CHAPTER - VI

SUMMARY AND CONCLUSIONS
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6.1 The Study

India has chosen a democratic way of life. The success of democracy largely depends on the degree of education and enlightenment of the people. The Education Commission 1964-66, has rightly pointed out that "the destiny of the country is being shaped in her class-rooms." Indeed the responsibility of the teachers in fulfilling this difficult task can hardly be over-emphasised. Teachers have an important role to play in shaping the future generation. The future generation has to be properly and effectively educated so that they can live a purposeful and useful and meaningful life in the rapidly changing, technologically advanced and complex world. The potentialities of the children have to be properly developed, so that they become creative and progressive. Brain-storming should be there in our teaching institutions. Standard of education is to be revised with sophisticated techniques and methods.
For teaching the students effectively the teachers have to be effective; it is recognised that teaching is an expert's job and the teacher has to play a crucial role in this business. The teachers can help the students to make their lives better, fuller, happier and meaningful. The teacher has to create such students in the classroom that individuality of the students is fully developed and properly shaped in accordance with the requirements of the country. The students in the classrooms of our schools are human resources of the country. Hence students should be given effective education. The changing situations of the classrooms and requirements of the society necessitate that only such people should be assigned the duty of teachers, who are competent enough to shoulder this responsibility.

The concept of education is changing fast, new ideas and innovations are in the field of education, which are being incorporated to make education useful and meaningful, from the point of view of students and the society. All this requires that education being imparted in the classrooms should be quite effective and the teachers imparting this education should also be quite confident and effective.

For having effective and competent teachers we must have effective teacher education programme. The teacher education programme should develop professional competency,
the right type of attitudes, beliefs, ideals and interests among the student teachers. Hence, the Programme of Action (P.O.A.) of the National Policy on Education (N.P.E.) 1986, has called for a complete overhaul of the system of teacher education. If a complete overhaul is not feasible, to initiate at least a process of continuous overhaul of the different aspects of the teacher education system, which are responsible for the qualitative improvement of teacher education; such as the quality of students choosing the teaching career, the relevance of teacher education curriculum, regarding objectives of teacher preparation, inputs into the professional preparation of teacher education, the infrastructural support to teacher education institutions and the maintenance of the quality control in teacher education. There is an urgent need to devise an effective teacher education programme, for the progress of the country, in the light of the above mentioned points.

6.2 Objectives

The study was undertaken with the following objectives:

To study the -

i. Selection procedure of students for the B.Ed. course, in all the Universities of Karnataka and opinions of teacher educators about it.
ii. Curriculum and methods of teaching in all the Universities of Karnataka and opinions of teacher educators about it.

iii. Existing procedure of pre-student teaching, pre-internship practice teaching and internship programme in all the Universities of Karnataka and opinions of teacher educators about them.

iv. Existing procedure of evaluation (both internal and external) in all the Universities of Karnataka and opinions of teacher educators about them.

v. Existing conditions of the resources in all the Education Colleges of Karnataka.

vi. The ratings of the secondary school headmasters regarding the performance of their assistants in teaching and other school related behaviour activities who were trained with different B.Ed. syllabi and also vary in teaching experiences, in Karnataka State.

vii. Analysis of the B.Ed. syllabii since 1968-88 in Karnataka State.

6.3 Design

The research design is a blueprint of the structure of the entire research study in a nutshell. This has been discussed earlier.
6.3.1 The Sample

The investigator selected 46 colleges of Education. The sample includes the principals of the colleges of education and the teacher educators, excluding physical education instructors and craft teachers in all the 46 Colleges of Education. It also includes four hundred secondary school headmasters (hundred headmasters from each division, that is, Gulbarga, Belgaum, Bangalore and Mysore) who are randomly selected irrespective of management, for rating their varying experience assistant teachers performance regarding teaching and other school related behaviour activities. The investigator has analysed the B.Ed. syllabii of five Universities of Karnataka, since 1968-88.

6.3.2 Tools

To cull the right information the apt tools were used, namely, questionnaire for the principals of the colleges of education which consists of five factors, such as selection of students, curriculum and methods of teaching, student teaching, evaluation and resources of the college. Questionnaire for the teacher educators consists of the first four similar factors of the principals' questionnaire, the teacher rating scale used by the Headmasters of the secondary schools. In addition to these the investigator
collected the B.Ed. syllabii of all the five Universities in Karnataka since 1968-1988, for the analysis.

6.3.3 Data Analysis

To collect the filled-in questionnaires from the 39 principals and 215 teacher educators of the 46 colleges of Education, the investigator personally visited a few colleges of education and collected and most of them were collected by mail. To collect filled-in rating scale from 213 Headmasters of secondary schools of Karnataka, the investigator personally visited a few secondary schools and collected them. The remaining rating scales were collected through mail.

6.4 Main Findings

In the present study the investigator has used percentage analysis, correlation technique and 't' test, to condense the massive raw data into concise, interpretable and intelligible language. The Investigator has condensed the data into interpretable form and also described the data into interpretable form and described the characteristics of the data.

The main findings of the study are classified into two categories; they are as follows:
6.4.1 Qualitative improvement of secondary school teacher education in Karnataka from 1968-88.

6.4.2 Opinion survey of the principals and teacher educators regarding the qualitative improvement of B.Ed. course in future.

The details of the findings are as follows:

Findings related to the qualitative improvement of Secondary Teacher Education in Karnataka from 1968-88:

6.4.1.1 None of the University syllabii has explicitly stated the objectives of secondary school teacher education since 1968 to 1981. Later on majority of the Universities' syllabii have stated the objectives of Secondary Teacher Education, which would help in the success and qualitative improvement of B.Ed. course.

The eligibility regarding admission to the B.Ed. course since 1968-1981, in all the Universities of Karnataka have stated that the candidates having bachelor's degree in Arts, Science, Commerce, Home Science were eligible for admission to the B.Ed. course, that is candidates having passed bachelor degree with 35% were eligible to the B.Ed.
course. But since 1982 onwards the eligibility for admission to the B.Ed. course changed, stating that a candidate should have obtained 45% (40% in the case of scheduled caste/scheduled tribe) of the aggregate marks in the final year of the degree examination or equivalent shall be eligible for admission to the B.Ed. course. This regulation is a bit more effective than the earlier conditions, that is during 1968-81, for qualitative improvement of the B.Ed. course. This regulation continued further.

6.4.1.2 Regarding the selection of students to the B.Ed course, candidates were selected to the B.Ed. course, only on the basis of bachelor degree marks from 1968 to 84, in all the Universities of Karnataka. But since 1984 onwards some of the Universities in Karnataka started to select students to the B.Ed. course by providing weightage for holding masters' degree in the school subject or any subject and teaching experience in addition to the minimum percentage of marks at the bachelor degree level which lead to the qualitative improvement of B.Ed. course.

6.4.1.3 In respect of the courses of study, most of the Universities are having similar courses of studies since 1968-78, such as philosophical and sociological foundations of education, psychological foundations of education and statistics, two content-cum-methodology subjects, educational
administration and school management in the first part, each paper carrying 100 marks and in the second part practice teaching and practical work are there. The total marks for the whole course is 1000 in all the Universities. In Mysore University, educational excursion and citizenship training camp were compulsory; in Karnataka University only educational excursion was compulsory and citizenship training camp was not included in the syllabus and in Bangalore University citizenship training camp, educational excursion were not included in the syllabus. Work experience also was not included in the courses of the Universities' syllabus and in Bangalore University syllabus even though it was included, it was not kept as compulsory subject. Work experience, educational excursion, citizenship training camp should be kept as compulsory subjects, which help for the qualitative improvement of B.Ed. course, as it is emphasized by the N.C.T.E. curriculum frame work, 1978.

As per the syllabii of B.Ed. courses in all five Universities of Karnataka from 1976-88, the semester system was introduced in Karnataka and Mysore Universities since 1976 and continued till 1981. But Bangalore University had not introduced it. During semester system, the Mysore University increased the total marks of B.Ed. course from 1000 to 1200 but Karnataka University has not increased and
the same 1000 marks were divided between the first semester and second semester. Further the syllabus remained unchanged till 1983-84. Karnatak University changed its syllabus in the year 1984-85, which included the study of optional subjects (Moral education, Educational and Vocational Guidance, Adult Education, Physical Education), population education and socially useful productive work/working with community, in addition to the theory subjects. Educational excursions and internship training camps were not made compulsory and physical education is not kept compulsory subject and it introduced as an optional subject. These subjects are essential for quantitative improvement of B.Ed. course as emphasised by N.C.T.E. curriculum Frame Work 1978 and 1988. During this period more importance was given to the content-cum-methodology course. Mysore University has changed its syllabus four times during this period. In this University also there was no major change in the syllabus subjects. The subjects like Education in India, Philosophical and Sociological foundations of Education, two content-cum-methodology papers were included in the subjects. The University also introduced optional subjects socially useful productive work/working with the community, physical education, educational excursion and citizenship training camp as compulsory subjects, which are essential for the qualitative improvement of the B.Ed. course.
Bangalore University has changed its syllabus only once, during this period. It consists of subjects like educational theory and practice, educational psychology and evaluation, educational management and problems and two content-cum-methodology subjects. In addition to these subjects the syllabus consists of socially useful productive work, educational excursion and citizenship training camp. Gulbarga and Mangalore Universities were opened in the year 1980-81. In the beginning periods they followed the Karnataka and Mysore Universities' syllabus and later on framed their own syllabi which have similarities with other Universities' syllabi in the State.

In all the five Universities of Karnataka, practical work included tests, assignments, psychological experiments and other practical reports, performance of student teachers in educational excursion, citizenship training camp, physical education, that are essential for the qualitative improvement of the B.Ed. course.

Regarding the scheme of evaluation the papers which come under Part I were assessed both internally and externally. The papers which came under Part II in some Universities were assessed internally, that is; in Karnataka, Mangalore and Gulbarga Universities whereas in Mysore and Bangalore
Universities were assessed both internally and externally. The total marks for the courses of study was 1000 in all the Universities of Karnataka, except in Mysore University during 1987-88, it was 800 marks.

6.4.1.4 Regarding weightage to the theory, practice teaching and practical work, during the non-semester system weightage to the theory was ranging from 40% to the 60%, practice teaching ranging from 20% to 40% and practical work 10% to 22% in all the Universities of Karnataka. During the semester system weightage to the theory ranged from 40% to 48%, practice teaching 44% to 30% and practical work 16% to 22%. Generally more weightage is given to the theory and less weightage to the practice teaching and practical work during non-semester system in all the Universities of Karnataka. Especially for teacher education courses at any level, more weightage should be given to practice teaching and practical work, than the theory part, which leads to the qualitative improvement of the teacher education course. During the teacher education programme, student teachers should become proficient in practice teaching and other practical work.

6.4.1.5 Practice Teaching or Student Teaching

During 1968 to 1976, the number of practice lessons
given by the student teachers in all the Universities of Karnataka ranged from 26 to 30 lessons, including examination and criticism lessons. Student teachers are expected to organise co-curricular activities during this programme, in addition to the presentation of lessons in Karnataka University but it is not in the case of other Universities. None of the Universities introduced the innovations in teacher education between 1968 to 1980. There is significant change in the syllabus of Mysore University from 1981 onwards through the introduction of micro-teaching in practice teaching. There is a provision of organising micro-teaching under simulated and actual class-room situations, about ten skills in two cycles. Afterwards, student teachers are allowed to do practice teaching in the actual classroom. Karnataka University syllabus included the practice of micro-teaching in selected skills, from 1984-85 onwards. But the remaining three Universities' syllabii have not included micro-teaching till 1988. N.C.T.E. framework 1988, emphasised a few micro-lessons with a view to developing some important skills teaching. The introduction of innovations, such as micro-teaching is a remarkable step for the qualitative improvement of B.Ed. course. It definitely helps for the improvement of B.Ed. course. Regarding the pattern of practice teaching in almost all the Universities, the practice of teaching through stray
lessons and block-teaching are still existing and in some of the Universities even internship is also practiced.

6.4.1.6 In respect of attendance during non-semester, it was 80% in some of the Universities, that is a student teacher should have the attendance of 80% in each subject of the course and in some of the Universities it was 75%. During semester system some of the Universities increased it to 85%. The increase in the percentage of attendance leads to the qualitative improvement of the B.Ed. course.

In respect of the duration of the course in all the five Universities of Karnataka, the B.Ed. course was one academic year course. The syllabus of three Universities in Karnataka during 1987-88, Karnataka University syllabus has directed that the colleges of education should work for not less than 200 days and Mangalore University not less than 220 days and Mysore and Gulbarga Universities' syllabii have mentioned only one academic year. N.C.T.E. frame work 1988 has directed that the colleges of education should work for a minimum of 200 days for the one year B.Ed. course.

The colleges of education working for a minimum of 200 days in an academic year helps the qualitative improvement of the B.Ed. course.
6.4.1.7 Regarding methods and techniques of teaching which are followed in teaching different theory papers: All the principals and teacher educators from the five universities have reported that lecture, assignment, discussion, seminar methods are used as traditional methods of teaching.

Similarly majority of the teacher educators from Mysore, Bangalore and Mangalore universities and a few from the Karnatak and Gulbarga Universities have reported that case-study method, project method are also used as innovative methods of teaching.

The use of innovative methods definitely helps the qualitative improvement of the secondary teacher education programme.

6.4.1.8 All the principals and teacher educators from the five universities are of the same opinion that the teaching of methodology course related to the practice teaching that is objectives, lesson planning, teaching methods and techniques of teaching, evaluation and the teaching of pedagogical theory that is meaning, scope and importance of education, psychology are taught to the
student teachers before they are sent to the schools for practice teaching, leads to the qualitative improvement of B.Ed. course.

6.4.1.9 All the principals and teacher educators from the five Universities have reported that in their colleges there is a practice of conducting the meeting of co-operating school Headmasters/Headmistresses in the beginning of the academic year, to seek their co-operation in practice teaching, leads to the qualitative improvement of the student teaching.

6.4.1.10 All the principals and teacher educators from the five Universities have reported that in their colleges the demonstration lessons are given by the method masters of the colleges and subject teachers of the schools, leads to the qualitative improvement of the B.Ed. course. Further all of them have reported that the demonstration lessons followed by discussion with concerned subject teachers, helps the teacher trainees to understand better the techniques of teaching. Only a few principals and teacher educators have reported that in their colleges the demonstration lessons given through the screening of films on teaching in the subjects like, History and Science help the student teachers to know how to make use of audio-visual
aids in effective teaching, ultimately that will lead to the qualitative improvement of the B.Ed. course.

6.4.1.11 Majority of the principals and teacher educators from all the five Universities have reported that in their colleges the student teachers are given training in the analysis of classroom student-teacher inter-action, before they are actually sent to the school for practice teaching which helps students to understand the classroom climate and modify their behaviour wherever necessary.

6.4.1.12 Majority of the principals and teacher educators from all the five Universities have reported that in their colleges micro-teaching is organised before the students are asked to give fulfledged practice lessons which help students as a practising ground for teaching, to get training in teaching skills and to develop confidence in their teaching abilities. Micro-teaching helps the student teachers to have mastery in teaching skills and leads to the qualitative improvement of B.Ed. course.

6.4.1.13 Regarding pre-internship student teaching preparation, majority of the principals and teacher educators from Mysore, Gulbarga and Mangalore Universities have reported that it is conducted through Block/Unit teaching and this is better for preparing students for teaching practice.
From Karnataka and Bangalore Universities, majority of the principals and teacher educators have reported that it is conducted through combination of both stray lessons and Block/Unit teaching and these methods are better for preparing students for teaching practice.

Only a few principals and teacher educators from Karnataka, Mysore, Bangalore and Gulbarga Universities have reported that it is conducted through stray lessons and Block/Unit teaching which is better for preparing students for teaching practice.

Conducting pre-internship student teaching through combination of both is better for preparing students for teaching practice.

6.4.1.14 Regarding the types of lesson and using different techniques of teaching, all the principals and teacher educators have reported that in their colleges student teachers are asked to present different types of lessons on different aspects of the subjects, such as in language methods, students have to present lessons in prose, poetry and composition, in maths method, students have to present lessons in arithmatic, algebra and geometry; in biological science method, students have to present lessons in Zoology and botany; in physical science method, student teachers
have to present lessons in physics and chemistry and history method, student teachers are asked to present lessons in history and civics. Student teachers are asked to make use of different techniques such as inductive, deductive, drill, questioning, illustration, problem solving, depending upon the nature of the topic.

Through these types of lessons student teachers are getting training in different types of lessons and making use of different techniques of teaching, which helps them in effective teaching.

6.4.1.15 Regarding the number of lessons fully scrutinised and supervised by the method masters of the college, majority of both the principals and teacher educators from Karnataka and Mysore Universities have reported that all the lessons have to be scrutinised and supervised by the method masters of the college and this number is enough. Majority of the principals and teacher educators from Gulbarga and Mangalore Universities have reported that 75% of the lessons have to be scrutinised and supervised by the method masters of the college and this number is enough; majority of the principals from Bangalore University have reported that 50% of the lessons are to be scrutinised and supervised by the method masters of the college and this number is enough and a few
principals and teacher educators from Karnatak, Mysore, Bangalore and Mangalore Universities have reported that 25% of the lessons to be fully scrutinised and supervised by the method masters of the college and this number is enough.

At least 50% of the lessons in each special methods to be fully scrutinised and supervised by the method master of the college, so that almost all the student teachers will be able to prepare and present the lessons by making use of different techniques in their respective subjects, which leads to the qualitative improvement of the B.Ed. course.

6.4.1.16 Regarding the co-operating school teachers entrusted with the work of giving guidance to the student teachers on lesson planning and supervision of their lessons, majority of both the principals and teacher educators of Karnatak, Mysore, Bangalore and Mangalore Universities have reported that the co-operating school teachers are entrusted with the work of giving guidance to the student teachers in lesson planning and supervision of their lessons and majority of both the principals and teacher educators from Gulbarga University and a few from the Karnatak, Mysore and Bangalore Universities have reported that the co-operating school teachers are not entrusted with the work of giving guidance to the student teachers for lesson planning and supervision of their lessons.
It is better to take the help of the school co-operating school teachers on lesson planning and supervision of the lessons which leads to the better rapport between the colleges of education and the co-operating schools, ultimately it helps for the qualitative improvement of the teacher education.

6.4.1.17 In respect of having their own practicing schools, majority of both the principals and teacher educators from all the five Universities have reported that practicing schools attached to their colleges which are helpful to the student teachers to observe and practice more techniques and strategies.

6.4.1.18 Regarding satisfaction of the work of pre-internship teaching programme which is in vogue in their colleges; all the principals and teacher educators are satisfied with it.

6.4.1.19 Regarding the preparation of internship, majority of both the principals and teacher educators from Karnataka, Mysore, Bangalore and Gulbarga Universities have reported that two weeks are used for the preparation of internship; a few of both the principals and teacher educators from Mysore, Bangalore Universities and majority of the principals
from Mangalore University have reported that nearly one month is used for the preparation of internship and only a few of both the principals and teacher educators from Karnataka, Mysore, Bangalore, Gulbarga and Mangalore Universities have reported that only one week is used for the preparation of internship.

Nature of the preparation: All the principals and teacher educators from the five Universities have reported that preparation of lesson plans, teaching aids and other related aids for teaching, are prepared under the guidance of the method masters.

Student teachers are required at least two weeks' preparation for the internship in which they will get enough time for the preparation of lessons, teaching aids, planning the co-curricular activities which they have to conduct in the schools during internship.

6.4.1.20 Regarding entrusting teacher educators to the schools during internship programme; majority of the principals and teacher educators from Karnataka, Mysore, Bangalore Universities have reported that during internship, teacher educators are assigned to all the schools by rotation, and majority of the principals and teacher
educators from Mangalore University and a few from Karnataka, Mysore, Bangalore and Gulbarga Universities have reported that during internship student teachers are assigned to only one school.

Majority of the principals and teacher educators have reported that assigning teacher educators to all the schools during internship is more practicable and more helpful to the students.

6.4.1.21 Regarding co-curricular activities to be conducted during internship in addition to the practice teaching, all the principals and teacher educators from five Universities have reported that during internship, student teachers are expected to do the preparation of case studies, construction and administration of scholastic achievement tests, sociometric study of groups in classrooms, gathering data in respect of school records, time-table, cumulative records, preparation and use of audio-visual aids, craft work on hobbies, conducting sports, music, essay, debate competitions and excursion, etc.

These types of activities help the student teachers to have knowledge about co-curricular activities which are inseparable part of the syllabus at any level of education.
These are quite helpful for the qualitative improvement of teacher educators.

6.4.1.22 Regarding observation and evaluation of practice teaching, majority of the principals and a few teacher educators from Gulbarga and Mangalore Universities have reported that the same method master observes and evaluates the lessons of a group of student teachers at a time; majority of the principals and teacher educators from Karnataka, Mysore and Bangalore Universities have reported that the same method master doesn't observe and evaluate the lessons of group of student teachers at a time and the co-operating school teachers are entrusted with the work of observation and evaluation of student teaching.

All the principals and teacher educators from the five Universities have reported that there is time for discussion of student teaching after the completion of lessons.

It is not desirable to observe and evaluate the lessons of a group of student teachers at a time by the method master. In this system it becomes very difficult for the teacher educators to detect the deficiencies of student teachers related to the teaching skills. Hence, the co-operating school teachers should be entrusted with the work of
observation and evaluation of student teaching which helps in the improvement of student teaching. The discussion after the completion of student teaching definitely helps in the improvement of student teaching.

6.4.1.23 Regarding remedial teaching programme: all the principals and teacher educators from the five Universities have reported that in their college there is a provision of remedial teaching when a particular candidate is found to be deficient in certain teaching skills. Further all of them have reported that procedure of remedial teaching as trainees have to discuss with the method masters, regarding replanning and reteaching the same lesson after the modification of it.

The programme of remedial teaching eliminates the drawbacks of teaching and leads to the effective teaching.

6.4.1.24 In respect of satisfaction with assessment and feedback practices: majority of the principals and teacher educators from Karnataka, Mysore, Bangalore, Gulbarga and Mangalore Universities have reported that they are satisfied with the assessment and feedback practices and only a few principals and teacher educators from Karnataka, Mysore and Bangalore Universities have reported that they are not
satisfied with it. Further, they have stated the suggestions for improving assessment of trainees teaching by making use of video, tape records for detailed feedback of the lesson, feedback to be given to each student teacher individually and there should be more time for discussion.

The suggestions made by the principals and teacher educators regarding assessment and feedback practices are more useful for the qualitative improvement of student teaching.

6.4.1.25 Regarding the introduction of innovations in student teaching: majority of the principals and teacher educators from Mysore, Bangalore, Gulbarga and Mangalore Universities and a few from Karnatak University have reported that in their colleges they have introduced the innovations in student teaching practice. Further they have stated the outline of the innovations in brief such as the organization of micro-teaching for 8 to 10 days on the selected skills of teaching in the beginning of the academic year, use of video and tape recorder for effective feedback.

The innovations in student teaching definitely help the qualitative improvement of the B.Ed. course.
6.4.1.26 Regarding assessment of annual lessons: all the principals and teacher educators from the five Universities have reported that the high school Headmasters/Headmistresses and senior teachers are appointed as the external examiners for the assessment of annual lessons and the mean of the two examiners' marks are taken into consideration for the assessment of annual lessons.

6.4.1.27 In respect of the system of assessment of co-curricular activities: majority of the principals and teacher educators from Mysore, Bangalore and Mangalore Universities and a few from Karnataka University have reported that as the grade system, and Gulbarga University respondents have reported that by marks-system. Further, they have stated that the criteria for the assessment of student participating in co-curricular activities as the performance of students in the activities, trainees' interests and initiation about the activities will be taken into consideration for the assessment.

6.4.1.28 Regarding the basis for the internal assessment of theory papers and the type of questions for periodical tests: all the principals and teacher educators from the five Universities have reported that tests, assignments and practical work report form the basis of internal assessment.
of theory papers. All the principals and teacher educators from Karnatak University have reported that short answer-type questions for the periodical tests and from Mysore, Bangalore, Gulbarga and Mangalore Universities, all the principals and teacher educators have reported that both essay and short answer type questions for the periodical tests.

6.4.1.29 In respect of internal assessment of theory papers and basis for internal assessment of practice teaching: all the principals and teacher educators from the five universities have reported that the concerned subject teacher does the internal assessment of theory papers.

Preparation of lesson plans, teaching aids, presentation of lessons, class management, methods of teaching, are the basis of the internal assessment of practice teaching.

Theory papers should be assessed by the concerned subject teacher which helps for the qualitative improvement of the B.Ed. course.
6.4.1.30 Regarding the procedure of assessment of the students' performance in socially useful productive work/working with community: all the principals and teacher educators from Karnatak University have reported that it is by marks system and all the principals and teacher educators from Mysore, Bangalore, Gulbarga and Mangalore Universities have reported that it is by grade system.

6.4.1.31 Regarding the procedure of assessment of students' participation in educational excursion and citizenship training camps all the principals and teacher educators from Mysore, Bangalore, Gulbarga and Mangalore Universities have reported that it is by grade system and from Karnatak University none of them have reported.

6.4.1.32 In respect of the appointment of co-ordination board to scrutinise the internal assessment of student teachers by the college staff: all the principals and teacher educators from Mysore, Bangalore and Mangalore University have reported that they are having the co-ordination board which bring the uniformity in the internal assessment and provides justice to the students which leads to the qualitative improvement of the B.Ed. course.
6.4.1.33 Regarding the type of questions in annual examination and the system of reporting students' performance in various practicals in the marks sheet: all the principals and teacher educators from Karnataka University have reported that short answer type questions for the annual examination and all the principals and teacher educators from Mysore, Bangalore, Gulbarga and Mangalore Universities, have reported that both the essay and short answer type questions for the annual examination.

All the principals and teacher educators from the five Universities have reported that students' performance in various practicals are reported in the marks sheet by marks system.

6.4.1.34 Regarding having their own college building; majority of the principals from five Universities have reported that they are having their own college building and only a few have reported that they are not having their own college building and running in rented buildings.

Majority of the colleges are having sufficient space as per the rules and a few are having less than specified area. Majority of the colleges are having two class rooms, psycho-lab and only a few colleges are having physical
science and biological science laboratories. Majority of the colleges are having general lecture hall-cum-auditorium, audio-visual room, ladies' lounges, principal's room as per the norms. Fifty per cent of the colleges are having mens' lounge and 50% of the colleges are not having the same. Majority of the colleges are having office room, library and common-staff lounge and a few of the colleges are not having the same. Only a few of the colleges are having individual staff rooms and majority of the colleges are not having the same. Majority of the colleges are having store room, toilet facilities for ladies, principal, men students. Only a few of the colleges are having separate hostel facilities for men and women student teachers and majority of the colleges are not having these facilities. A few of the colleges are having quarters facilities for the principal, staff and hostel superintendent and majority of the colleges are not having the same. Only 50% of the colleges are having play-ground facilities as per the norms and majority of the colleges are not having the same.

The above stated requirements are essential for qualitative improvement of the B.Ed. course.
6.4.1.35 Regarding the library facilities: majority of the principals have reported that in their colleges they are having books and journals facilities as per the norms and a few of the colleges are not having the same. All the principals have reported that in their colleges' library they are having magazines and papers and maintained both author and subject indices.

The sufficient library facilities leads to the qualitative improvement of B.Ed. course.

6.4.1.36 Regarding money spent on different aspects of teacher education: fifty per cent of the colleges are spending money on science laboratories as per the norms. Majority of the colleges of education have spent and are spending money on psycho-lab and audio-visual aids as per the norms. Only a few of the colleges are spending money on Art/Music as per the norms and majority of colleges are not spending money as per the norms. Fifty per cent of the colleges are spending money on physical education as per the norms and 50% of the colleges are not spending majority of the colleges are spending money on socially useful productive work and books as per the norms.
All the above stated facilities lead to the qualitative improvement of the B.Ed. course.

6.4.1.37 Regarding audio-visual aids, such as television, computer, radio, cassette-players and records, sound system, film-project, slide projectors, overhead projector, micro-projector, camera, epidiascope, gramophone, microscope, film, filmstrips, maps and models, majority of the principals have reported that these are available in their colleges and only a few of the principals have reported that they are not available.

6.4.1.38 Regarding the availability of equipments for conducting psychological experiments and tests: majority of the principals have reported that equipments are available and only a few of the principals have reported as not available. All the principals from the five Universities have reported that in their colleges they are having the furnitures worth ₹.50,000/-.

6.4.1.39 Regarding teaching and non-teaching staff as per the norms: majority of the principals have reported that they are having teaching and non-teaching staff as per the norms and only a few are not having as per the norms.
6.4.1.40 Regarding staff and students ratio: majority of the principals have reported that they are having staff and students ratio 1:10, and a few of the principals have reported that they are having 1:12, 1:13, 1:15 and 1:16.

6.4.1.41 Regarding providing facilities to the teaching staff: only a few of the principals have reported that they are providing pension, provident fund, insurance and gratuity to their staff and majority of the principals have reported that they are not providing these facilities. Majority of the principals have reported that they are providing study leave, maternity leave and only a few of the principals have reported that they are not providing. Only a few principals have reported that they are providing other types of leave as per the government rules and majority of the principals have reported that majority of their teaching staff have attended the refresher courses and only a few of the teaching staff have not attended. Only a few of principals have reported that only a few of their teaching staff are doing Ph.D.

6.4.1.42 Regarding autonomy of the college, institutional plan and financial resources of the college: all the principals have reported that autonomy leads to the qualitative improvement of B.Ed. course and majority of them are
willing to have autonomy in their colleges. Only a few of the colleges have prepared the institutional plans, related to the resources of the college for qualitative improvement of the B.Ed. course and majority of the colleges have not prepared the same.

Regarding the financial resources of the college, majority of the colleges are run by the students' fees, donation and management funds: only a few of the colleges are run by the State Governmental grants, directly by the state government and University.

Autonomy of the college, institutional plan related to the resources of the college are leading to the qualitative improvement of the B.Ed. course. Sufficient financial resources of the college definitely leads to the qualitative improvement of the B.Ed. course.

6.4.1.43 Regarding qualifications of teachers, their experience in secondary schools, pay scale, workload and inservice training: in all the five Universities of Karnataka, majority of the principals, professors, readers and lecturers are having B.A./B.Sc., M.A./M.Sc., and M.Ed. degrees with second class and only a few are having first
class and third class. Only a few teacher educators are having Ph.D. degrees. Majority of the principals, professors, readers and lecturers are having teaching experience in the secondary schools the teacher educators with varying designations working in government/aided/University colleges of education are getting government pay scale, that is for the principals the scale is ₹3170 to 4470/-, for the professor ₹2200 to 4070/-, for the readers ₹2200 to 4070/- and for the lecturers ₹1900 to 3050/-, but the teacher educators working in private unaided colleges of education are not getting government pay scales.

Except the principal, other teacher educators are having varying teaching periods such as 6 to 10 periods along with lessons guidance, observation, evaluation and discussion per week. The majority of the principals are having only 6 teaching periods per week. Majority of the teacher educators are having inservice training but only a few of them are not having inservice training.

The teacher educators' having better qualifications, teaching experience in secondary schools, getting government pay scale and having inservice training, definitely helps in the qualitative improvement of secondary school teacher education.
The investigator has categorised the rating of secondary school Headmasters/Headmistresses who have assessed the teaching and other school related behaviour of their assistants, varying in experiences into three categories:

6.4.1.44.1 Karnatak University
6.4.1.44.2 Mysore University
6.4.1.44.3 Bangalore University

The results of the rating is as follows:

6.4.1.44.1 Karnatak University:

The study reveals the comparison of teacher effectiveness between teachers having experience 0.5 years and 5-10 years, 0-5 years and 10-15 years, 0-5 years and 15-20 years, 5-10 years and 10-15 years, 5-10 years and 15-20 years and 10-15 years and 15-20 years. There is no significant difference in the effectiveness of teachers even though they are having varying experience and trained with different B.Ed. syllabi.

6.4.1.44.2 Mysore University:

The study reveals that there is no significant difference between mean teacher effectiveness score of the following
groups: 0-5 years and 5-10 years, 0-5 years and 10-15 years, 5-10 years and 10-15 years, 5-10 years and 15-20 years and 10-15 years and 15-20 years. However there is a significant difference between the mean teacher effectiveness score of the group with 0-5 years and 15-20 years (t 2.3341927, significant at the 0.05 level). On observing the mean score, it is found that the teachers with 15-20 years of experience are having higher mean of rating than the teachers with 0-5 years of experience. Hence, the teachers with 15-20 years of experience are more effective, than the teachers with 0-5 years of experience.

6.4.1.44.3 Bangalore University:

The study reveals that there is no significant difference between mean teacher effectiveness score of the following groups: 0-5 years and 15-20 years, 5-10 years and 10-15 years, 5-10 years and 15-20 years and 10-15 years and 15-20 years. However there is a significant difference between the mean teacher effectiveness score of the groups with 0-5 years and 5-10 years (t 14.757922 significant at the 0.05 level) and group with 0-5 years and group with 10-15 years (t 2.084528, significant at the 0.05 level). On observing the mean score it is found that the teachers with 5-10 years of experience are having higher mean rating than the teachers with 0-5 years of experience. Hence the teachers
with 5-10 years of experience are more effective than the teachers 0-5 years of experience. The teachers with 10-15 years of experience are having higher mean of rating than the teachers with 0-5 years of experience. Hence the teachers with 10-15 years of experience are more effective than the teachers with 0-5 years of experience.

6.4.2 Opinion of the principals and teacher educators regarding the aspects, responsible for the qualitative improvement of the B.Ed. course in future:

6.4.2.1 Regarding minimum percentage of marks for the bachelor degree level for admission to the B.Ed. course: all the principals and teacher educators from the five Universities of Karnataka have reported that 45% of marks in the bachelor degree level is the minimum percentage of marks for admission to the B.Ed. course for open competition (Group-a), Backward Community (Group-b) and 40% for Scheduled Caste/Scheduled Tribe (Group-c). But a few of the principals from Karnataka, Mysore and Bangalore Universities have reported that it should be enhanced to 50%. Majority of the teacher educators from all the five Universities have reported that it should be enhanced to 50% and a few of the teacher educators from Karnataka and Mysore Universities have reported that it should be enhanced to 55% and 60%.
All the principals and teacher educators who have expected the enhancement of minimum percentage of marks at the bachelor degree level for admission to the B.Ed. course as 50% to 55% and 60% are of the same opinion that it leads to obtaining competent students and qualitative improvement of B.Ed. course.

6.4.2.2 In respect of the number of school subjects to be studied in the bachelor degree level for admission to the B.Ed. course: Karnataka and Bangalore Universities respondents have reported that candidates should have studied at least two school subjects and Mysore, Gulbarga and Mangalore Universities' respondents have opined that candidates should have studied at least one school subject at the bachelor degree level for admission to the B.Ed. course. But a few of the teacher educators from Mysore and Mangalore Universities have reported that candidates should have studied at least two school subjects at the bachelor degree level for admission to the B.Ed. course, which leads to obtaining competent students in two school subjects, for choosing and teaching two school subjects.

6.4.2.3 Regarding the entrance examination for the selection of students to the B.Ed. course: majority of the
principals and teacher educators from all the five Universities are of the same opinion that there should be an entrance examination which leads to obtaining competent students and qualitative improvement of the B.Ed. course. Further they have reported that the tests for the entrance examination should be based on aptitude attitude, general knowledge, and general English tests.

6.4.2.4 In respect of the weightage to the entrance examination: majority of the principals and teacher educators have reported that varying weightage to it, such as 5%; 10%; 15% and 20% and they have also reported that weightage to the entrance examination leads to the objective selection of eligible candidates to the B.Ed. course.

6.4.2.5 Regarding general orientation programme in teacher education to the student teachers before teaching different theory papers, majority of the teacher educators from Karnatak University and a few of the teacher educators from Mysore University are of the same opinion that it should be increased from 2 to 3 weeks as it enables the student teachers to have indepth acquaintance with the courses of study.
6.4.2.6 Regarding conducting educational excursion and citizenship training camps, except Karnatak University these are compulsory in all the four Universities. But a few of the principals and majority of the teacher educators from Karnatak University have reported that these should be made compulsory for the B.Ed. course and all of them are of the same opinion that these will develop leadership qualities and provide social experience to the student teachers.

6.5 Suggestions for the further study

Following are the some of the suggestions for the further study:

6.5.1 Selection of students to the B.Ed. course in Karnatak State.

6.5.2 The comparative study of the secondary school teacher education curriculum of six Universities in Karnatak State.

6.5.3 The introduction of innovations in secondary school teacher education courses in Karnatak - An Evaluation.

6.5.4 The development of comprehensive tools for the evaluation of practice teaching and practical work.
6.6 Conclusions

Research is a means for finding solutions to the problems. None of the Universities in Karnataka have explicitly stated the objectives of secondary teacher education, from 1968-81. Later on Mysore, Karnataka and Mangalore Universities framed the objectives of secondary school teacher education. The objectives of secondary school teacher education are associated for the improvement of the course. Since 1968, candidates were selected to the B.Ed. course only on the basis of their bachelor's degree. But since 1982 onwards Karnataka and Bangalore Universities made regulations in respect of percentage and school subjects to be studied at the bachelor degree level for admission for the B.Ed. course. Later on, all the Universities in Karnataka framed regulations for admission to the B.Ed. course.

The courses of studies and scheme of evaluation are more or less similar in all the Universities of Karnataka with minor variations. During the semester system more weightage was given to the practice teaching and practical work than the theory. The innovations such as micro-teaching was not introduced till 1981. But from 1981 onwards Mysore University and from 1984 onwards Karnataka University have introduced micro-teaching in selected skills
of student teaching. In the Universities of Karnatak the programme of student teaching is conducted through stray lessons, block teaching, internship programme and student teachers were expected to present 26 to 30 lessons in two special methods including criticism and examination lessons.

Case study and project methods are used as innovative methods/techniques of teaching. The teaching of methodology and pedagogy related to the practice teaching leads to the qualitative improvement of the B.Ed. course. Conducting the meeting of co-operating school Headmasters/Headmistresses in the beginning of the academic year leads to the qualitative improvement of the B.Ed. course. The demonstration lessons presented by the method masters and subject teachers of the schools leads to the qualitative improvement of the B.Ed. course. The demonstration lessons followed by discussion by its concerned subject teacher helps the trainees to understand better the techniques of teaching. Imparting knowledge regarding the analysis of classroom student-teacher interaction and organisation of micro-teaching, before the students are asked to give fulfledged practice lessons leads to the qualitative improvement of the B.Ed. course. Conducting pre-internship student teaching through combination of both stray lessons and Block/Unit teaching are better for preparing students for teaching practice.
Student teachers are presenting lessons on different aspects of each special method by making use of different methods and techniques of teaching which will help them in effective teaching. At least 50% of the lessons in each special method are fully scrutinised and supervised by the method masters. The help of the co-operating school teachers should be taken in respect of lesson planning and supervision of the practice teaching lessons which leads to the better rapport between the colleges of educators and the co-operating schools.

At least two weeks are required for the student teachers to do the preparation of internship in respect of lesson planning, teaching aids and other related teaching methods. The student teachers are expected to conduct several co-curricular activities during the internship programme which make them to be acquainted with the school work. The co-operating school teachers are entrusted with the work of observation and evaluation of student teaching which helps in the improvement of student teaching. The programme of remedial teaching eliminates the drawbacks of teaching and leads to effective teaching. Use of video, tape-recorder are useful for effective feedback.
The Headmaster/Headmistresses, senior secondary school teachers are appointed as external examiners for the examination lessons. The tests, assignments and practical work reports form the basis of internal assessment of theory papers. Preparation of lesson plans, teaching aids, presentation of lessons, class management, methods of teaching are the basis of internal assessment of practice teaching. The assessment of socially useful productive work is done by both marks and grade. The educational excursion and citizenship training camps are assessed by grade. The students' performance in various practicals are reported in the marks sheet by marks. Most of the colleges are having their own college building, required rooms, library facilities, audio-visual aids, equipments for conducting psychological experiments and tests, furnitures, enough teaching and non-teaching staff. Only a few colleges provides pension, provident fund, insurance and gratuity to the teaching staff. Most of the teacher educators have attended orientation and refresher courses and only a few teacher educators are doing Ph.D. Most of the principals prefer to have autonomy. Most of the colleges are run by the students' fees, donations and management contribution, and only a few of the colleges are run by the government, government grants and University grants/financial aid.
The assessment of secondary school teachers varying in experience by the Headmaster in respect of teaching and other school related behaviour: Teachers who have been trained with different syllabi of Karnatak University did not show any significant difference in the teaching effectiveness, whereas teachers who have been trained with different syllabi of Mysore University showed significant difference in teaching effectiveness, specially the groups with 0-5 years of teaching experience and 15-20 years of teaching experience differ significantly in their teaching experience. Under the different syllabi of Bangalore University, two groups differed significantly, 0-5 years and 5-10 years of teaching experience and the 0-5 years and 10-15 years of teaching experience differed significantly.

The enhancement of minimum percentage at the bachelor degree level to the 50% and minimum of two school subjects to be studied at the bachelor level are essential for the qualitative improvement of the B.Ed. course. An entrance examination is quite essential for the improvement of secondary teacher education course.