CHAPTER – VI

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CHAPTER - VI

FINDINGS, RESEARCH IMPLICATIONS, RECOMMENDATIONS AND SUGGESTIONS

6.1. FINDINGS

PART - I: CATEGORY-WISE ANALYSIS

Section - A: Findings related to Government Training College

1. The input sessions on Methods and Techniques of Teaching (MTT) for B.Ed. students of Maths, Natural Science and Social Science groups in the Government Training College affiliated to the University of Kerala are found to be very good. In the case of the students of Physical Science group, it is found to be between good and very good because 50% of them falls under good and another 50% of them falls under very good. In the case of the total sample also, MTT is found to be very good. However, when the means scores on MTT of the students of the four subject groups are subjected to differential analysis, it is found that they are not significantly different from one another.

Moreover, when the input on MTT is correlated with the Teacher Behaviour of the students of the four subject groups in Government Training College, it is found that there is significant correlation for the total sample between the MTT and the Teacher Behaviour - Acquisition of Knowledge related to Teaching (AKT), Teaching Competence (TC) and Self-esteem (SE). However, subject-wise correlation of MTT with Teacher Behaviour shows that there is significant correlation between MTT and AKT, and MTT and TC for Maths group students; MTT and SE for Natural Science group students. There is no significant correlation between any one of them in the case of Physical Science and Social Science group students.

On computing Regression Analysis, it is found that the input on MTT of Maths group students of Government Training College is not found to be a significant predictor of the Teacher Behaviour - AKT, TC and SE.

For students of Natural Science, Physical Science and Social Science groups, MTT is found to be a significant predictor of AKT, TC and SE.

2. The input sessions on Writing Instructional Objectives and Lesson Plan (IO&LP) for Maths group students is found to be between good (33.33%) and very good (46.67%); for Natural Science it is found to be very good, and for Physical Science and Social
Science groups, it is found to be good. In the case of total sample also, it is found to be good.

However, no significant difference is noted among the four subject groups with regard to the mean scores of IO&LP.

On computing correlation between IO&LP and Teacher Behaviour, it is found that significant correlation is noted between IO&LP and Teacher Behaviour - TC of the total sample; whereas no significant correlation is found for the subject groups - Natural Science, Physical Science and Social Science. In the case of Maths group, IO&LP is found to be significantly correlated with the Teacher Behaviour - AKT and TC.

The input session on IO&LP is not found to be the significant predictor of Teacher Behaviour - AKT, TC and SE for Maths group students of Government Training College. However, for the students of Natural Science, Physical Science and Social Science, IO&LP is found to be a significant predictor of the Teacher Behaviour - AKT, TC and SE.

3. The input session on Observing Senior Teachers’ Classes (OSTC) is found to be very good for the total sample as well as for the students of Maths, Natural Science and Physical Science. However, it is only good for students of Social Science groups.

The differential analysis reveals that there is no significant difference among the students of four subject groups with regard to the mean scores on OSTC.

The correlation analysis shows that the input on OSTC is not significantly correlated with the Teacher Behaviour - AKT, TC and SE for the total sample as well as for the students of Maths and Natural Science groups. For the Physical Science and the Social Science groups, the OSTC is found to be significantly correlated with the Teacher Behaviour - TC.

The input session on OSTC is not found to be significant predictor of Teacher Behaviour - AKT, TC and SE for students of Maths group in Government Training College. However, OSTC is found to be a significant predictor of Teacher Behaviour - AKT, TC and SE for the students of Natural Science, Physical Science and Social Science groups.

4. The input Sessions on Micro Teaching (SMT) is found to be just satisfactory and very good for Natural Science group (37.50%); between good and very good for Maths group (46.67% each) students; and good for total sample (54.05%), as well as for the students of Physical Science (83.33%) and Social Science (75%).
No significant difference is observed with regard to the mean scores of SMT among the four subject groups.

On computing correlation between SMT and Teacher Behaviour of the students of four subject groups in Government Training College, it is found that there is significant correlation between SMT and Teacher Behaviour - AKT, TC and SE for the total sample; between SMT and AKT, SMT and TC for Maths and Natural Science group students. In the case of Physical Science and Social Science groups, no significant correlation is found between SMT and the Teacher Behaviour.

The regression analysis shows that SMT is not a significant predictor of AKT, TC and SE of the students of Maths group in the Government Training College. However, it is found to be a significant predictor of AKT, TC and SE of the students of Natural Science, Physical Science and Social Science groups in the Government Training College.

5. The input session on Demonstration Classes by Teacher Educators (DCTE) for the students in Government Training College is found to be good for Maths and Social Science groups, as well as for the total sample. It is between good (50%) and very good for the Physical Science group and very good for the students of Natural Science group.

However, no significant difference is observed in the mean scores of DCTE among the students of Maths, Natural Science, Physical Science and Social Science groups in the Government Training College.

On computing correlation between the scores of DCTE and Teacher Behaviour, it is found that there is significant correlation between DCTE and TC of the total sample; between DCTE and AKT, DCTE and TC in the case of students of Maths group, and significant correlation between DCTE and SE for the students of Natural Science group. No significant correlation is observed in the case of Physical Science and Social Science groups.

The regression analysis shows that DCTE is not a significant predictor of AKT, TC and SE of the students of Maths group in the Government Training College. However, it is found that DCTE is a significant predictor of AKT, TC and SE of the students of Natural Science, Physical Science and Social Science groups in the Government Training College.

6. The input sessions on Demonstration Classes by Outside Experts (DCOE) offered to the B.Ed. students of different subject groups in Government Training College is found to
be *satisfactory* for the total sample, Social Science and Maths groups. It is found to be between *satisfactory* and *very good* (each 50%) for Natural Science group, and *good* for the students of Physical Science group (50%).

However, *no significant difference* is observed in the mean scores of DCOE of the students of four subject groups in the Government Training College.

On computing correlation between DCOE and Teacher Behaviour - AKT, TC and SE of the students of different subject groups, it is found that there is *significant correlation* between DCOE and TC only in the case of total sample. *No significant correlation* is observed between any one of them in the case of the students of all the four subject groups.

The input session DCOE is *not* found to be a *significant predictor* of AKT of the students of Maths group in Government Training College. However, it is found to be a *significant predictor* of TC and SE of the Maths group students. Moreover, DCOE is found to be a *significant predictor* of AKT, TC and SE of the students of Natural Science, Physical Science and Social Science groups in Government Training College.

7. The input session on Preparation and Demonstration of AV Aids (PDAV) is found to be *very good* for the total sample; *satisfactory* for the students of Social Science; *good* for the students of Physical Science; between *good* (37.50%) and *very good* (37.50%) for the students of Natural Science; and *very good* for Maths group students in Government Training College.

However, *no significant difference* among the mean scores of the students of four subject groups in Government Training College with regard to PDAV.

On computing correlation between PDAV and the Teacher Behaviour of the students of different subject groups in Government Training College, it is found that there is *no significant correlation* between them in the case of total sample, Social Science, Natural Science and Maths groups. *Significant correlation* is reported only between PDAV and SE in the case of the students of Physical Science groups.

The regression analysis reveals that PDAV is *not a significant predictor* of AKT and TC of the students of Maths group in Government Training College; however, it is found to be a *major contributive factor* of SE for the students of Maths group. Moreover, it is found to be a *significant predictor* of Teacher Behaviour of the students of Natural Science, Physical Science and Social Science groups.

8. The input session on Organizing Simulated Classroom Teaching (OSCT) is found to be *good* for the total sample, students of Social Science and Physical Science groups. It is
found to be between good and very good (37.50% each) for the students of Natural Science, and between satisfactory and good (40% each) for the students of Maths group.

On testing the significance of difference among the mean scores of OSCT for the students of different subject groups, it is found that there is no significant difference among the students of four subject groups in Government Training College.

The input on OSCT is not found to be significantly correlated with the Teacher Behaviour for the total sample, as well as for the students of Social Science, Natural Science and Maths groups. Only in the case of Physical Science group, a significant correlation is observed between OSCT and TC.

The input on OSCT is not found to be a significant predictor of AKT and SE of the students of Maths group; whereas, it is found to be a major contributive factor for TC of the students of Maths group. However, OSCT is found to be a significant predictor of AKT, TC and SE of the students of Social Science, Physical Science and Natural Science groups in Government Training College.

9. The input session on Observing Peer Group Teaching (OPGT) is found to be very good for the total sample, as well as for the students of Physical Science and Maths groups. It is found to be good for the students of Physical Science, and between good (50%) and very good (50%) for the students of Natural Science group in Government Training College.

However, no significant difference is observed among the means of OPGT for the students of four subject groups in Government Training College.

The input on OPGT is not found to be significantly correlated with the Teacher Behaviour of the students of four subject groups in Government Training College.

The input on OPGT is not found to be a significant predictor of the Teacher Behaviour of Maths group students in Government Training College. However, it is found to be a significant predictor of the Teacher Behaviour of the students of Natural Science, Physical Science and Social Science groups.

10. The input session on Using Videos on Classroom Communication (VCC) is found to be satisfactory for the students of Natural Science group, and equal percentage of the Maths group students fall under satisfactory (33.33%), good (33.33%) and very good (33.33%). It is found to be good for the total sample, as well as for the Social Science and Physical Science group students.
No significant difference is observed in the mean scores of VCC among the students of four subject groups in Government Training College. VCC is not significantly correlated with the Teacher Behaviour of the students of Maths and Physical Science groups. However, it is found to be significantly correlated with AKT and TC of the total sample; TC of the students of the Social Science group, and AKT of the Natural Science group in Government Training College. The input on VCC is not found to be a significant predictor of AKT and SE of the students of Maths group in Government Training College; whereas it is found to be a major contributive factor for the TC of the students of Maths group. The input on VCC is found to be a significant predictor of the Teacher Behaviour of the students of Natural Science, Physical Science and Social Science groups.

11. The input session on Organisation and Supervision of Intensive Teaching (OSIT) is found to be satisfactory for the total sample, as well as for the students of Social Science, Physical Science and Natural Science groups in Government Training College. However, it is found to be very good for the students of Maths group.

The input on OSIT is not found to be significantly different in the mean scores of the students of four subject groups in Government Training College.

The input on OSIT is found to be significantly correlated with the Teacher Behaviour - AKT and TC of the total sample. In all the other cases, it is not significantly correlated with AKT, TC and SE of the students of Maths, Natural Science, Physical Science and Social Science groups in Government Training College.

The input on OSIT is not found to be a significant predictor of AKT and TC of the students of Maths group; whereas it is found to be the major contributive factor of the Teacher Behaviour - SE of the Maths group. However, OSIT is found to be a significant predictor of the Teacher Behaviour of the students of Natural Science, Physical Science and Social Science groups in Government Training College.

12. The input on Discussion on Models of Teaching (DMT) is found to be good for the total sample, as well as for the Maths group students in Government Training College. However, it is found to be between good (50%) and very good (50%) for the students of Natural Science, Physical Science and Social Science groups.

The mean scores of DMT is not found to be significantly different among the students of four subject groups in Government Training College.

The input on DMT is found to be significantly correlated with the Teacher Behaviour - AKT, TC and SE of the total sample; whereas it is significantly correlated with the AKT
and TC of Maths group students; SE of the Natural Science group; and TC of the students of Social Science group. *None* of the Teacher Behaviour is found to be *significantly correlated* with the DMT of the students of Physical Science group in Government Training College.

The input on DMT is *not* found to be a *significant predictor* of the Teacher Behaviour of the Maths group students in Government Training College. However, DMT is found to be a *significant predictor* of the Teacher Behaviour of the students of Natural Science, Physical Science and Social Science groups.

13. The levels of AKT, TC and SE of B.Ed. students of four subject groups studying in Government Training College are found to be just *average*.

On testing the significance of difference, it is found that there is *no significant difference* among the mean scores of four subject groups in Government Training College with regard to AKT, TC and SE.

**Section – B: Findings related to University Centres**

1. The input session on MTT is found to be *good* for the B.Ed. students of four subject groups in University Centres.

The differential analysis shows that there is *no significant difference* in the mean scores of MTT among the students of four subject groups in University Centres. The input on MTT is found to be *significantly correlated* with the Teacher Behaviour for the total sample as well as for the Maths group students in University Centres. *No significant correlation* is found between MTT and Teacher Behaviour of Natural Science, Physical Science and Social Science group students in University Centres.

The input session on MTT is *not* found to be a *significant predictor* of AKT and SE of the Maths group students in University Centres; whereas it is found to be a *major contributive factor* for TC of the Maths group students. *MTT is not* found to be a *significant predictor* of TC and SE of Natural Science students; however, it is found to be a *major contributive factor* for AKT of the students of Natural Science group. MTT is found to be a *significant predictor* of Teacher Behaviour of the students of Physical Science group in University Centres. Moreover, MTT is *not* found to be a *significant predictor* of AKT and SE of the students of the Social Science group in University Centres; whereas it is found to be a *major contributive factor* for TC of the Social Science group students.
2. The input session on IO&LP is found to be satisfactory for the total sample as well as for the students of Natural Science, Physical Science and Social Science groups in University Centres. It is found to be good for the students of Maths group. The differential analysis shows that there is no significant difference in the mean scores of IO&LP among the students of four subject groups in University Centres. The input on IO&LP is found to be significantly correlated with the Teacher Behaviour - TC for the total sample. No significant correlation is found between IO&LP and Teacher Behaviour of Maths, Natural Science, Physical Science and Social Science group students in University Centres. The input session on IO&LP is not found to be a significant predictor of TC and SE of the Maths group students in University Centres; but it is found to be a major contributive factor for AKT of the Maths group students. IO&LP is not found to be a significant predictor of Teacher Behaviour of Natural Science and Physical Science group students. IO&LP is not found to be a significant predictor of TC and SE of the students of the Social Science group; whereas it is found to be a major contributive factor for AKT of the Social Science group students in University Centres.

3. The input session on OSTC is found to be satisfactory for the total sample as well as for the students of four subject groups in University Centres. The differential analysis shows that there is no significant difference in the mean scores of OSTC among the students of four subject groups. The input on OSTC is found to be significantly correlated with the Teacher Behaviour of the Maths group students. Moreover, it is significantly correlated with SE of the total sample. No significant correlation is found between OSTC and Teacher Behaviour of Natural Science, Physical Science and Social Science group students in University Centres. The input session on OSTC is not found to be a significant predictor of Teacher Behaviour of the Maths group students. OSTC is not found to be a significant predictor of Teacher Behaviour - AKT and TC of Natural Science group students; whereas it is found to be a significant predictor of SE of them. OSTC is not found to be a significant predictor of Teacher Behaviour of the students of Physical Science group. OSTC is found to be a significant predictor of TC of the students of Social Science group; whereas it is not found to be a significant predictor of their AKT and SE.
4. The input session on SMT is found to be good for the total sample as well as for the students of four subject groups in University Centres. 

*No significant difference* is found in the mean scores of SMT among the students of four subject groups.

The input session on SMT is found to be *significantly correlated* with the Teacher Behaviour - SE of the Maths group students. *No significant correlation* is found between SMT and Teacher Behaviour of the total sample as well as for Natural Science, Physical Science and Social Science group students.

The input session on SMT is *not* found to be a *significant predictor* of AKT of the Maths group students; whereas, it is *not* found to be a *significant predictor* for their TC and SE. SMT is *not* found to be a *significant predictor* of Teacher Behaviour of the students of Natural Science and Physical Science groups. SMT is *not* found to be a *significant predictor* of SE for the students of Social Science group; whereas, it is *not* found to be so for their AKT and TC.

5. The input session on DCTE is found to be good for the students of Maths and Social Science groups in University Centres. However, it is satisfactory for the total sample and for the students of Natural Science and Physical Science groups.

*No significant difference* is found in the mean scores of DCTE among the students of four subject groups.

The input session on DCTE is found to be *significantly correlated* with the Teacher Behaviour - AKT of the total sample. *No significant correlation* is found between DCTE and Teacher Behaviour of the Maths, Natural Science, Physical Science and Social Science group students in University Centres.

The input session on DCTE is *not* found to be a *significant predictor* of SE of the Maths group students; whereas, it is *not* found to be so in the case of their AKT and TC. DCTE is *not* found to be a *significant predictor* of Teacher Behaviour of the students of Natural Science group. DCTE is *not* found to be a *significant predictor* of TC and SE for the students of Physical Science and Social Science groups; whereas, it is found to be a *major contributive factor* for their AKT.

6. The input session on DCOE is found to be poor for the total sample as well as for the students of Maths and Social Science groups in University Centres. However, it is satisfactory for the Natural Science group students. Equal percentage of the students of Physical Science group falls under *poor* (36.84%) and *good* (36.84%).
No significant difference is found in the mean scores of DCOE among the students of four subject groups. The input session on DCOE is found to be significantly correlated with the Teacher Behaviour - AKT of the Maths group students. No significant correlation is found between DCOE and Teacher Behaviour of the total sample, Natural Science, Physical Science and Social Science group students in University Centres. The input session on DCOE is not found to be a significant predictor of Teacher Behaviour of the students of Maths group. DCOE is not found to be a significant predictor of AKT and SE of the students of Natural Science group; whereas it is found to be a major contributive factor for their TC. DCOE is not found to be a significant predictor of the Teacher Behaviour of the students of Physical Science group. DCOE is not found to be a significant predictor for AKT and TC of the students of Social Science group; whereas, it is found to be a major contributive factor for SE.

7. The input session on PDAV is found to be poor for the total sample as well as for the students of Maths and Social Science groups in University Centres. However, it is satisfactory for the Natural Science and Physical Science group students. No significant difference is found in the mean scores of PDAV among the students of four subject groups. The input session on PDAV is found to be significantly correlated with the Teacher Behaviour - AKT of the Physical Science group students. No significant correlation is found between PDAV and Teacher Behaviour of the total sample, Maths, Natural Science and Social Science group students. The input session on PDAV is not found to be a significant predictor of TC and SE of the students of Maths group; whereas it is found to be a major contributive factor for their AKT. PDAV is not found to be a significant predictor of the Teacher Behaviour of the students of Natural Science and Physical Science groups. PDAV is not found to be a significant predictor of the AKT and TC of the students of Social Science group; whereas, it is found to be a major contributive factor for SE.

8. The input session on OSCT is found to be satisfactory for the total sample as well as for the students of Maths, Natural Science and Physical Science groups in University Centres. Moreover, it is good for the Social Science group students. No significant difference is found in the mean scores of OSCT among the students of four subject groups.
The input session on OSCT is found to be significantly correlated with the Teacher Behaviour - AKT and TC of the Social Science group students; and TC for the total sample. No significant correlation is found between OSCT and Teacher Behaviour of the Maths, Natural Science and Physical Science group students in University Centres. The input session on OSCT is not found to be a significant predictor of AKT and TC of the students of Maths group; whereas it is found to be a major contributive factor for SE. OSCT is not found to be a significant predictor of the Teacher Behaviour of the students of Natural Science group. OSCT is not found to be a significant predictor of AKT and SE of the students of Physical Science group; whereas it is found to be a major contributive factor for TC. OSCT is found to be a significant predictor for AKT of the students of Social Science group; whereas, it is found to be a major contributive factor for TC, and it is not found to be a significant predictor for SE.

9. The input session on OPGT is found to be poor for the total sample as well as for the students of Natural Science, Physical Science and Social Science groups in University Centres. Moreover, it is good for the Maths group students. No significant difference is found in the mean scores of OPGT among the students of four subject groups. The input session on OPGT is found to be significantly correlated with the Teacher Behaviour - SE of the Natural Science group students. No significant correlation is found between OPGT and Teacher Behaviour of the total sample, Maths, Physical Science and Social Science group students in University Centres. The input session on OPGT is not found to be a significant predictor of Teacher Behaviour of the students of Maths and Natural Science groups. OPGT is not found to be a significant predictor of TC and SE of the students of Physical Science group; whereas it is found to be a major contributive factor for their AKT. OPGT is not found to be a significant predictor of the Teacher Behaviour of the students of Social Science group.

10. The input session on VCC is found to be poor for the students of Physical Science group in University Centres. It is satisfactory for the students of Natural Science group. Moreover, it is good for the total sample as well as for the students of Maths and Social Science groups. No significant difference is found in the mean scores of VCC among the students of four subject groups.
No significant correlation is found between VCC and Teacher Behaviour of the total sample, and the students of four subject groups in University Centres.

The input session on VCC is not found to be a significant predictor of AKT of the students of Maths and Social Science groups; whereas it is found to be a major contributive factor for TC and SE. VCC is not found to be a significant predictor of AKT and TC of the students of Natural Science group; whereas it is found to be a major contributive factor for SE. VCC is not found to be a significant predictor of the Teacher Behaviour of the Physical Science group students.

11. The input session on OSIT is found to be poor for the students of Maths and Natural Science groups in University Centres. However, it is satisfactory for the total sample as well as for the students of Physical Science and Social Science groups. No significant difference is found in the mean scores of OSIT among the students of four subject groups.

No significant correlation is found between OSIT and Teacher Behaviour of the total sample, and the students of four subject groups in University Centres.

The input session on OSIT is not found to be a significant predictor of Teacher Behaviour of the students of Maths and Physical Science groups. OSIT is not found to be a significant predictor of AKT and SE of the students of Natural Science group; whereas it is found to be a major contributive factor for TC. OSIT is not found to be a significant predictor of TC and SE of the students of Social Science group; whereas it is found to be a major contributive factor for their AKT.

12. The input session on DMT is found to be good for the total sample as well as for the students of Maths, Physical Science and Social Science groups in University Centres. However, it is satisfactory for the Natural Science group students.

No significant difference is found in the mean scores of DMT among the students of four subject groups.

The input session on DMT is found to be significantly correlated with the Teacher Behaviour of the total sample as well as for the Natural Science group students. No significant correlation is found between DMT and Teacher Behaviour of the Maths, Physical Science and Social Science group students in University Centres.

The input session on DMT is not found to be a significant predictor of AKT and SE of the students of Maths group; whereas it is found to be a significant predictor of TC. DMT is found to be a significant predictor of AKT of the students of Natural Science
group; whereas it is not found to be a significant predictor for their TC and SE. DMT is not found to be a significant predictor of the Teacher Behaviour of the students of Physical Science and Social Science groups.

13. The levels of AKT, TC and SE of B.Ed. students of four subject groups studying in University Centres are found to be just average. On testing the significance of difference among the means, it is found that there is no significant difference among the four subject groups in University Centres with regard to AKT, TC and SE.

Section – C: Findings related to Aided Colleges

1. The input session on MTT is found to be good for the B.Ed. students of four subject groups in Aided Colleges. The differential analysis shows that there is no significant difference in the mean scores of MTT among the students of Maths, Natural Science, Physical Science and Social Science groups in Aided Colleges.

The input on MTT is found to be significantly correlated with the Teacher Behaviour for the total sample as well as for the Physical Science group students in Aided Colleges. Moreover, it is significantly correlated with the AKT and SE of Maths group students. No significant correlation is found between MTT and Teacher Behaviour of Natural Science and Social Science group students.

The input session on MTT is not found to be a significant predictor of the Teacher Behaviour of the Maths group students in Aided Colleges. MTT is not found to be a significant predictor of TC and SE of Natural Science students; however, it is found to be a major contributive factor for AKT of them. MTT is found to be a significant predictor of Teacher Behaviour – SE of the students of Physical Science group; whereas it is not found to be significant predictor of their AKT and TC. Moreover, MTT is not found to be a significant predictor of the Teacher Behaviour of the students of the Social Science group in Aided Colleges.

2. The input session on IO&LP is found to be good for the total sample as well as for the students of Maths, Natural Science, Physical Science and Social Science groups in Aided Colleges.

The differential analysis shows that there is significant difference in the mean scores of IO&LP among the students of four subject groups in Aided Colleges. In all the four subject groups, it is found that the Physical Science group students (27.24) are at the
lead followed by Natural Science (26.78), Social Science (25.74) and Maths (23.88) group students.

The input on IO&LP is found to be significantly correlated with the Teacher Behaviour of the Physical Science group students. Moreover, it is significantly correlated with the AKT and TC of the Maths group students; and it is significantly correlated with the AKT and SE of the total sample. No significant correlation is found between IO&LP and Teacher Behaviour of Natural Science and Social Science group students in Aided Colleges.

The input session on IO&LP is not found to be a significant predictor of TC and SE of the Maths group students in Aided Colleges; but it is found to be a significant predictor for AKT of the Maths group students. IO&LP is not found to be a significant predictor of Teacher Behaviour of Natural Science group students. IO&LP is not found to be a significant predictor of AKT and SE of the students of the Physical Science group; whereas it is found to be a significant predictor for TC of the Physical Science group students in Aided Colleges. IO&LP is not found to be a significant predictor of the Teacher Behaviour of the students of Social Science group in Aided Colleges.

3. The input session on OSTC is found to be good for the total sample as well as for the students of Maths, Natural Science and Social Science groups in Aided Colleges. However, it is found to be satisfactory for the students of Physical Science group. No significant difference is found in the mean scores of OSTC among the students of four subject groups.

The input on OSTC is found to be significantly correlated with the AKT and TC of the total sample. Moreover, it is significantly correlated with SE of the students of Physical Science group. No significant correlation is found between OSTC and Teacher Behaviour of Maths, Natural Science and Social Science group students in Aided Colleges.

The input session on OSTC is not found to be a significant predictor of Teacher Behaviour – SE of the Maths group students; whereas it is found to be a major contributive factor for their AKT and TC. OSTC is not found to be a significant predictor of Teacher Behaviour – TC and SE of Natural Science group students; whereas it is found to be a major contributive factor for AKT of them. OSTC is not found to be a significant predictor of Teacher Behaviour of the students of Physical Science and Social Science groups in Aided Colleges.
4. The input session on SMT is found to be good for the total sample as well as for the students of four subject groups in Aided Colleges.

No significant difference is found in the mean scores of SMT among the students of Maths, Natural Science, Physical Science and Social Science groups.

The input session on SMT is found to be significantly correlated with the Teacher Behaviour – AKT and SE of the total sample. Moreover, it is significantly correlated with the SE of the Physical Science and Social Science group students. No significant correlation is found between SMT and Teacher Behaviour of the Maths and Natural Science group students.

The input session on SMT is not found to be a significant predictor of the Teacher Behaviour of the students of Maths and Natural Science groups. SMT is not found to be a significant predictor of TC and SE of the students of Physical Science group; whereas it is found to be a major contributive factor for their AKT. SMT is not found to be a significant predictor of the Teacher Behaviour of the students of Social Science group.

5. The input session on DCTE is found to be good for the total sample as well as for the students of Natural Science, Physical Science and Social Science groups in Aided Colleges. However, it is only satisfactory for the students of Maths group.

Significant difference is found in the mean scores of DCTE among the students of four subject groups. In all the four subject groups, it is found that the Social Science group students (7.04) are at the lead followed by Physical Science (7.03), Natural Science (6.67) and Maths (6.38) group students.

The input session on DCTE is found to be significantly correlated with the Teacher Behaviour – AKT and SE of the total sample and Maths group students. It is significantly correlated with the AKT and TC of the Physical Science group students. Moreover, it is significantly correlated with the AKT of the students of Natural Science group. No significant correlation is found between DCTE and Teacher Behaviour of the Social Science group students in Aided Colleges.

The input session on DCTE is not found to be a significant predictor of AKT of the Maths group students; whereas, it is not found to be a major contributive factor of their TC and SE. DCTE is not found to be a significant predictor of AKT and SE of the students of Natural Science group; whereas it is found to be a major contributive factor for their TC. DCTE is not found to be a significant predictor of the Teacher Behaviour of the students of Physical Science and Social Science groups.
6. The input session on DCOE is found to be *satisfactory* for the total sample as well as for the students of Maths, Natural Science and Social Science groups in Aided Colleges. However, it is *good* for the Physical Science group students. *No significant difference* is found in the mean scores of DCOE among the students of four subject groups. 

*No significant correlation* is found between DCOE and Teacher Behaviour of the total sample as well as for the Maths, Natural Science, Physical Science and Social Science group students in Aided Colleges.

The input session on DCOE is *not* found to be a *significant predictor* of Teacher Behaviour of the students of Maths group. DCOE is *not* found to be a *significant predictor* of AKT and TC of the students of Natural Science group; whereas it is found to be a *major contributive factor* for their SE. DCOE is *not* found to be a *significant predictor* of the TC of the students of Physical Science group; whereas it is found to be a *major contributive factor* for their AKT and SE. DCOE is *not* found to be a *significant predictor* for AKT and SE of the students of Social Science group; whereas, it is found to be a *major contributive factor* for TC.

7. The input session on PDAV is found to be *poor* for the students of Maths group in Aided Colleges. It is found to be *satisfactory* for the total sample and the students of Natural Science group. Moreover, it is *good* for the Physical Science and Social Science group students.

*No significant difference* is found in the mean scores of PDAV among the students of four subject groups.

*No significant correlation* is found between PDAV and Teacher Behaviour of the total sample, Maths, Natural Science, Physical Science and Social Science group students.

The input session on PDAV is *not* found to be a *significant predictor* of AKT and SE of the students of Maths group; whereas it is found to be a *significant predictor* for their TC. PDAV is *not* found to be a *significant predictor* of the Teacher Behaviour of the students of Natural Science and Physical Science groups. PDAV is *not* found to be a *significant predictor* of the AKT and SE of the students of Social Science group; whereas it is found to be a *major contributive factor* for TC.

8. The input session on OSCT is found to be *good* for the total sample as well as for the students of Physical Science and Social Science groups in Aided Colleges. However, it is *satisfactory* for the Natural Science group students. In the case of the students of
Maths group, it is found to be between poor and satisfactory because 34.38% of them falls under poor and another 34.38% of them falls under satisfactory.

No significant difference is found in the mean scores of OSCT among the students of Maths, Natural Science, Physical Science and Social Science groups in Aided Colleges.

The input session on OSCT is found to be significantly correlated with the Teacher Behaviour of the total sample and Maths group students. No significant correlation is found between OSCT and Teacher Behaviour of the Natural Science, Physical Science and Social Science group students in Aided Colleges.

The input session on OSCT is not found to be a significant predictor of AKT and TC of the students of Maths group; whereas it is found to be a significant predictor for their SE. OSCT is not found to be a significant predictor of the TC of the students of Natural Science group; whereas it is found to be a significant predictor for their AKT and a major contributive factor for their SE. OSCT is not found to be a significant predictor of AKT and TC of the Physical Science group students; whereas it is found to be a major contributive factor for their SE. OSCT is found to be a significant predictor for AKT and TC of the Social Science group students; whereas it is not found to be a significant predictor for their SE.

9. The input session on OPGT is found to be good for the total sample as well as for the students of Natural Science and Physical Science groups in Aided Colleges. In the case of the students of Maths group, it is found to be between satisfactory and good because 31.25% of them falls under satisfactory and another 31.25% of them falls under good. Similarly, in the case of the students of the Social Science group, it is found that 39.13% of them falls under poor and another 39.13% of them falls under good categories.

No significant difference is found in the mean scores of OPGT among the students of four subject groups.

The input session on OPGT is found to be significantly correlated with the Teacher Behaviour - AKT and TC of the total sample as well as for the students of Maths and Physical Science groups. Moreover, it is significantly correlated with the TC of the Social Science group students. No significant correlation is found between OPGT and Teacher Behaviour of the Natural Science group students in Aided Colleges.

The input session on OPGT is not found to be a significant predictor of SE of the students of Maths group; whereas it is found to be a major contributive factor for their
AKT and TC. OPGT is found to be a significant predictor for the SE of the Natural Science group students; whereas it is not found to be a significant predictor for their AKT and TC. OPGT is not found to be a significant predictor of AKT and TC of the students of Physical Science group; whereas it is found to be a major contributive factor for their SE. OPGT is not found to be a significant predictor of the SE of the students of Social Science group; whereas it is found to be a significant predictor of their TC and a major contributive factor for their AKT.

10. The input session on VCC is found to be poor for the total sample as well as for the students of Natural Science group in Aided Colleges. It is satisfactory for the Maths group students. In the case of the students of Social Science group, it is found to be between poor and good because 39.13% of them falls under poor and another 39.13% of them falls under good. Moreover, in the case of the students of Physical Science group, equal percentage of them (33.33%) falls under poor, satisfactory and good categories.

No significant difference is found in the mean scores of VCC among the students of four subject groups.

The input session on VCC is found to be significantly correlated with the Teacher Behaviour – SE of the total sample as well as for the students of Maths group. No significant correlation is found between VCC and Teacher Behaviour of the students of Natural Science, Physical Science and Social Science groups in Aided Colleges.

The input session on VCC is not found to be a significant predictor of AKT and TC of the students of Maths group; whereas it is found to be a major contributive factor for their SE. VCC is not found to be a significant predictor of TC and SE of the students of Natural Science group; whereas it is found to be a major contributive factor for AKT.

VCC is not found to be a significant predictor of AKT of the students of Physical Science group; whereas it is found to be a major contributive factor for TC and SE. VCC is not found to be a significant predictor of the Teacher Behaviour of the Social Science group students.

11. The input session on OSIT is found to be satisfactory for the total sample, as well as for the students of Natural Science group in Aided Colleges. Moreover, it is good for the students of Physical Science and Social Science groups. Equal percentage (34.38%) of the Maths group students falls under satisfactory and good in OSIT.

No significant difference is found in the mean scores of OSIT among the students of different subject groups in Aided Colleges.
*No significant correlation* is found between OSIT and Teacher Behaviour of the total sample, and for the students of four subject groups in Aided Colleges. The input session on OSIT is *not* found to be a *significant predictor* of AKT and TC of the students of Maths group; whereas it is found to be a *major contributive factor* for their SE. OSIT is *not* found to be a *significant predictor* for the Teacher Behaviour of the Natural Science group students. OSIT is *not* found to be a *significant predictor* of AKT and SE of the students of Physical Science group; whereas it is found to be a *major contributive factor* for TC. OSIT is *not* found to be a *significant predictor* of SE of the students of Social Science group; whereas it is found to be a *major contributive factor* for their AKT and TC.

12. The input session on DMT is found to be *good* for the total sample as well as for the students of four subject groups in Aided Colleges. *No significant difference* is found in the mean scores of DMT among the students of four subject groups in Aided Colleges. The input session on DMT is found to be *significantly correlated* with the Teacher Behaviour – AKT and TC of the Maths group students. However, it is *significantly correlated* with the AKT of the total sample and for the Natural Science group students. *No significant correlation* is found between DMT and Teacher Behaviour of the Physical Science and Social Science group students in Aided Colleges. The input session on DMT is *not* found to be a *significant predictor* of the Teacher Behaviour of the students of Maths group. DMT is found to be a *significant predictor* of AKT and TC of the students of Natural Science group; whereas it is *not* found to be a *significant predictor* for their SE. DMT is *not* found to be a *significant predictor* of the AKT and TC of the students of Physical Science group; whereas it is found to be a *major contributive factor* of their SE. DMT is found to be a *significant predictor* for TC and SE of the Social Science group students; whereas it is *not* found to be a *significant predictor* for their AKT.

13. The levels of AKT, TC and SE of B.Ed. students of the four subject groups studying in Aided Colleges are found to be just *average*. On testing the significance of difference among the mean scores, it is found that there is *no significant difference* among the four subject groups in Aided Colleges with regard to AKT; whereas *significant difference* is found among the four subject groups in Aided Colleges with regard to TC and SE. In the case of the Teacher Behaviour –
TC, it is found that Maths group (42.03) students are at the lead followed by Social Science (41.35), Physical Science (40.27) and Natural Science (40.11) group students. In the case of the Teacher Behaviour – SE, it is found that Social Science group (15.74) students are at the lead followed by Physical Science (14.39), Natural Science (13.52) and Maths (11.94) group students.

Section – D: Findings related to Self-financing Colleges

1. The input session on MTT is found to be good for the total sample as well as for the Maths, Natural Science and Social Science groups in Self-financing Colleges. It is found to be satisfactory for the students of Physical Science group. The differential analysis shows that there is no significant difference in the mean scores of MTT among the students of Maths, Natural Science, Physical Science and Social Science groups in Self-financing Colleges. The input on MTT is found to be significantly correlated with the Teacher Behaviour for the total sample as well as for the Physical Science group students in Self-financing Colleges. Moreover, it is significantly correlated with the AKT and TC of the students of Maths and Social Science groups.

The input session on MTT is not found to be a significant predictor of the Teacher Behaviour of the Maths group students in Self-financing Colleges. MTT is not found to be a significant predictor of AKT of Natural Science students; however, it is found to be a major contributive factor for their TC and SE of them. MTT is found to be a significant predictor of Teacher Behaviour – AKT and TC of the students of Physical Science group; whereas it is found to be a major contributive factor for their SE. MTT is found to be a significant predictor of the Teacher Behaviour – AKT and TC of the students of the Social Science group; whereas it is not found to be a significant predictor for their SE.

2. The input session on IO&LP is found to be satisfactory for the total sample as well as for the students of Maths, Natural Science and Social Science groups in Self-financing Colleges. It is found to be good for the students of Physical Science group. The differential analysis shows that there is not significant difference in the mean scores of IO&LP among the students of four subject groups in Self-financing Colleges. No significant correlation is found between IO&LP and Teacher Behaviour of the total sample as well as for the Maths, Natural Science, Physical Science and Social Science group students in Self-financing Colleges.
The input session on IO&LP is not found to be a significant predictor of AKT and TC of the Maths group students in Self-financing Colleges; but it is found to be a major contributive factor for their SE. IO&LP is not found to be a significant predictor of Teacher Behaviour – AKT and SE of Natural Science group students; whereas, it is not found to be a significant predictor of their TC. IO&LP is not found to be a significant predictor for the Teacher Behaviour of the students of the Physical Science and Social Science groups.

3. The input session on OSTC is found to be satisfactory for the students of Maths, Natural Science and Social Science groups in Self-financing Colleges. However, it is found to be poor for the students of Physical Science group. Equal percentage (40.87%) of the total sample falls under poor and satisfactory categories of OSTC. No significant difference is found in the mean scores of OSTC among the students of the four subject groups.

No significant correlation is found between OSTC and Teacher Behaviour of the total sample and the students of the four subject groups in Self-financing Colleges.

The input session on OSTC is not found to be a significant predictor of Teacher Behaviour – TC of the Maths group students; whereas it is found to be a major contributive factor for their AKT and SE. OSTC is not found to be a significant predictor of Teacher Behaviour – AKT and TC of Natural Science group students; whereas it is found to be a significant predictor for their SE. OSTC is not found to be a significant predictor of the Teacher Behaviour of the students of Physical Science group. It is not found to be a significant predictor for the Teacher Behaviour – TC and SE of the Social Science group students in Self-financing Colleges; whereas, it is found to be a major contributive factor for their AKT.

4. The input session on SMT is found to be poor for the total sample as well as for the students of Maths and Social Science groups in Self-financing Colleges. It is found to be satisfactory for the students of Physical Science group. Moreover, it is found to be good for the students of Natural Science group.

Significant difference is found in the mean scores of SMT among the students of Maths, Natural Science, Physical Science and Social Science groups. In all the four subject groups, it is found that the Natural Science group students (9.07) are at the lead followed by the students of Physical Science (8.02), Social Science (7.00) and Maths (6.95) groups.
No significant correlation is found between SMT and Teacher Behaviour of the total sample and the students of four subject groups.

The input session on SMT is not found to be a significant predictor of the Teacher Behaviour – AKT and SE of the students of Maths group; whereas, it is found to be a major contributive factor for their TC. SMT is not found to be a significant predictor for SE and a major contributive factor for AKT of the Natural Science group students. SMT is not found to be a significant predictor of the Teacher Behaviour of the students of Physical Science group. It is found to be a significant predictor of the Teacher Behaviour – TC of the students of Social Science group; whereas, it is found to be a major contributive factor for their AKT.

5. The input session on DCTE is found to be poor for the total sample as well as for the students of Maths and Physical Science groups in Self-financing Colleges. It is found to be satisfactory for the students of Social Science group. Moreover, it is found to be good for the students of Natural Science group.

No significant difference is found in the mean scores of DCTE among the students of four subject groups.

The input session on DCTE is found to be significantly correlated with the Teacher Behaviour – AKT and TC of the Maths group students. It is significantly correlated with the TC of the Physical Science group students. No significant correlation is found between DCTE and Teacher Behaviour of the total sample as well as for the students of Natural Science and Social Science groups in Self-financing Colleges.

The input session on DCTE is not found to be a significant predictor of Teacher Behaviour of the students of Maths and Natural Science groups. DCTE is not found to be a significant predictor of the Teacher Behaviour – AKT and SE of the students of Physical Science group; whereas it is found to be a significant predictor for their TC. It is not found to be a significant predictor for the AKT and SE of Social Science groups; whereas it is found to be a major contributive factor for their TC.

6. The input session on DCOE is found to be very poor for the students of Maths group in Self-financing Colleges. It is found to be poor for the Natural Science group students. Equal percentage (26.19%) of the Physical Science group students falls under satisfactory and good. Similarly, equal percentage (28.95%) of the Social Science group students falls under poor and good. In the case of total sample, DCOE is found to be between very poor and good (21.74% and 27.83%).
No significant difference is found in the mean scores of DCOE among the students of the four subject groups. Significant correlation is found between DCOE and Teacher Behaviour of the total sample as well as for the students of Physical Science group. No significant correlation is found between DCOE and Teacher Behaviour of the Maths, Natural Science and Social Science group students in Self-financing Colleges.

The input session on DCOE is not found to be a significant predictor of Teacher Behaviour – AKT and TC of the students of Maths group; whereas it is found to be a major contributive factor for their SE. DCOE is not found to be a significant predictor for the Teacher Behaviour of the students of Natural Science group. DCOE is not found to be a significant predictor for the AKT and SE of the students of Physical Science group; whereas it is not found to be a significant predictor for their TC. DCOE is not found to be a significant predictor for AKT and SE of the students of Social Science group; whereas, it is found to be a major contributive factor for their TC.

7. The input session on PDAV is found to be very poor for the students of Maths group in Self-financing Colleges. It is found to be satisfactory for the Natural Science group students. Moreover, it is found to be good for the students of Physical Science group. Equal percentage (23.68%) of the Social Science group students falls under poor and good. In the case of the total sample, PDAV is found to be between very poor and good (20.87% and 28.70%).

No significant difference is found in the mean scores of PDAV among the students of four subject groups. No significant correlation is found between PDAV and Teacher Behaviour of the total sample, Maths, Natural Science, Physical Science and Social Science group students. The input session on PDAV is not found to be a significant predictor for the Teacher Behaviour of the students of Maths group. PDAV is found to be a significant predictor of the SE and a major contributive factor for the TC of the students of Natural Science group. PDAV is not found to be a significant predictor of the AKT and SE of the students of Physical Science group; whereas it is found to be a major contributive factor for TC. It is found to be a major contributive factor for SE of the Social Science group students; whereas it is not found to be a significant predictor for their AKT and TC.
8. The input session on OSCT is found to be *poor* for the students of Maths group in Self-financing Colleges. It is found to be *good* for the Natural Science group students. Moreover, it is found to be *satisfactory* for the students of Physical Science group. Equal percentage of the Social Science group students falls under *very poor* (23.68%) and *satisfactory* (23.68); and *poor* (26.32%) and *good* (26.32%). Similarly, equal percentage (26.09%) of the total sample falls under *poor, satisfactory* and *good.* 

_No significant difference_ is found in the mean scores of OSCT among the students of Maths, Natural Science, Physical Science and Social Science groups in Self-financing Colleges.

The input session on OSCT is found to be *significantly correlated* with the Teacher Behaviour – AKT and TC of the Maths group students. _No significant correlation_ is found between OSCT and Teacher Behaviour of the total sample, as well as for the Natural Science, Physical Science and Social Science group students in Self-financing Colleges.

The input session on OSCT is found to be a *significant predictor* for TC of the students of Maths group; whereas it is found to be a *major contributive factor* for their SE. OSCT is _not_ found to be a *significant predictor* of the TC of the students of Natural Science group; whereas it is found to be a *significant predictor* for their SE and a *major contributive factor* for their AKT. OSCT is _not_ found to be a *significant predictor* of TC and SE of the students of Physical Science group; whereas it is found to be a *major contributive factor* for their AKT. OSCT is _not_ found to be a *significant predictor* for the Teacher Behaviour of the students of Social Science group.

9. The input session on OPGT is found to be *very poor* for the total sample as well as for the students of Natural Science, Physical Science and Social Science groups in Self-financing Colleges. It is found to be *poor* for the students of Maths group.

_No significant difference_ is found in the mean scores of OPGT among the students of four subject groups.

_No significant correlation_ is found between OPGT and Teacher Behaviour of the total sample and the students of four subject groups in Self-financing Colleges.

The input session on OPGT is _not_ found to be a *significant predictor* for the Teacher Behaviour of the students of Maths group. OPGT is _not_ found to be a *significant predictor* for the TC and SE of the Natural Science group students; whereas it is found to be a *major contributive factor* for their AKT. OPGT is _not_ found to be a *significant predictor* for the Teacher Behaviour of the students of Physical Science group. OPGT
is *not* found to be a *significant predictor* for the TC and SE of the students of Social Science group; whereas it is found to be a *significant predictor* of their AKT.

10. The input session on VCC is found to be *good* for the total sample as well as for the students of Natural Science and Physical Science groups in Self-financing Colleges. It is *satisfactory* for the Social Science group students. Moreover, it is found to be *poor* for the students of Maths group.

*No significant difference* is found in the mean scores of VCC among the students of four subject groups.

The input session on VCC is found to be *significantly correlated* with the Teacher Behaviour – TC and SE of the total sample; whereas it is *significantly correlated* with the AKT and TC of the Maths group students, and for the SE of Physical Science group students. *No significant correlation* is found between VCC and Teacher Behaviour of the students of Natural Science and Social Science groups in Self-financing Colleges.

The input session on VCC is found to be a *significant predictor* of AKT of the students of Maths group; whereas it is *not* found to be a *significant predictor* for their TC and SE. VCC is found to be a *significant predictor* of AKT of the students of Natural Science group; whereas it is *not* found to be a *significant predictor* for TC and SE. VCC is found to be a *significant predictor* of SE of the students of Physical Science group; whereas it is *not* found to be a *significant predictor* for their AKT and TC. VCC is *not* found to be a *significant predictor* for the TC and SE of the Social Science group students; whereas it is found to be a *major contributive factor* for their AKT.

11. The input session on OSIT is found to be *satisfactory* for the total sample, as well as for the students of Natural Science and Social Science groups in Self-financing Colleges. It is found to be *poor* for the students of Maths group. Moreover, it is found to be *good* for the students of Physical Science group.

*No significant difference* is found in the mean scores of OSIT among the students of the four subject groups in Self-financing Colleges.

*No significant correlation* is found between OSIT and Teacher Behaviour of the total sample, and the students of four subject groups in Self-financing Colleges.

The input session on OSIT is *not* found to be a *significant predictor* for TC and SE of the students of Maths group; whereas it is found to be a *major contributive factor* for their AKT. OSIT is *not* found to be a *significant predictor* for the TC of the Natural Science group students; whereas it is found to be a *major contributive factor* for their
AKT and SE. OSIT is not found to be a significant predictor of AKT and TC of the students of Natural Science group; whereas it is found to be a major contributive factor for SE. OSIT is not found to be a significant predictor of AKT and SE of the students of Social Science group; whereas it is found to be a significant predictor for their TC.

12. The input session on DMT is found to be satisfactory for the total sample as well as for the students of four subject groups in Self-financing Colleges.

No significant difference is found in the mean scores of DMT among the students of different subject groups in Self-financing Colleges.

The input session on DMT is found to be significantly correlated with the Teacher Behaviour – AKT and TC of the Maths group students. No significant correlation is found between DMT and Teacher Behaviour of the total sample as well as for the students of Natural Science, Physical Science and Social Science groups in Self-financing Colleges.

The input session on DMT is not found to be a significant predictor for TC and SE of the students of Maths group; whereas it is found to be a major contributive factor for their AKT. DMT is not found to be a significant predictor of AKT and TC of the students of Natural Science group; whereas it is found to be a major contributive factor for their SE. DMT is not found to be a significant predictor for the Teacher Behaviour of the students of Physical Science group. DMT is not found to be a significant predictor for TC and SE of the Social Science group students; whereas it is found to be a major contributive factor for their AKT.

13. The levels of AKT, TC and SE of the B.Ed. students of the four subject groups studying in Self-financing Colleges are found to be just average.

On testing the significance of difference among the mean scores, it is found that there is no significant difference among the four subject groups in Self-financing Colleges with regard to their Teacher Behaviour – AKT, TC and SE.

PART – II: DIFFERENTIAL ANALYSIS ON DIFFERENT SUBJECT GROUPS

Section – A: Input Sessions

1. The differential analysis on the input session - MTT provided to the four subject groups reveals that there is significant difference among the four categories of colleges. In all the four subject groups, it is found that the Government Training College are at the lead followed by Aided, University Centres and the Self-financed.
2. The differential analysis on the input session – IOLP provided to the four subject groups reveals that there is significant difference among the four categories of colleges. In all the four subject groups, it is found that the Government Training College are at the lead followed by Aided, University Centres and the Self-financed.

3. The differential analysis on the input session – OSTC provided to the four subject groups reveals that there is significant difference among the four categories of colleges. In all the four subject groups, it is found that the Government Training College are at the lead followed by Aided, University Centres and the Self-financed.

4. The differential analysis on the input session – SMT provided to the four subject groups reveals that there is significant difference among the four categories of colleges. In Maths group, it is found that the Government Training College are at the lead followed by Aided, University Centres and the Self-financed; whereas, in the case of Natural Science, Physical Science and Social Science groups, it is found that the Aided Colleges are at the lead followed by Government Training College, University Centres and the Self-financed.

5. The differential analysis on the input session – DCTE provided to the four subject groups reveals that there is significant difference among the four categories of colleges. In all the four subject groups, it is found that the Government Training College are at the lead followed by Aided, University Centres and the Self-financed.

6. The differential analysis on the input session – DCOE provided to the four subject groups reveals that there is significant difference among the four categories of colleges. In all the four subject groups, it is found that the Government Training College are at the lead followed by Aided, University Centres and the Self-financed.

7. The differential analysis on the input session – PDAV provided to the four subject groups reveals that there is significant difference among the four categories of colleges. In all the four subject groups, it is found that the Government Training College are at the lead followed by Aided, University Centres and the Self-financed.

8. The differential analysis on the input session – OSCT provided to the four subject groups reveals that there is significant difference among the four categories of colleges. In all the four subject groups, it is found that the Government Training College are at the lead followed by Aided, University Centres and the Self-financed.

9. The differential analysis on the input session – OPGT provided to the four subject groups reveals that there is significant difference among the four categories of
colleges. In all the four subject groups, it is found that the Government Training College are at the lead followed by Aided, University Centres and the Self-financed.

10. The differential analysis on the input session – VCC provided to the four subject groups reveals that there is significant difference among the four categories of colleges. In all the four subject groups, it is found that the Government Training College are at the lead followed by University Centres, Aided and the Self-financed.

11. The differential analysis on the input session – OSIT provided to the four subject groups reveals that there is significant difference among the four categories of colleges. In Maths and Natural Science groups, it is found that the Government Training College are at the lead followed by Aided, Self-financed and University Centres. But in Physical Science and Social Science groups, it is found that the Government Training College are at the lead followed by Aided, University Centres and Self-financed.

12. The differential analysis on the input session – DMT provided to the four subject groups reveals that there is significant difference among the four categories of colleges. In all the four subject groups, it is found that the Government Training College are at the lead followed by University Centres, Aided and the Self-financed.

Section – B: Teacher Behaviour

1. The differential analysis on the Teacher Behaviour – AKT of the students of four subject groups reveals that there is significant difference among the four categories of colleges. In all the four subject groups, it is found that the Government Training College are at the lead followed by Aided, University Centres and the Self-financed.

2. The differential analysis on the Teacher Behaviour – TC of the students of four subject groups reveals that there is significant difference among the four categories of colleges. In all the four subject groups, it is found that the Government Training College are at the lead followed by Aided, University Centres and the Self-financed.

3. The differential analysis on the Teacher Behaviour – SE of the students of four subject groups reveals that there is significant difference in the case of two subject groups – Maths and Natural Science among the four categories of colleges. In the Maths group, it is found that the Government Training College are at the lead followed by University Centres, Self-financed and Aided; whereas in the Natural Science group, the Government Training College are at the lead followed by Self-financed, University Centres and Aided. No significant difference is found in Physical Science and Social
Science group students among the four categories of colleges in their Teacher Behaviour - SE.

6.2. IMPLICATIONS

In the present study, the investigator has very carefully enumerated the various input sessions needed for developing teaching related skills in teacher trainees, so as to form a ‘good’ teacher behaviour. Methods and Techniques of Teaching (MTT) is taken as an important input and it has been studied in terms of the types of colleges and in relation to teacher behaviour - Acquisition of Knowledge related to Teaching (AKT), Teaching Competence (TC) and Self-esteem (SE). MTT is graded uniformly ‘very good’ for all subject groups and for the total sample for the Government Training College. But at a lesser degree, MTT is graded uniformly ‘good’ for all the subject groups and the total sample of University Centres. Similarly, Aided Colleges have also recorded uniformly ‘good’ for MTT for all subject groups. In the case of Self-financing Colleges, though the grade ‘good’ has been predominantly found, the physical science group has been given only ‘satisfactory’ for MTT.

MTT does not significantly differ among four subject groups when studied in terms of respective types of colleges. However, the four types of colleges are found to differ significantly in providing MTT for all the four subject groups. The study shows that the Government Training College are at the top and the Self-financing Colleges are at the bottom with Aided Colleges and University Centres securing the rank of 2nd and 3rd for MTT. MTT is stated to be a significant predictor of AKT, TC and SE of Natural Science, Physical Science and Social Science groups in Government Training College. MTT is a significant predictor of AKT, TC and SE of the Physical Science group; whereas it is a major contributive factor of AKT for Natural Science group and TC of Social Science group of University Centres. In the case of Aided Colleges, MTT is a significant predictor of SE of Physical Science group and a major contributive factor of AKT of Natural Science group. In the case of Self-financing Colleges, MTT is found to be a significant predictor of AKT of Physical Science and Social Science groups, and TC of Physical Science group. It is also a major contributive factor of TC of Natural Science group, and SE of Natural Science and Physical Science groups. From the above stated inferences, it may be concluded that Government Training College are at the best in providing MTT when compared to University Centres, Aided Colleges and Self-financing Colleges.
The input session on Instructional Objectives and Lesson Plan Writing (IO&LP) is found to be 'very good' for students of Maths, Natural Science, Physical Science and Social Science groups of Government Training College. However, it is 'good' for all the four subject groups of the Aided Colleges; 'good' for Maths and 'satisfactory' for the remaining three subject groups of University Centres; and 'good' for Physical Science and 'satisfactory' for the remaining three subject groups of Self-financing Colleges. Though there is no significant difference in the means among different subject groups, within each category of institution, a significant difference is observed among the four categories of institutions in respect of the four subject groups. In all these, the Government Training College are at the lead, the Self-financing Colleges are at the tail end, while Aided Colleges and University Centres fall in between. Moreover, IO&LP is found to be a significant predictor of AKT, TC and SE of the students of Natural Science, Physical Science and Social Science groups of Government Training College. IO&LP is a major contributive factor of AKT of Social Science and Maths groups of University Centres; a significant predictor of AKT of Maths and Physical Science groups of Aided Colleges; and a significant predictor of AKT of Natural Science group of Self-financing Colleges. The supremacy of Government Training College with regard to IO&LP is well confirmed by these findings.

Observing Senior Teachers' Classes (OSTC) by teacher trainees for imbibing essential teaching skills is stated to be 'very good' for Government Training College for all the subject groups. In the case of University Centres, OSTC is stated to be just 'satisfactory' for all the four subject groups. For Aided Colleges, it is predominantly 'good' for all the subject groups; whereas it ranges between 'poor' and 'satisfactory' for all the subject groups of Self-financing Colleges. Though there is no significant difference among the four subject groups within each category of colleges, among the types of institutions, OSTC is found to be significantly different for all the four subject groups. In all the subject groups, Government Training College are at the lead followed by Aided Colleges, University Centres and Self-financing Colleges.

OSTC is a significant predictor of AKT, TC and SE of Natural Science, Physical Science and Social Science groups of the Government Training College. It is a significant predictor of SE of Natural Science group of University Centres. It is a major contributive factor of AKT and TC of Maths and Natural Science groups of Aided Colleges. It is found to be a major contributive factor for AKT and SE of Social Science group and
Maths group respectively, and a significant predictor of SE of Natural Science group of Self-financing Colleges. It clearly shows the dominance of Government Training College over the other institutions in providing OSTC to teacher trainees.

The Microteaching Sessions (SMT) are stated to range from 'good' to 'very good' for Government Training College for all subjects; 'good' for University Centres and Aided Colleges for all subject groups; and it varies from 'poor' to 'good' for Self-financing Colleges. Differences among the four subject groups within the respective colleges are not significant for Government Training College, Aided Colleges and University Centres. In the case of Self-financing Colleges, Natural Science is at the lead followed by Physical Science, Social Science and Maths.

SMT is a significant predictor of AKT, TC and SE of Natural Science, Physical Science and Social Science groups of Government Training College. SMT is a significant predictor of SE of Social Science group students of University Centres and AKT of Physical Science students of Aided Colleges. In the case of Self-financing Colleges, it is a significant predictor of the students of Social Science group and SE of the students of Natural Science group. From this, it is clear that Government Training College are superior to the other institutions in providing adequate exposure to students of all the four subject groups with respect to Microteaching Sessions.

The Demonstration Classes by Teacher Educators (DCTE) is taken as an important input necessary for teacher trainees to imbibe essential teaching skills. Present study shows that the input on DCTE ranges from 'good' to 'very good' for the students of four subject groups in Government Training College. In University Centres, it is only predominantly 'satisfactory' and only for Maths and Physical Science, it is 'good'. For Aided Colleges, it is predominantly 'good'. In the case of Self-financing Colleges, it is predominantly 'poor', except for the students of Natural Science and Social Science groups, wherein it is 'good' and 'satisfactory' respectively.

DCTE is not found to be significantly different among the four subject groups in different types of institutions except in the case of Aided Colleges, wherein the Social Science group students lead the students of Physical Science, Natural Science and Maths. However, DCTE is found to be significantly different among the four types of colleges with regard to the students of four subject groups. It is reported that the Government Training College are at the lead followed by Aided Colleges, University Centres and Self-
financing Colleges in the case of Natural Science, Physical Science and Social Science groups. In the case of Maths group, though Government Training College are at the lead, it is immediately followed by University Centres, then Aided Colleges and lastly Self-financing Colleges. Moreover, DCTE is reported to be a significant predictor of AKT, TC and SE of the students of Natural Science, Physical Science and Social Science groups in Government Training College. In the case of University Centres, it is a significant predictor of SE of only Maths group. In the case of Aided Colleges, DCTE is a major contributive factor for TC of Maths and Natural Science groups, and SE of Maths group. In the case of Self-financing Colleges, DCTE is a significant predictor of TC of only Physical Science group. From this, it may be inferred that the Government Training College are distinctly better than the other types of colleges in providing input on DCTE.

Demonstration Classes by Outside Experts (DCOE) is a recognized input for providing variety of teaching skills to the budding teachers. It ranges from 'satisfactory' to 'very good' for the four subject groups of Government Training College. In the case of University Centres, it is found to be predominantly 'poor'; however, it is predominantly 'good' for Aided Colleges. In the case of Self-financing Colleges, it is 'poor' for Natural Science, Social Science groups and for the total sample; whereas it ranges from 'satisfactory' to 'good' for Physical Science and 'very poor' for Maths group.

DCOE is not found to be significantly different among the students of different subject groups in each type of colleges. However, a significant difference is reported among the four types of institutions with regard to the students of four subject groups. It is noted that the Government Training College are at the lead followed by Aided Colleges, University Centres and Self-financing Colleges. The prediction analysis shows that the DCOE is a significant predictor of AKT, TC and SE of the students of Natural Science, Physical Science and Social Science groups of Government Training College; whereas it is a significant predictor of TC and SE of only Maths group. It is a major contributive factor for TC and SE of the students of Natural Science and Social Science groups respectively. In the case of Aided Colleges, it is a significant predictor of AKT of Physical Science group; and a major contributive factor of TC and SE of Social Science group, and Natural Science and Physical Science groups. DCOE is a significant predictor of AKT and SE of Physical Science group students; whereas it is a major contributive factor of TC and SE of Social Science and Maths groups respectively. Therefore, it may
be stated with regard to the degree of input session on DCOE that DCOE is greater in the case of Government Training College than in the other types of institutions.

The Preparation and Demonstration of Audio-Visual Aids (PDAV) is predominantly ‘very good’ for Government Training College, for most of the subjects; however, it is ‘satisfactory’ only for Social Science group. PDAV is found to be predominantly ‘poor’ for University Centres; however, it is ‘satisfactory’ for Natural Science and Physical Science groups. In the case of Aided Colleges, it ranges from ‘poor’ to ‘good’. In the case of Self-financing Colleges, PDAV is ‘very poor’ for the students of Maths and Social Science groups; ‘satisfactory’ for Natural Science group and ‘good’ for Physical Science group.

No significant difference is reported among the four subject groups within each category of college. However, among the four types of colleges, a significant difference is reported for all the four subject groups with the Government Training College at the top, the Self-financing Colleges at the bottom and the Aided Colleges and University Centres occupying the second and third position respectively. Further, PDAV is reported to be a significant predictor of AKT, TC and SE of Natural Science, Physical Science and Social Science groups of Government Training College. It is a major contributive factor for SE of Maths group. In the case of University Centres, it is a major contributive factor for AKT of Maths group and SE of Social Science group. PDAV is found to be a significant predictor of TC and a major contributive factor of TC for Maths and Social Science groups of Aided Colleges respectively. In the case of Self-financing Colleges, it is a significant predictor of SE of Natural Science and Social Science groups; and also it is a major contributive factor of TC of Natural Science and Physical Science groups. As it is shown, the Government Training College are at the top in the case of the input session on PDAV with Self-financing Colleges at the bottom; and Aided Colleges and University Centres at the second and third positions respectively.

Another input related to Organizing Simulated Classroom Teaching (OSCT) is identified as an essential input for teacher training. It ranges from ‘good’ to ‘very good’ in the case of the four subject groups of Government Training College. In the case of University Centres, it ranges from ‘satisfactory’ to ‘poor’; however, it ranges from ‘poor’ to ‘good’ for the students of Aided Colleges in the four subject groups. In the case of Self-financing Colleges, it ranges from ‘poor’ to ‘good’.
OSCT is not significantly different among the four subject groups with in each
type of institution; however, the four types of colleges are found to differ significantly in
their OSCT, with Government Training College leading all the other three types of
institutions. On computing regression analysis, it is found that OSCT is a significant
predictor of AKT, TC and SE of Natural Science, Physical Science and Social Science
groups of Government Training College. In the case of Maths group, it is found to be a
significant predictor of AKT and TC. OSCT is found to be a major contributive factor of
TC and SE of Physical Science and Social Science groups; and Physical Science group of
University Centres respectively. Moreover, it is a significant predictor of AKT of Social
Science group. In the case of Aided Colleges, it is a significant predictor of AKT of
Natural Science and Social Science groups, TC of Social Science group, and SE of Maths
group. Moreover, it is a major contributive factor of SE of Natural Science and Physical
Science groups. In the case of Self-financing Colleges, OSCT is a significant predictor of
TC of Maths group and SE of Natural Science group. Moreover, it is a major contributive
factor of AKT of Natural Science and Physical Science groups. Thus, it confirms the
unique position of Government Training College in offering the input on OSCT.

Another important input session being organized in Colleges of Education is
Observing Peer Group Teaching (OPGT). In this aspect, the Government Training
College are predominantly ‘very good’ for all the four subject groups. In the case of
University Centres, the quality of OPGT is predominantly ‘poor’, except in the case of
Maths group, which has secured ‘good’. OPGT is stated to be predominantly ‘good’ for
all the subject groups in Aided Colleges; however, it is found to be predominantly ‘very
poor’ for Self-financing Colleges.

OPGT is not significantly different among the four subject groups within
Government Training College, University Centres, Aided Colleges and Self-financing
Colleges. However, a significant difference is observed in the means of OPGT of all the
four subject groups of four types of institutions. In all these, the Government Training
College have scored the highest in OPGT and the Self-financing Colleges have scored the
least with Aided Colleges and University Centres coming in between.

In prediction analysis, it is shown that OPGT is a significant predictor of AKT, TC
and SE of Natural Science, Physical Science and Social Science groups of Government
Training College. OPGT is found to be a major contributive factor for AKT of Physical
Science group in University Centres. In the case of Aided Colleges, OPGT is found to be
a significant predictor of TC and SE of Social Science and Natural Science groups respectively. It is also stated to be a major contributive factor for AKT, TC and SE of Maths, Social Science, and Physical Science respectively. OPGT is reported to be a significant predictor of AKT of Social Science group of Self-financing Colleges and a major contributive factor of AKT for Natural Science group. Hence, it reveals the fact that Government Training College are able to put up a better performance than the other types of colleges with regard to Observing Peer Group Teaching.

Using Videos on Classroom Communication (VCC) is identified as an important input in providing training to the teacher trainees in Colleges of Education. It has been studied thoroughly with regard to the four subject groups in four types of colleges. The quality of the input session on VCC is found to be predominantly ‘good’ for all the subject groups in Government Training College. In University Centres, though the overall grade is ‘good’ for VCC, it is just ‘satisfactory’ for Natural Science group and graded ‘poor’ for Physical Science group. In Aided Colleges, VCC is stated to be predominantly ‘poor’, though it is ‘satisfactory’ for Maths and ranges upto ‘good’ for Physical Science and Social Science groups. The Self-financing Colleges have secured the overall grade ‘good’; wherein the Maths group secured ‘poor’ and Social Science group just ‘satisfactory’. Moreover, VCC is not significantly different among the four subject groups within each type of college, but among the four types of colleges, a significant difference is observed with the Government Training College securing the maximum and Self-financing Colleges securing the minimum. Aided Colleges and University Centres have secured the second and third places with regard to the mean scores on VCC.

The regression analysis has brought forth the fact that VCC is a significant predictor of AKT, TC and SE of Natural Science, Physical Science and Social Science groups of Government Training College. For Maths group, VCC is a significant predictor of only TC; and it is a major contributive factor of SE. In the case of Aided Colleges, VCC is found to be a significant predictor of AKT of Natural Science group; TC of Physical Science group; and SE of Maths and Physical Science groups. It is stated to be a significant predictor of AKT of Maths and Natural Science groups; and SE of Physical Science group of Self-financing Colleges. It is also a major contributive factor of AKT of Social Science group. It may be concluded from the findings related to VCC that Government Training College are in a way exhibiting an overall better performance when compared to other types of colleges.
Organisation and Supervision of Intensive Teaching (OSIT) otherwise termed as block teaching is considered to be crucial for training the teacher trainees to become teachers at junior, secondary and higher secondary levels. The overall grade earned by Government Training College is ‘satisfactory’ for OSIT. Only in the case of Maths OSIT is stated to be ‘very good’. Similarly University Centres have secured the overall grade ‘satisfactory’ for OSIT. However, Maths and Natural Science groups have secured only ‘poor’ for OSIT. In the case of Aided Colleges though the overall grade is ‘satisfactory’ for OSIT, the Physical Science and Social Science groups have earned the grade ‘good’. The Self-financing Colleges have scored ‘satisfactory’ for overall performance in OSIT; however, Maths group has earned ‘poor’, Natural Science ‘satisfactory’ and Physical Science ‘good’. Though within each category of college, no significant difference is observed among the four subject groups with regard to OSIT; a significant difference is recorded among the four categories of colleges in OSIT with regard to Maths, Natural Science and Social Science groups. In all these groups, the Government Training College top the list with Self-financing Colleges at the bottom and Aided Colleges and University Centres falling in between. So it may be stated that Government Training College are better placed with regard to OSIT when compared with Aided Colleges, University Centres and the Self-financing Colleges.

Discussion on Models of Teaching (DMT) though a theoretical exercise, it is a found to provide a ‘good’ input for strengthening the practical skill in teacher trainees. DMT is given an overall grade of ‘good’ for Government Training College, though in the case of certain subject groups it ranges from ‘good’ to ‘very good’. Similarly, University Centres have secured the overall grade of ‘good’ with Natural Science group scoring only ‘satisfactory’ for DMT. The Aided Colleges have scored uniformly ‘good’ for all subject groups for DMT. However, the Self-financing Colleges have achieved a grade of ‘satisfactory’ for all the subject groups. The differential analysis for the four subject groups within each type of college has shown no significant difference among them. However, among the four types of colleges DMT is stated to be significantly different for all the four subject groups with Government Training College at the lead followed by Aided Colleges, University Centres and the Self-financing Colleges.

The prediction analysis reveals that DMT is a significant predictor of AKT, TC and SE of Natural Science, Physical Science and Social Science groups of Government Training College. In the case of University Centres, DMT is found to be a significant
predictor of Natural Science group and TC of Maths group. In the case of Aided Colleges, DMT is found to be significant predictor of AKT of Natural Science group; TC of Natural Science group and SE of Social Science group. Moreover, it is a major contributive factor of TC of Social Science group and SE of Physical Science group. In the case of Self-financing Colleges, DMT is stated to be a major contributive factor of AKT of Maths and Social Science groups; and SE of Natural Science group. Therefore, it may be inferred that Government Training College occupy better position in organizing DMT, when compared with the University Centres, Aided Colleges and Self-financing Colleges.

Another notable finding recorded in the present study shows that the four types of institutions differ significantly in promoting Acquisition of Knowledge related to Teaching (AKT) and Teaching Competence (TC) for all the four subject groups. In accomplishing Teacher Behaviour - AKT and TC, it is shown that the Government Training College occupy the first position with the Aided Colleges occupying the second, University Centres the third, and Self-financing Colleges the fourth position. In the case of the Teacher Behaviour - SE, significant difference is observed only in the case of Maths and Natural Science groups. In both the cases, Government Training College are at the top. In Maths, University Centres occupy the second position, Self-financing Colleges the third and Aided Colleges the fourth position. In Natural Science group, Self-financing Colleges occupy the second position, University Centres the third and Aided Colleges the fourth. It also upholds the fact that Government Training College are superior to other institutions in organizing effective input sessions which in turn, strengthens the Teacher Behaviour - AKT, TC and SE.

After juxtaposing the varied findings deduced from percentage, differential, correlation and regression analysis of the data obtained from institution category-wise and subject-wise, the investigator has arrived at the major finding related to the research problem taken up for investigation. To put it in a nutshell, the input sessions being organized in Colleges of Education offering B.Ed. course of study are at their best in Government Training College. Moreover, it has been established that the higher the performance of the colleges in providing the input sessions, the higher is the outcome in the form of Teacher Behaviour which has been measured in terms of Acquisition of Knowledge related to Teaching (AKT), Teaching Competence (TC) and Self-Esteem (SE). Almost in all the twelve input sessions, the superiority of Government Training College is ascertained. Next to it, the higher level performance in all these input sessions are
registered by Aided Colleges. In the third position, the University Centres are placed
positioning the Self-financing Colleges invariably at the fourth level. More or less the
same type of ranking has also been earned by the institution in the case of Teacher
Behaviour also. All these findings point to one important aspect - the type of institution
which seems to be crucial in deciding the nature of input sessions provided for the B.Ed.
trainees. Hence, the investigator is able to zero on the Government run Training Colleges.

The four types of institutions offering B.Ed. course of study in the University of
Kerala are categorized as Government Training College, University Centres, Aided
Colleges and Self-financing Colleges. The Government Training College run by the
Government of Kerala seems to be a little bit unique from other types of institutions. The
faculty serving in such institution are Government employees all provisions available for
the employees enjoying of the State Government. They are free to avail leave with
financial assistance for upgrading their educational qualification and avail all sources of
loan facilities to enrich their living. They have the provision to visit foreign countries for
participating in seminars, presenting papers etc. They have the advantage to embarking on
higher positions in Universities and other government organisations on long term lean
basis. In addition to this the Government Training College have the benefit of getting all
assistance from the government in the form of funds or things to equip the departments
and promote the academic activity of the college. Almost a fuller job satisfaction
bestowed on the faculty by virtue of being a government employee with all promotional
opportunities, coupled with a well-equipped department provides a platform strong enough
to sustain their motivation to achieve more and more in the field of activity. In other
words, the teachers working in Government Training College are able to improve their
competence and seem to derive satisfaction in utilizing their expertise for educating the
teacher trainees at the threshold of teaching profession. Because of such personal and
institutional characteristics, the Government Training College are able to stand apart from
other institutions offering the B.Ed. degree course.

The same characteristics may be expected from the men and the department of
University Centres offering the B.Ed. degree course. Since it is a quasi-government body,
all those service conditions available for government employees in Government Training
College should be available for those working in University Centres also. But in practice,
it is not so. The teachers working in University Centres are not full-fledged university
employees. Excepting the head, all the teachers are appointed on contract basis and paid a
scale of pay not in tune with the suggested UGC scale of pay. Many of the employees are paid on an hourly basis. Moreover, the University Centres are not having an ideal building of their own to run the B.Ed. programme. Generally, they are housed in a school or a community building. Therefore, the teachers may not have much of job satisfaction as in the case of those in Government Training College and may not have been well-equipped with necessary knowledge and skills due to the not so congenial environment prevalent in departments functioning in rented or leased buildings. Therefore, the faculty in University Centres cannot stand shoulder to shoulder to the faculty in Government Training College.

The third category Government Aided Colleges is in a way similar to that of Government Training College. They enjoy all service conditions available for those in Government Training College. Their job satisfaction should be of high in order and their competence in the field of activity should also be of high calibre. The only disadvantage for them may be the lack of time bound promotional opportunities. Therefore, in all respect, they are almost like teachers in Government Training College. In short, in the professionalism and mental disposition, they are almost equal to those in Government Training College. The fourth category of colleges mushrooming in the recent past is unaided generally termed as Self-financing Colleges. Having sprung up with heavy investment in a short span of time to meet the requirements in the local areas, they are keen to tune up the professional competence of the teachers and lavishly furnish the departments with the latest innovations. In spite of such a move on the part of Self-financing Colleges, they are not able to make a dent in offering teacher education. The efforts of the management and available ultra modern departments are not in a way to boost up the morale or inclination of the faculty to strive more and more towards excellence. They seem to be anxious about their job, their service conditions and their future at large. Moreover, they do seem to not have a grip over the situations prevailing in the college. This may be the reason for the faculty in Self-financing Colleges often characterized as rigid, practising implicit obedience, void of creative thinking. Therefore, the faculty available in Self-financing Colleges does not stand in equal terms with those in Aided Colleges or Government Training College or University Centres. From all these, one may come to the conclusion that the teachers are the major factor deciding the status of the input sessions being organized in the colleges of education and the teacher behaviour formed by the teacher trainees. The discussion on the nature of service conditions available in different types of institutions establishes the reason why there is difference in the effectiveness of input
sessions being organized by Government Training College, Aided Colleges, University Centres and Self-financing Colleges.

6.3. RECOMMENDATIONS

Of the four types of colleges studied with regard to the effectiveness of input sessions and the formation of teacher behaviour, it has been reported that the Government Training College are at the best and the Government Aided Colleges are the second best in organizing input sessions and promoting teacher behaviour. The Self-financing Colleges are found to be at the lowest with the University Centres positioning just above the Self-financing Colleges. That is when, Government Training College and Aided Colleges are graded high, the other two are to be graded low. On the basis of this, the following recommendations are made:

A. University Centres

1. The University Centres instead of appointing lecturers on contract basis, their service may be regularized.
2. The lecturers in University Centres may be placed on time scale with all future benefits.
3. University Centres may have their own buildings with all facilities as per the NCTE norms.
4. The departmental library in the University Centres may be well-equipped with good number of reference books, subject oriented dictionaries and research journals.
5. The educational technology lab should be well-equipped, with close circuit TV for practising microteaching and multimedia projector for PowerPoint presentation.
6. The Audio-Visual section may procure good number of CDs on classroom communication, teaching skills, questioning skills etc.
7. The faculty as well as the teacher trainees may visit the Government Training College or Aided Colleges for observing their way of organizing input sessions.

B. Self-financing Colleges

1. Lecturers may be employed on permanent basis with time scale.
2. The faculty members may be provided with future benefit schemes.
3. Faculty may be involved in making plans related to academic activities.
4. The head of institutions may be vested with powers to plan, organize and execute programmes necessary for B.Ed. colleges.

5. The lecturers may be encouraged by awarding incentives for the notable work in the field of teacher education.

6. The faculty members should be encouraged to participate in seminars, workshops, symposia etc., organized in other places.

7. Lecturers should be encouraged to visit Government Training College and Aided Colleges for getting practical guidelines for organizing academic programmes.

8. The management may bring in experts from outside to provide orientation to the members of the staff related to theory and skill related programmes.

C. Government Training College and Aided Colleges

Since these institutions have advantage of good man power and adequate material resources, they may come forward to share their expertise with the institutions of lesser calibre. Therefore, the following recommendations are made:

1. Periodically these colleges may arrange orientation programmes to the newly appointed lecturers, refresher courses for the experienced ones in the field of teacher education. It may be organized at regular intervals in a systematic manner availing funds from UGC or the concerned university.

2. These institutions may permit the students and teachers of other types of colleges to visit the department and consult the faculty members without much difficult.

3. The faculty members of these colleges may visit the other types of colleges to give guest lectures on important topics and conduct workshops encouraging both the faculty and teacher trainees.

4. Some of the faculty members may act as consultants for other type of colleges.

5. They may organize state level and national level seminars on important educational problems to enlighten the faculty or teacher trainees of other colleges.

6. The faculty of these colleges may publish monographs on certain important areas related to teacher education for providing guidelines to others.

7. They may bring out publications in the form of newsletter or journal so as to disseminate knowledge and innovations in the field of teacher education to others.
6.4. SUGGESTIONS

The following topics are suggested for in-depth study to generate facts and information related to teacher education:

1. GENDER DIFFERENCE IN TEACHING COMPETENCE AND PARTICIPATION IN CO-CURRICULAR PROGRAMMES IN COLLEGES OF EDUCATION AFFILIATED TO UNIVERSITY OF KERALA.

2. IMPACT OF TEACHING COMPETENCE ON ACADEMIC PERFORMANCE OF TEACHER TRAINEES IN COLLEGES OF EDUCATION.

3. A CRITICAL STUDY ON THE PERSONALITY CHARACTERISTICS OF TEACHER TRAINEES DOING THE B.ED. DEGREE COURSE IN DIFFERENT TYPES OF INSTITUTIONS.

4. A STUDY ON THE IMPACT OF PSYCHO-SOCIO FACTORS ON THE TEACHING COMPETENCE OF THE STUDENTS OF B.ED. DEGREE COURSE.

5. A CRITICAL STUDY ON EMOTIONAL INTELLIGENCE, MENTAL HEALTH AND SELF-ESTEEM OF TEACHER TRAINEES PURSUING DIFFERENT OPTIONAL SUBJECTS IN THE B.ED. DEGREE COURSE.

All those studies would be in a position to provide valid information regarding the important characteristics of the students doing the B.Ed. degree course. All these characteristics are nothing but the outcomes one may expect from the theoretical and practical inputs provided in colleges of education. By this, relevant information regarding teacher education, teacher trainees and teacher training institutions may adequately be pooled up to find solution for the felt problems in the colleges of education.