group in Government Training College with regard to Teaching Competence (TC).

9. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Physical Science group in Government Training College with regard to Self-esteem (SE).

10. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Social Science group in Government Training College with regard to Acquisition of Knowledge related to Teaching (AKT).

11. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Social Science group in Government Training College with regard to Teaching Competence (TC).

12. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Social Science group in Government Training College with regard to Self-esteem (SE).

Section - B: University Departments

1. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Maths group in University Departments with regard to Acquisition of Knowledge related to Teaching (AKT).

2. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Maths group in University Departments with regard to Teaching Competence (TC).

3. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Maths group in University Departments with regard to Self-esteem (SE).

4. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Natural Science group in University Departments with regard to Acquisition of Knowledge related to Teaching (AKT).
5. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Natural Science group in University Departments with regard to Teaching Competence (TC).

6. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Natural Science group in University Departments with regard to Self-esteem (SE).

7. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Physical Science group in University Departments with regard to Acquisition of Knowledge related to Teaching (AKT).

8. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Physical Science group in University Departments with regard to Teaching Competence (TC).

9. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Physical Science group in University Departments with regard to Self-esteem (SE).

10. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Social Science group in University Departments with regard to Acquisition of Knowledge related to Teaching (AKT).

11. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Social Science group in University Departments with regard to Teaching Competence (TC).

12. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Social Science group in University Departments with regard to Self-esteem (SE).

Section - C: Aided Colleges

1. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Maths group in Aided Colleges with regard to Acquisition of Knowledge related to Teaching (AKT).

2. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Maths group in Aided Colleges with regard to Teaching Competence (TC).

3. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Maths group in Aided Colleges with regard to Self-esteem (SE).
4. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Natural Science group in Aided Colleges with regard to Acquisition of Knowledge related to Teaching (AKT).

5. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Natural Science group in Aided Colleges with regard to Teaching Competence (TC).

6. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Natural Science group in Aided Colleges with regard to Self-esteem (SE).

7. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Physical Science group in Aided Colleges with regard to Acquisition of Knowledge related to Teaching (AKT).

8. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Physical Science group in Aided Colleges with regard to Teaching Competence (TC).

9. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Physical Science group in Aided Colleges with regard to Self-esteem (SE).

10. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Social Science group in Aided Colleges with regard to Acquisition of Knowledge related to Teaching (AKT).

11. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Social Science group in Aided Colleges with regard to Teaching Competence (TC).

12. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Social Science group in Aided Colleges with regard to Self-esteem (SE).

Section - D: Self-financing Colleges

1. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Maths group in Self-financing Colleges with regard to Acquisition of Knowledge related to Teaching (AKT).
2. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Maths group in Self-financing Colleges with regard to Teaching Competence (TC).

3. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Maths group in Self-financing Colleges with regard to Self-esteem (SE).

4. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Natural Science group in Self-financing Colleges with regard to Acquisition of Knowledge related to Teaching (AKT).

5. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Natural Science group in Self-financing Colleges with regard to Teaching Competence (TC).

6. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Natural Science group in Self-financing Colleges with regard to Self-esteem (SE).

7. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Physical Science group in Self-financing Colleges with regard to Acquisition of Knowledge related to Teaching (AKT).

8. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Physical Science group in Self-financing Colleges with regard to Teaching Competence (TC).

9. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Physical Science group in Self-financing Colleges with regard to Self-esteem (SE).

10. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Social Science group in Self-financing Colleges with regard to Acquisition of Knowledge related to Teaching (AKT).

11. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Social Science group in Self-financing Colleges with regard to Teaching Competence (TC).

12. The 12 types of input sessions are not significant in predicting the Teacher Behaviour of B.Ed. students of Social Science group in Self-financing Colleges with regard to Self-esteem (SE).
3.7. POPULATION AND SAMPLE

All University Centres, all Colleges of Education being run on self-finance mode, all Government Aided Colleges of Education and Government Training College affiliated to the University of Kerala form the population of the present study.

From each category of Colleges of Education, 35 to 70% of the population has been randomly chosen to form the sample for the study.

Table 3.1.
Sample chosen for the Study

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name of the Institution</th>
<th>No. of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>College of Teacher Education, Thycaud, Thiruvananthapuram</td>
<td>37</td>
</tr>
<tr>
<td>2</td>
<td>NSS Training College, Pandalam</td>
<td>58</td>
</tr>
<tr>
<td>3</td>
<td>SN Training College, Nedumganda, Varkala, Thiruvananthapuram</td>
<td>57</td>
</tr>
<tr>
<td>4</td>
<td>University Centre, Aryad</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>University Centre, Kulakkada</td>
<td>37</td>
</tr>
<tr>
<td>6</td>
<td>Fathima Memorial Training College, Mylapore, Umayanalloo, Kollam</td>
<td>78</td>
</tr>
<tr>
<td>7</td>
<td>Sobha College of Teacher Education, Mararikulam, Alappuzha</td>
<td>37</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>364</strong></td>
</tr>
</tbody>
</table>

3.8. RESEARCH TOOLS

1. Rating Scale for assessing the quality of the 12 Input Sessions prepared and validated by the Investigator.
2. Test on Knowledge related to Teaching prepared and validated by the Investigator.
3. Teaching Competence Scale prepared by Suneela Shyam (2006) and adapted by the Investigator.
4. Self-esteem Inventory standardized by Cooper Smith (1967).

3.9. COLLECTION OF DATA

The research tool was administered to 364 B.Ed. students of Government Training College, University Centres, Aided Colleges and Self-financing Colleges after prior appointment. The investigator explained the tool to the teacher trainees personally. The respondents were requested to answer all the statements and submit them promptly to the investigator. The filled-in tool was scored and the data were tabulated for statistical analysis.
3.10. STATISTICS USED

The investigator has used the following statistical techniques to test the hypotheses.

1. Percentage Analysis
2. ANOVA
3. Pearson Product Moment Correlation
4. Regression Analysis

3.11. REFERENCES
