Chapter III

THE PROBLEM

1. Statement of the Problem

The present study was designed with a view to develop a battery of tests for selecting candidates to teacher education course meant for prospective secondary school teachers. It is believed that the battery of tests in view would provide an effective and handy tool to the authorities of colleges of education for selecting promising candidates from amongst those seeking admission, to teacher education course.

2. Specific Objectives of the Study

The specific objectives of the study were:

i. To determine the specific factors for success in teacher education course;

ii. To construct tools to assess the specific factors;

iii. To fix the criterion of success in teacher education course;

iv. To investigate the relationships of each of the factors with the criterion fixed;
v. To investigate the predictive validities of the factors taken together in terms of the criterion of success in teacher education course; and

vi. To determine the relative efficiency of the factors in predicting the criterion.

3. **Scope of the Study**

i. **Teacher Education Course Under Study:**

The present study was confined to the one year secondary teacher education course for graduates and postgraduates leading to the award of degree of Bachelor of Education (B.Ed.) by the Karnatak University, Dharwar, Karnataka State.

Semester system has been introduced from the academic year 1977-'78 at the undergraduate level including the B.Ed. course. The B.Ed. course consists of two semesters. The duration of each semester is as follows:

I Semester: 15th June to 30th September
II Semester: 2nd November to 21st March

The subjects to be studied and the scheme of examination prescribed in each semester are given in the following table:
### TABLE 3: Scheme of Examination for the B.Ed. Semester Course

#### First Semester

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Marks allotted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Theory</td>
</tr>
<tr>
<td>I. i. Education Psychology</td>
<td>40</td>
</tr>
<tr>
<td>ii. General Methods</td>
<td>40</td>
</tr>
<tr>
<td>iii. Practice of Education &amp; (Special Methods)</td>
<td>40</td>
</tr>
<tr>
<td>iv. Any two of the following subjects:</td>
<td>40</td>
</tr>
<tr>
<td>1. English</td>
<td></td>
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<tr>
<td>2. Kannada</td>
<td></td>
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<tr>
<td>3. Marathi</td>
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<tr>
<td>4. Hindi</td>
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<tr>
<td>5. Sanskrit</td>
<td></td>
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<td>6. History</td>
<td></td>
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<tr>
<td>7. Geography</td>
<td></td>
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<td>8. Mathematics</td>
<td></td>
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<td>9. Science</td>
<td></td>
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<tr>
<td>10. Urdu</td>
<td></td>
</tr>
<tr>
<td>v. School Organisation and Management</td>
<td>40</td>
</tr>
</tbody>
</table>

#### II. Practice Teaching (6 + 6 lessons)
- 120

#### III. Practical Work:
- Comprising Projects, Teaching Aids, Journals, Co-curricular activities, Work experience and Attendance etc.
- To be assessed during the second semester
- 200 170

Contd...
Second Semester

<table>
<thead>
<tr>
<th>Subjects</th>
<th>Marks allotted</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Theory</td>
</tr>
<tr>
<td>I. vi. Experimental Psychology and Statistical Methods</td>
<td>40</td>
</tr>
<tr>
<td>vii. Principles of Education</td>
<td>40</td>
</tr>
<tr>
<td>viii. History of Education</td>
<td>40</td>
</tr>
<tr>
<td>ix. Current Indian Education</td>
<td>40</td>
</tr>
<tr>
<td>x. School Hygiene and Educational Administration</td>
<td>40</td>
</tr>
<tr>
<td>II. Practice Teaching (6 + 6 lessons)</td>
<td>-</td>
</tr>
<tr>
<td>III. Practical Work:</td>
<td></td>
</tr>
<tr>
<td>Comprising, Projects, Teaching Aids, Journals, Co-curricular activities, Work experience and Attendance etc.</td>
<td>60</td>
</tr>
<tr>
<td>IV. Practical Examination:</td>
<td></td>
</tr>
<tr>
<td>(Practice teaching Examination in two Special Methods is to be conducted as a part of the Second Semester Examination.)</td>
<td>200</td>
</tr>
</tbody>
</table>

Total: 200 230 200

The success in teacher education course is measured in terms of marks secured by teacher candidates in -
(a) Theory papers, (b) Teaching, and (c) Practical work.
Theory Papers

Assessment of theory papers consists of two parts - (i) external assessment and (ii) internal assessment.

External Assessment: There shall be an examination conducted by the University at the end of each semester in the courses taught during that semester. Each theory course shall carry 40 marks for the written semester examination. The duration of each paper shall be one and half hours. The question paper consists of three parts - Part A contains three essay type questions each carrying 7 marks and the candidate is required to answer any two of them. Part B contains 10 short answer type questions each carrying 3 marks. The candidate is required to answer any 7 of them. Part C contains 5 new/objective type questions each carrying 1 mark. The candidate has to answer all of them.

The theory papers are set by the members of the Board of Paper-Setters and the answer scripts are assessed by the members of the Board of Examiners specially appointed for the purpose by the University. It may be pointed out here that the members of the Board of Paper-Setters are also the members of the Board of Examiners. Qualified and
experienced teacher educators from the colleges of education coming under the jurisdiction of the University are generally appointed as the members of the Board.

**Internal Assessment:** There shall be ordinarily one mid-term test carrying 6 marks per course/subject per semester. There shall be ordinarily one home assignment carrying 4 marks in each course/subject per semester. The course/subject teachers set the question paper and give home assignment in the subjects and assess them.

**Teaching**

It consists of two parts - (i) practice teaching and (ii) practical examination.

**Practice Teaching:** A student teacher is required to give 24 practising lessons - 12 in each of the two school subjects selected under courses iii and iv during the entire course. He shall give 12 practising lessons in each semester, 6 in each of the two school subjects. The lessons are distributed over different standards of practising secondary schools. Further 50% of the lessons to be given in each semester are covered under block practice teaching. The lessons are guided, observed, and assessed.
by the teaching staff of the college. Each lesson carries 10 marks. Thus assessment of practice teaching lessons is purely internal.

Practical Examination: Practical examination in the two school subjects opted by each candidate is conducted by the University during the later part of the second semester. Each candidate submits the practical test of two full period lessons in the two school subjects selected for teaching. In this examination the candidate will be tested in his practical skill in class teaching and class management, which will carry 200 marks. For this purpose the following evaluation proforma is used by the examiners.
### Evaluation Sheet

**Centre .......... Bate**

|---------|----------|------------|

1. Clarity of objectives
2. Preparation
3. Presentation
4. Mastery of the subject matter
5. Pupils' involvement in the lesson
6. Language efficiency and adequacy
7. Teaching aids and their uses
8. Teaching technique and method
9. Recapitulation
10. Black-board work

**GRAND TOTAL**

![Examiner's Signature](image)

**Note:** The maximum marks for each item (Sl. No. 1 to 10) is Ten only. The grand total will give the percentage of marks awarded to the candidate.
Each lesson is observed and assessed by two examiners—generally one being internal and the other external. External examiners are generally headmasters of progressive secondary schools. Internal examiners are the members of the teaching staff of the college concerned. The candidate is awarded average of the marks given by the two examiners. Thus assessment of examination lessons is external.

Practical Work

The components of practical work are (a) Projects, (b) Teaching Aids, (c) Journals, (d) Co-curricular activities, (e) Work-experience, and (f) Attendance. Each of these carries 10 marks. Thus in all 60 marks are allotted for practical work. The performance of the candidates in these fields is assessed by the respective staff members in charge of the candidates. Thus the assessment of practical work is also purely internal.

a. Project: It is a written report of a study undertaken by each candidate, pertaining to any special feature of the practising school, e.g. science club, study circles, parent-teacher association, organisation and conduct of sports and games, organisation and conduct of co-curricular activities and the like. This work is carried
out by each student teacher generally during block practice teaching preferably in the second semester.

b. Teaching Aids: These constitute the teaching aids prepared and used by the candidate himself during the teacher education course.

c. Journals: These are the documents that are to be maintained by each teacher trainee during the course. They are:

   i. A 'Diary' of demonstration lessons attended, lessons observed, and teaching practice carried out.

   ii. A 'Journal' containing notes of lessons given and criticisms made thereon by a master of method; and

   iii. A 'Log-book' of experimental work carried out. (A student teacher is required to perform altogether 10 experiments on topics - Perception, Imagination, Association, Attention, Learning, Memory, and Fatigue.)

d. Co-curricular Activities: Each student teacher is expected to participate in one or the other social and cultural activities organised in the college during the
course such as participation in seminars, symposia, debates, singing, dancing, dramatics, decoration, etc. In addition to these activities organised in the college, the student teachers are expected to organise and participate in such activities in their respective practising schools specially during block practice teaching period.

e. Work-experience: It refers to participation of student teachers in work experience programmes like working in the college garden, sweeping and cleaning the floors, white washing the walls, preparing office-files, book-binding, etc. organised in the college during the academic year.

f. Attendance: A candidate is required to attend the college for a minimum of 75% of the total number of working days per semester in order to qualify for appearing for the semester examination concerned.

Standard of Passing

To pass the examination in either first or second semester, a candidate must obtain not less than 40 per cent of the total number of marks with a minimum of 35 per cent in each course/subject. Further a minimum of 14 marks out of 40 for theory in each course/subject must be obtained by the teacher candidate.
Such of the candidates who appear for semesters I and II at one and the same academic year and obtain 65 per cent or more in the aggregate of both the semesters shall be declared to have passed the examination with distinction; those who obtain 60 per cent or more in the aggregate of both the semesters taken together at one and the same academic year shall be declared to have passed the examination in the first class; and those who obtain 50 per cent or more in the aggregate of both the semesters taken together at one and the same academic year shall be declared to have passed the examination in the second class.

ii. Nature of the Test Battery:

The Battery is confined to written tests in Kannada only in the present study.

iii. Criteria of Success in Teacher Education Course:

The marks obtained by the teacher candidates as per the scheme of examination referred to earlier formed the criteria of success in teacher education course in the present study.

4. Terms

Certain terms appear frequently in the report of this
investigation and these have been used with specific meaning to suit the purpose of the present study. They are as follows:

i. "Battery" is a set of tests designed to be administered together. The tests in a battery have typically been planned and developed as a unit, with the objective of providing complete and efficient coverage of some domain of ability or personality.

ii. "Criterion" refers to a variable, a behaviour, a characteristic, an aspect, a role, a quality which is recognised in the present study as one of the infinite variety of factors representing success in teacher education course. The term has been extensively used in research on teacher effectiveness.

iii. The terms "student teacher", "teacher trainee", "teacher candidate" and "candidate" have been used to denote the individual undergoing teacher education course.
Footnotes

1. Circular No.K.25(14)-Aca/S&T/77-78/44 dated 27.8.1977 issued by the Registrar, Karnataka University, Dharwar to the Principals of the Colleges of Education affiliated to Karnataka University.
