CHAPTER - I

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1.1 General Introduction

'The destiny of India is now being shaped in her classroom'.

'A sound programme of professional education of teachers is essential for the qualitative improvement of Education'.

by I.E.C. (1964-66)

It has been recognised that education is the most important input for the development of an individual, society and nation. It provides 'the basics - right type of attitudes, values, adequate knowledge and essential skills. Demand of ever increasing knowledge and very fast changing technological scene make it imperative that the system of education be reviewed and modified from time to time. In this context the Government of India has come out with a new National Policy on Education, 1986.

The saga of education is as old as that of human civilization. Traces of teaching and learning process go down even to the primitive civilization of mankind. The affair then of course was informal. All learning was
instinct dominated and was obviously used simply to earn one's livelihood. With the widening of human knowledge and experience life became more and more organised. Correspondingly aims of life also changed. To acquire varied skills as demanded by the changing conditions of life, there peeped a consciousness to guide instincts, giving rise to the concept of teaching. The important factor in the process of formal education is the teacher. In this country, there has been a tradition from ancient days that the 'Guru' or the teacher was a person who knew his subject thoroughly well. There were the 'ashramas', where disciples lived with the learned 'Guru'. Education was also imparted in 'Pathashalas'. During Muslim period 'Maktabas' or 'Madrasas' came into existence and it was understood that if the teacher knew his subject he could teach it well. Education was of a religious nature with emphasis on the study of essential languages, grammar and scriptures and in lower classes on the study of three R's. After the British came to India education took western orientation. The study of English language, science and other subjects on western lines became a part of education and the need for trained teachers was felt. Indeed, the people of a land are the enlarged replica of their teacher. The teacher is the core of education. The work of the able and inspired teacher is indeed the basis of the
national edifice. Among all the endeavours of nation building the work of the teacher indeed stands supreme. The policy document realising the importance of the role of the teacher reiterates that 'no people can rise above the level of its teachers'. This is a challenge, and hence the teaching community must accept the challenges and rise to the occasion.

The strength and quality of any educational system depends largely upon a sound programme of teacher education and the quality of teachers. Teacher is the core of any educational process. Any educational programme is bound to fail, if the quality is discarded. Hence, the teacher education programme is utmost important, an indispensable duty and responsibility of a welfare state. In this context the teacher educators have to shoulder a great responsibility, namely educating the teachers. There should be positive efforts for developing the right kind of attitudes, acquiring knowledge and understanding for implementing the spirit of new education. The time for teacher education is limited. It is only one year for preparation of secondary school teachers. This precious time has to be used most meaningfully and effectively for achieving the objectives of teacher education.
That, the teacher education curricula and practices need revision from time to time is recognised by all. Most frequently the National Council for Teacher Education (N.C.T.E.) has brought out a framework for teacher education. The N.C.T.E. passed on its policies and recommendations with state departments of education and universities. The changes in school curricula need to be reflected in teacher preparation. Teacher educators have to adopt new techniques and strategies in their work. One of the main weaknesses pointed out in the system relates to the total mismatch between methods being taught and promoted by teacher educators on the one hand, and those being actually practiced on the other. For example, it is taught that the use of modern technology would help improve communication in education but the teacher education institutions that use modern communication media can be counted on the fingers. Continuous comprehensive evaluation, internal assessment and making examination valid and reliable are some of innovations suggested, but we are unable to adopt them which would make evaluation in teacher education institution more relevant, valid and reliable. Teacher education institutions must adopt the values and practices they preach.
The system of continuous inservice education needs close collaboration of teacher educators who are engaged mainly in pre-service teacher education. It will also provide meaningful feedback for pre-service teacher education. About thirty years ago Extension service units were started in a large number of Teachers' Colleges for inservice education of teachers. It was a very healthy move. Today, most of these units are closed and the few that continue, conduct very few programmes. They are to be revitalised. Most of the Inservice programmes have been passed on to the national and state level agencies. The facilities available for distance education must be utilised. Several stations of All India Radio (A.I.R.) and Doordarshan broadcast programmes for teachers. Their efforts can be directed to meet the needs of the system. Fresh systems can be designed with the assistance of existing organizations, such as Indira Gandhi National Open University and other state level institutions. Educational innovations will require revamping of teacher education curriculum ingredients and methodology of teaching learning processes, keeping in view the dizzying pace of transformation of education on the move. The teacher has to acquire new knowledge, new skills and worthy attitudes, interests and values. Longfellow desired in the teachers a touch of genious and special flair for the profession, so as to
remain keen to explore fresh fields to realise the bracing scintilating possibilities of their obligations for relevant education to produce an integrated individual with proper socialization. He has to be an educator as well as an instructor.

The N.P.E. (1986), calls for a radical overhaul of teacher education. The main suggestions offered are:
(a) Establishment of DIETS (District Institutes of Education for Teachers), (b) Strengthening the N.C.T.E., (c) Establishing Comprehensive Teacher Education institutions at the secondary level, (d) Experimenting with four year integrated courses, (e) Activating the S.C.E.R.I's, (f) Giving autonomy to some good colleges, (g) Inservice education of teachers both distance and on campus, (h) Establishment of separate cadres of teacher education and revision of the curriculum. As regards curriculum integration of education and culture, work experience, physical education and sports, study of Indian culture and the problem of unity and integration of India, planning and management and educational technology have been emphasised.

The chief function of education is to develop a nation. Quality of education depends on proper training of teachers.
There can be improvement only when teacher is given proper training of his vocation, so that he may develop such skills as to bring about required revolution in education. The teacher is the principle means for the implementation of educational programmes and the organisation of education. The teacher cannot play any of the roles unless properly trained. Hence, we require a systematic and planned education for teachers, at the Secondary level also.

1.2 Importance of Professional Education of Teachers

Teaching has been one of the oldest and noblest professions. Teaching is a difficult and complex task which constitutes a series of functions on the part of the teacher. If teaching is so complex, training for teaching becomes a more complex task for the teacher educators. Teaching is both a science and an art. The skills are to be learnt by undergoing a specific training. In the beginning, most people thought that 'teachers are born, but not made'. Mastery of subject matter was all that was required of would-be teachers. Professional training was not considered necessary. But with the increase of knowledge about child psychology and advancement in science of pedagogy, the old belief has changed now. A certain physical and temperamental make-up is necessary for a good teacher; a man must have certain natural gifts
and qualities or no amount of training will make him a teacher. But providence has arranged that these indispen-
sable traits are few, and that the majority have them in some measure; other necessary qualities can be acquired, but only through a course of training designed specifi-
cally to develop them.

Professor Cavanagh (1932) regarding the necessity of training said that "Nature sets the limits, as an every other direction nurture never outweighs nature. But within this limit there is room for enormous improvements. Every beginner, even the most gifted, makes all sorts of mistakes, which can be immediately pointed out and immediately corrected by a supervisor. Yet if a man is not trained he may never have the chance of friendly criticism."

Effectiveness of teaching can be equated to the relationship a teacher has with the society, and more particularly with his students, whose growth and development are the major concerns of a teacher. Catering to the dynamic needs of the present generation of the students is extremely challenging and demands of a teacher a great deal of resourcefulness and preparation. A teacher must be equipped with a wide variety of skills. Beeby (in Santhanam 1977) identified four stages in the evolution of the educational system in under-developed countries.
Among them the fourth stage identified by him is well educated and well trained teachers capable of providing the best education. Therefore development of a sound system of teacher preparation is essential through sustained research and experience.

Kothari Education Commission (1964-66) states as - 'A sound programme of professional education of teachers is essential for qualitative improvement. The purpose of teacher preparation programme should be to develop in each student, his general education and professional culture, his ability to teach and educate others, an awareness of the principles of good human relations and a sense of responsibility to contribute both by teaching and example to social culture and economic progress. In recent times we have tended to change the concept from teacher training to the teacher education; as a result, teachers have to be fully educated to have integrated developed personalities as responsible citizen of the country. Recent efforts to strengthen teacher education in general have been in four broad areas - (i) Efforts to improve the general education of teachers, (ii) Efforts to improve the specialization (mastery of teaching field or area), (iii) Efforts to telescope the necessary professional experiences for teachers in smaller number of courses and (iv) Efforts
to broaden the range of laboratory experiences - the work with children in actual school situation."

The concept of teaching itself is changing. Teaching nowadays is considered as more than imparting knowledge and communicating information. It is considered as helping learners to learn by themselves, to acquire skills and develop attitudes and values in the changing social context. The teacher has to work as a director of learning, a transmitter of culture and values. A teacher is a person who teaches by behaving in the manner he would like his pupil to behave. A teacher is an agent of social change, a social engineer and architect of the future society. It is the responsibilities of teacher education institutions to inculcate in a teacher under training, those qualities which make him a good teacher, to create those which they lack and to foster the under-developed ones. It is a well known fact that a properly trained teacher is the pivot around which the entire educational system resolves. By and large, quality of education depends on the qualities of teachers. Hence, Teachers' Colleges should make efforts towards making teachers' training more effective, meaningful and functional. A distinguished writer and researcher in teaching, Smith stated that teacher is more than a mere observer of the transactions of the class room and that a
real need exists for researchers to develop a theoretical basis for teaching as a science and an art. According to him teaching comprises all actions that are carefully orchestrated to bring about learning in the individual. Further he has stated that teacher preparation must include those things which would enable prospective teachers to help children and youth assume the responsibility of democratic citizenship, such as abilities to exercise intelligent, choice in the selection of persons for legislative, executive and judicial decision making bodies. Clark (1970), defined teaching as 'activities that are designed and performed to produce change in student behaviour'. Gage (1972), stated 'teaching may be defined as events such as teacher behaviour intended to affect the learning of a student'. In a scholarly analysis of the concept of teaching Akinpelu (1981) stated that 'teaching could validly be viewed as a teaching act, as an occupation or profession or an enterprise.' Teaching, however, as a profession requires years of intensive preparation and is regarded on moral, ethical and social grounds as a worthwhile way of earning a living. He further stated that in the process of carrying out of teaching act, the individual tries to make the classroom and school surroundings attractive, mark attendance register neatly, keep official records, prepare syllabuses, schemes of work and lesson plans.
He also takes part in quite a number of community services.

While determining the various elements of the programme of teacher education, we have to pay an adequate attention to some of the factors, such as:

(1) Development of basic insight and understanding, without which a beginning teacher cannot start his work.

(2) Development of the ability in the future teacher to understand the growth, process, problems of behaviour peculiar to the concerned age-groups and the learning process.

(3) Development of fundamental skills and attitudes needed of beginning teachers.

(4) Initiating the beginning teacher to the teaching profession, and developing in them a sense of belonging to it and motivating them for future growth while in service.

(5) Development of competencies in teachers to design curriculum according to individual needs and also according to the changing needs of the society.

(6) Development of scientific attitudes for undertaking experiment and innovation in education.

(7) Development of attitudes and values needed for the citizens of a free society.
A sound programme of professional education of teachers is directly related to the following competencies:

(1) A thorough knowledge of theoretical and practical aspects of the subject matter contents, which he has to teach.

(2) Knowledge of the psychology of the child, principles of pedagogy and class management.

(3) Ability to contrive and use a number of teaching devices.

(4) Ability to communicate knowledge at the class level intelligence.

(5) Ability to develop and use instructional materials and audio-visual aids.

(6) Ability to plan and organise the contents of lessons.

(7) Capacity to find out individual needs of the students and subject teaching procedures.

(8) Ability to assess and evaluate the attainments of students by various methods.

(9) Ability to organise and supervise and participate in the extra curricular activities of the school.

(10) Ability to help effectively in the guidance programme of the school.
The following are the additional points which indicate the need for teacher education:

(1) Knowledge of child psychology enables the teachers to understand the child, whom he teaches. He should know the needs of children at various stages of his growth. He should help the child to flower into a wholesome and balanced personality.

(2) Education of teachers is of utmost importance to make teaching an interesting process. Training prepares the teacher for his job and makes him competent.

(3) For giving knowledge of teaching-learning processes during teacher education, teachers are given knowledge, principles, techniques and processes of teaching and learning.

(4) Well organised teacher education is very essential for better planned and more purposeful education.

(5) For development of different qualities of teachers, it has been realised that there are certain physical, social, intellectual and emotional qualities which are essential for prospective teachers.

A good teacher should be equipped with some general qualities like normal health, physical fitness, healthy
balanced philosophical and cultural outlook, normal general intelligence, good habits of daily life; sociability, emotional maturity and some qualities, such as knowledge of the subject, ability to impart knowledge, understanding and love for children and leadership and ability to communicate. In short an effective teacher is one who can take responsibility of planning, guiding, evaluating education and his teaching success. It is apparent that all these qualities are essential requisites for a successful teacher. Most of these qualities have to be developed through a programme of regular training. Hence, the need for innovative teacher education.

1.3 The Roles of a Teacher

Teachers occupy a place of paramount importance in any system of education. No other aspect of education is so vital for it as the teachers. They are the pivot of the educational system. Education means helping people to live more fully and school subjects have been evolved as a means of achieving this end. A teacher needs to know by deep experience, the meaning of the fuller life to which he is leading them. Otherwise, he is like the captain with a good crew and good ship but with neither compass, map nor destination. Toffler (1971) has rightly said, 'It is no longer sufficient for Johny to understand the
past, it is not even enough for him to understand the present for the here and now environment will soon vanish. Johny must learn to anticipate the directions and rate of change... And so must Johny's teachers'. In view of the changes taking place, the role of an effective teacher should also change from salesmanship of knowledge to the one who discovers learner's needs, motivates them and evaluates the knowledge acquired. Thus the role of teacher of tomorrow will be different from what it is today.

The role pattern of teacher can be fairly predicted under two broad categories, viz., (i) Teacher as instructor and (ii) Teacher as an educator. When acting as instructor the teacher is concerned mainly with conveying a predetermined body of information or set of skills; when acting as educator he is concerned primarily with care, welfare and development of the individual pupil.

Teacher as Instructor: The degree of concentration of the teacher's work as an instructor or educator will vary with the age and maturity of the pupil and at any given age level, from society to society and from time to time within the society. This will depend largely on the function of the school in the society on which it is at the time embedded.
Teacher as Scholar: The teacher must know the material he is to teach; but to know implies that he is master of infinitely more than that bit of knowledge he will use of his lessons. The good lessons can come only from a rich background of knowledge and understanding. The lack of knowledge or lessons emerging out of shallow stagnant pool of a teacher's knowledge, can give no nourishment, at its best it can maintain in the pupils mental life at a low level of vitality and at its worst, it can poison and produce numbness a kind of creeping paralysis of pupils understanding. Hence, teachers should keep themselves abreast of the recent developments and maintain the zeal of the teachers for acquiring more relevant knowledge. The role of teacher as scholar is not the same as the role of scholar. The scholar 'knows', the teacher as scholar makes real to others what he knows. It would not be enough for an individual to be satisfied just with formal education imparted to scholars in universities. One has to be a life-long student. The teacher will have to shoulder the responsibility of inculcating the desired attitudes amongst the students even when they are out of the school.

Teacher as Pedagogue: In addition to a background of scholarship, the teacher as instructor needs to have
at his disposal a repertoire of traditionally accepted and proven pedagogical techniques designed to facilitate learning. Over the past ten years, there has been a notable change in the techniques of teaching. Some of the old techniques have been translated into the terms of the age of technology and electronics. The teacher of the present has at his disposal a vast array of techniques of teaching to choose. This helps the teacher to present the instructional material in a better way. The teacher has to acquire the necessary knowledge, develop proper understanding and possess that needful skill to do any newly planned educational activity. The teacher must be able to appreciate the social context responsible for educational changes. Thus, in future teachers shall have to play a vital role in successfully achieving the objectives of any new educational plan. The UNESCO document 'Learning To Be' emphasises the task of a teacher as follows:

One of the essential tasks of the educators at present is to change the mentalities and qualifications inherent in all professions, thus they should be the first to be ready to rethink and change the criteria and basic situation of teaching profession in which the job of educating and stimulating students is steadily superseding that of simply giving instruction.
Self-learning becomes an important method of teaching learning process in years to come. Thus the role of future teachers will be more to provide proper environment for learning. He will have to discharge his duties as a programmer of skills and a resource person to facilitate the process of learning. He has to learn to utilise all community resources for his own limitations and thus accept his role as a facilitator rather than imparter of education. The International Commission on Education in its report 'Learning To Be' has emphasised two basic considerations to be kept in mind while planning a new programme of teacher education:

(1) Present day division between formal and informal school and out of school, child and adult education are steadily fading.

(2) Teachers trained today will still be exercising their profession after the year 2000 A.D.

It is at this point that we need to trace the profile of Indian society as it is likely to emerge in 2001 A.D. of which its education would be a contributant and a reflection. We have to spell out in advance the profile of Indian society in terms of population growth, production structure, poverty line, employment situation, etc. visualise
that in the 21st Century, Education will have to develop in its students the basic skills forming dispositions of initiative, inventiveness, decision making and human relations learning for the firms, factory or office tasks of imparting technical education and know-how. This will certainly place a heavy responsibility on the programme of teacher preparation too, which would based on a system of perpetual reforms established by researchers and innovations. The teacher is not merely an actor on the dias of his classroom, judge of the academic achievement of his pupil, director of co-curricular activities of his students, accounts assistant of his school office, supervisor of students etc., he is all these rolled into one. He is a natural leader of his pupils and wards. Comprehensive framework of the democratic process of dispassionate assessment of the teacher's role in democratic society assumes great significance.

**Teacher as Trainer:** The teacher as a trainer for specific professions, has become progressively more important. Part of the basic belief of our society is that the plums should be gathered only by those who themselves can climb the tree and do the packing. Positions are filled by those who qualify socially visible achievement. 'Life Chances', are being distributed on the
basis of very specific and publicly specialised accomplishments and achievements that the school plays a dominant part in developing its pupils. This applies to all levels of schooling but, of course, it is most clearly seen in the secondary schools. By tying entry to occupations with public examinations, the teacher becomes an arbiter of the pupil's social fate, irrespective of the position or social status of his parents. Thus the teacher has become a powerful instrument of the open society.

This authority of the teacher has been increasing in its importance, since the society is becoming more and more competitive. The increasing importance attached to the school achievements has made the skills and techniques of examination and assessing the achievements of pupils more important than the other aspects of teaching.

Teacher as Educator: The teacher has to become more humane. This is the central role of the teachers. This role distinguishes teacher-as-educator from that of a technician or the teacher-as-instructor. Here, the teacher's knowledge and expertise in the pedagogical techniques are less relevant. What is highly relevant is the quality of his human relationship with the child. There is no set of Herbartian steps nor prototype, paradigmatic lesson
plans to regulate and guide him. Here teaching moves out of the field of technology and enters the realm of art. Here what the teacher's personality is of greater significance than what the teacher knows.

Teacher as Parent-Surrogate: As the society is becoming more complex due to modernization, the parents are able to spend very little time with their children. They have not been able to give any guidance at home. This has increased the significance of the work of the teacher. The responsibility of upbringing of infants, children and adolescents is being handed over to the school. As the socialising function of the family decreases, so the socialising function of the school increases and the 'Parent-Surrogate' role of the teacher becomes more and more prominent.

Teacher as Stimulator: Teacher has to act as the agent for the release of the creative capacities of the child. The teacher-as-stimulator discovers, recognises, unlocks and encourages this creative potential whatever form it may take. Society is always in great need of creative talent and the future must give a greater emphasis on the teacher-as-stimulator and on teaching, which itself is creative and divergent from accepted
patterns. The teacher preparation course cannot produce a teacher-as-stimulator unless it provides an opportunity for the student to discover himself. In other words, teacher education which is convergent cannot produce teachers who are able to recognise and willing to encourage in their pupils.

Teacher as Organization Man: This role becomes a major role of the teacher. In private and public schools the teacher has to work more for maintaining the organizational structure, irrespective of the appropriateness of that structure for the achievement of the stated aims of the organization.

In conclusion the teacher has the immense task of consolidating socio-economic intellectual freedom. The quality and image of the nation depends upon the political consciousness and patriotism of its citizens. The quality of citizens depends upon the range and depth of their education. The quality of their education depends largely on the quality of the teacher. The teachers who are well trained can play a vital role in education as well as in society. The secondary education commission has rightly stated: "We are however convinced that the most important factor in the contemplated educational reconstruction is
the teacher, his personal qualifications, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community."

According to N.E.P. (Programme of Action 1986) teachers' principle role is and will always be teaching and guiding of their pupils not only through classroom instruction and tutorials but by personal contact and numerous other ways of teachers who have always employed in building the character of their pupils. Teachers at all stages have to be expected to undertake or promote research, experimentation and innovation.

1.4 Quality of a Successful Teacher:

A lot of research on what leads to success of a teacher has been done already and some attempts have been made in India too. It is essential that during training and later, teachers get a clear notion of the importance of their work to the nation and view themselves as one of the groups of citizens who have a worthwhile contribution to make to the society. Administrators generally insist on secondary teachers not only to be well-grounded in their subjects but to be in touch with the latest developments in their field. They expect them to be able to understand and like students and to enjoy the respect and co-operation of adolescents. They also feel that they should get along
well with their colleagues and submit willingly to constructive supervisory evaluation and identify with the interests of the institution.

Students generally like teachers who are knowledgeable not only in their subjects but also in general, who have clear exposition, who are fair and tactful in their dealings with students, who take interest in them and help them with individual needs, who are friendly yet firm and generally business like in their work. Menon, Adaval and Sherry (in Pandey and Khosla, 1969) in India have also come to similar conclusions but their approaches were different. Barr (1958), classified characteristics of successful teachers under the usual knowledge, skills and attitudes and has come to the following conclusions:

(1) Good cultural background.

(2) Substantial knowledge of subject taught.

(3) Substantial knowledge of professional practices and techniques.

(4) Substantial knowledge of human development and learning.

(5) Skills in the use of language spoken and written.
(6) Skills in human relationship.

(7) Skills in research and educational problem solving.

(8) Effective work habits.

(9) Interest in pupils.

(10) Interest in subject.

(11) Interest in teaching.

(12) Interest in school and community.

(13) Interest in professional co-operation.

(14) Interest in professional growth.

The research staff of "Teacher Education in India (at secondary level) Curriculum" published by the Department of Teacher Education, National Institute of Education (NCERT) had decided that instead of a structuring questionnaire and rigorous techniques of arriving at qualities of teachers in the present day setting, they could take a little liberty and approach eminent citizens, teacher educators, teachers and administrators and ask their views about teachers in secondary schools, as they would like them to be. They replied that knowledge of pedagogy and content are essential
and important but far more important is the teacher as a person, his philosophy and attitudes towards society and social issues.

The qualities are:

(1) The secondary school teacher should know the objectives before the nation in terms of economic, social, political and cultural growth. This would engender in him the ability to train present generation of students into enlightened citizens of India.

(2) He should have good information about Indian thought and culture from ancient times to the present. This will help him to have an adequate and healthy personal philosophy of life, which is a must in a teacher.

(3) He should appreciate the challenges of the profession and its bracing possibilities which may even compensate for its handicap. This will engender the optimistic attitudes towards his job and spontaneous pleasure in teaching.

(4) He should have a clear perception of the importance of his job for the nation and should take consequent pride in the teaching profession.

(5) The teacher should respect values of democracy i.e., appreciate people or groups different from one's own.
(6) He should have healthy emotional development and be cheerful in disposition joy of life in his feelings. If a teacher is joyful, children will rejoice in life with all its variety.

(7) He should keep in touch with the parents and the community, explain to them his own ideas about schooling and receive their support and cooperation. He should exercise leadership in the community and the esteem of adults as well as the pupils. He should relate school activities to the ongoing process of community development.

(8) A teacher should be well informed, curious and alert. He should not only have thorough command on the subject taught or skills imparted but should have habits of wide reading, including current journals and magazines.

(9) He should have high degree of communicative skills, clarity, precision and logic.

(10) He should have a clear understanding of the learning process and methods of guiding children to learn. This includes ability to device new methods of organising class work. He should not be so rigid as to be incapable of falling in line with new trends.

(11) A teacher should not resort to too much instruction and drilling. Drilling can get good results but is of no use in the long run. On the other hand children should be guided on the right track and left to do their own thinking.
(12) A teacher should be able to use audio-visual aids effectively. He should clearly understand when and why to use them. He should even have the ability to prepare simple aids.

(13) He should be able to use modern evaluation of learning and interpret and communicate results.

(14) He should be able to organise and participate in co-curricular activities.

(15) He should understand the underlying purposes and scope of the syllabus.

(16) He should be loyal to the school, to get along with the colleagues and co-operate in maintaining the tone of the school.

(17) He should understand applied aspects of psychology. He should know adolescent characteristics - physical, mental, emotional, their needs and ways of meeting the same.

(18) He should enjoy children's esteem through:
   (a) Pleasing personality which get commands, obedience and respect.
   (b) Love for children - enthusiasm, friendship and understanding behaviour towards them.
   (c) No discouragement to pupils who ask questions or to slow learners.
   (d) Adjusting teaching to the needs of individual differences and deviate children.
   (e) Accuracy of information.
(f) Motivating students to learn and get along - even without his step by step assistance.

(g) Helping children to arrive at generalization - on the basis of evidence drawn mostly from their own direct experiences.

In short, a successful teacher is one who can take responsibility of planning, guiding and evaluating education and his teaching success. He is an individual with culture and citizenship who believes that his job is critical to the progress of the community and the nation. It is probably in view of such realization, the UNESCO in its resolution of October 5, 1968 on the status of teacher said "policy governing entry into preparation for teaching should rest on the need to provide society with teachers who possess the necessary moral, intellectual and physical qualities and who have the required professional knowledge and skills." It next endorses to the German insistence that a teacher must be taught to think and not to be trained as a machine. It also emphasises the need to develop in the future teachers an awareness of cultural factors that influence development of the holistic philosophy i.e., the total child interacts to the total environment.

The education of American Teachers (Conant, 1963) indicates four fold purposes of teacher preparation programme. They are:
(1) Teacher should understand democratic, social component i.e., they should be enabled to look at their pupils as future citizens and to have a positive attitude towards democracy and democratic ways of living.

(2) Teacher should be enabled to understand social behaviour of children.

(3) Teacher should understand the growth of children.

(4) They should understand the principles of teaching.

The training programme according to an experienced school principal should enable a teacher to know that teaching to children is his duty and that is far away from merely presenting subject matter.

The Sampurnand Committee was of the view that, "it has now become important to give teachers programme of training that will help to achieve a national outlook, a sense of citizenship and unity and cultural integration."

There are a good number of Indian studies which have recently been compiled and reported by Buch (1974), Adavat (1952) in their study to find out the qualities of teachers under training, used a general knowledge test, an intelligence test and an aptitude test for teaching. The study revealed high correlation between intelligence and teaching aptitude.
Debnath (1971), in his study of some important determinants of teaching efficiency found that age, experience, academic achievement and training are significantly related to teaching efficiency. Deva (1966), in his attempt to predict students teaching success, used five predictor variables viz., intelligence, social adjustment, personality adjustment, socio-economic status and academic achievement. He found the correlations between predictor variables and criterion measures to be significant. Roy (1971), studied the relationship between teacher attitude and teaching efficiency and found a positive relationship between the two. Sherry (1964), constructed a predictive battery for success in teaching. The battery included the tests such as, intelligence test, interest inventory, personality inventory and attitude scale. Intelligence was found to be the most important factor for success in teaching.

Major systematic research on teacher characteristics began in the United States during the 1950s. Although most of researches on teacher characteristics conducted during the 1950s was non-theoretical and fragmented, the broad findings consistently revealed that good teachers possess positive personality characteristics and interpersonal
skills (Getzels and Jackson, 1963). In a large scale research study the characteristics of teachers by Ryns (1960), not only assessed teacher personality characteristics but also broadened the way we think about the teaching-learning process by focussing on the observable behaviour of teachers in the classroom. He has grouped the behavioural characteristics of teachers into two major categories:

1. The teachers mental abilities and skills, his understanding of psychological and educational principles and his knowledge of general and special subject matter to be taught.

2. Qualities stemming from the personality of the teacher, his interests, attitudes and beliefs, his behaviour in working relationship with pupils and other individuals.

An important review of the research on teacher characteristics was conducted during the 1970s (Levine, 1971). This paper analyses the intelligence, personality characteristics and motivations of preservice and inservice teachers and compares them with persons working in other fields. Levine reported that the primary motivations to enter teaching were a desire for upward nobility, the perception of teaching as a means to achieve social goals and a lack of interest in any other field. He found that no support for the general stereotype that teachers are
intellectually inferior to individuals in other professions. One of the most influential reviews of research in this area was conducted by Rosenshine and Furst (1971). These authors examined what has come to be known as the process–product approach to teacher characteristics research. These studies focussed on the relationship between observable teacher behaviours and educational outcomes. They were able to distinguish eleven teaching variables strongly related to important student outcomes. These eleven variables are teacher clarity, variability, enthusiasm, task-oriented and business-like behaviours, student opportunity to learn criterion material, use of student ideal, criticism, use of structure and comments type of questions, probing and level of difficulty of instruction. In the major review of teacher effectiveness research Medley's (1977) review suggested that in order to be good teacher in different settings, at different levels and different regions, one has to possess a wide variation of effective teaching behaviour. Furthermore, research on teacher characteristics, that has been directed towards the solution of specific problems - such as classroom discipline, disaggregation, mainstreaming and other specifically targeted categories of social concern have provided additional information about the characteristics of good teachers.
1.5 Problems of Teacher Education:

Is the teacher preparation programme competent to offer the qualities, abilities, attitudes and ideals expected of an ideal teacher? The meaning and concept of teaching has changed a lot. Today people say that there is no need of teaching, learning should be self-learning. Teachers have to be guides ready to help occasionally and at appropriate times. How many of our teachers are competent to do this? Can any teacher preparation programme be oriented towards developing this skill? The curricular changes are far from satisfactory. The prospective teacher should be told of his duties and responsibilities both within the four walls of the school and outside, not merely for the contemporary society but for the coming decades. The Secondary Education Commission (1953-54) has pin-pointed some of the problems of Secondary Teacher Education in India.

(1) The secondary institutions are unable to solve the problems of the schools as there is no proper connection between them.

(2) The quality of training institutions remains with a few exceptions, mediocre or poor.

(3) The curriculum is far from realistic.

(4) The programme of work is traditional, rigid techniques which are used in practice teaching are not useful to satisfy the present day needs and objectives.
Major defects pointed out by the International Team (1953) are:

(1) Lack of integration in programmes of training of teachers for different levels.

(2) Insufficient co-ordination between the work done in training institutions and in schools.

(3) Inadequate conception of the role of training institutions for different levels and inadequate staffing and equipment.

(4) The domination of an external examination and its cramping effect on training programme.

According to the Indian Education Commission (1964-66):

(1) Training institutions for primary and secondary teachers have remained isolated.

(2) They remain isolated from the main stream of education.

(3) The quality of training institutions remains with a few exceptions, either mediocre or poor.

(4) Competent staff are not attracted.

(5) Vitality and realism are lacking in the curriculum and programmes of work continue to be largely traditional.
(6) Set patterns of lesson planning and rigid techniques of teaching are followed in practice teaching with a disregard for present day needs and objectives.

(7) Even in a limited area like methods of teaching the teacher educators fail to impress upon the trainees about their usefulness and applicability, as he himself rarely uses any method other than the "chalk and talk method."

(8) Evaluation procedures, especially those followed for assessing the competencies of the would-be teachers are by and large subjective and unscientific, seeking to find out mainly new factual knowledge that has been memorised.

(9) Generally not enough competent people are attracted to teacher training institutions, nor do the staff attached to those institutions make sufficient and substantial efforts to raise the image of 'Education' as a discipline in the eyes of their counterparts working in other institutions (Report 1966, pp.67-68).

It is clear from the above opinions that the present day teacher education is facing so many problems. It is unable to bridge the gap between the educational problems which the teacher is expected to solve and teacher education programme which prepares him to face those problems.
Goyal and Tewari (1982) have described the situation that "The teacher education institutions have been following a set pattern of offering a few traditional courses in methods of teaching and student-teaching. Each of these courses is taught in an isolated manner without any integration with and relevance to each other. Desai (1971) also made the following observations about the state of affairs in our teacher education institutions:

"Methods of learning and teaching do not show any positive change. Lecture and demonstration methods have more or less been stabilised in schools and colleges, particularly, perhaps as a result of faulty examination system. In teachers' colleges even new methods of teaching are taught as contents; but they are hardly practiced therein with the result that student teachers never carry them to schools. There has been a big gulf between preaching and practising in the colleges of education generally and so new innovations do not percolate to secondary schools."

The 'Teacher Education Curriculum: A Framework' (NCTE, 1978) made a very true, apt and thought provoking comments as:
"It has been observed that although nomenclatures have changed such as 'Education' instead of 'Training', the system in practice has by and large remained unchanged. The existing system appears to be static and rigid to cope up with the new national goals. It provides the student teachers very little awareness of the role education can play in transforming the present Indian Society into a truely democratic, socialistic and secular society that we wish to build up in this country" (N.C.T.E. Framework, p.1).

Adaval (1978), expressed in his welcome speech in the All India Conference of University Professors and Heads of Education Departments at Allahabad, that 'It is agreed that teacher education has just been drifting along with no life and purposes, cut off from the mainstream of University life and from schools and its quality has gone down considerably in recent years. It has to be given a new orientation by making a fresh approach instead of patchwork here and there and by thinking over it.'

Teneja (1978), inaugurating, expressed his views regarding the inadequacies of the present teacher education programme in very strong words:
"Increasingly we have realised that present teacher education canvas is the legacy of our colonial past and has to be thrown away lock, stock and barrel. The present programme suffers from many inadequacies particularly the period of training... What Larel McNair said in 1944, that 'our teachers are prepared in hurry, rather than matured in living', still holds true even after three and a half decades."

Teneja (1978), painfully expressed his feelings on the upcoming of the substandard teacher education institutions and their attitude towards the innovations. He said:

"A disturbing anamoly in the profile of teacher education is the mushrooming substandard Teacher Education colleges opened more under extraneous rather than academic considerations." It is these colleges which hinder the process of change.

Our teacher education programmes should come out from all these problems and a sound programme is very essential in our country for the qualitative improvement of education as a whole.
1.6 Improvement of Secondary Teacher Education


The quality of education at any level largely depends on the quality of the teacher. In the first three Five Year Plans teacher education was more or less neglected. It was only in the 4th Five Year Plan that some attention has been paid to the improvement of teacher education especially after the publication of Kothari Commission Report which laid a lot of emphasis on the improvement of teacher education programme. It is proposed that due attention should be paid to the teacher education programme in the 5th Five Year Plan especially if we want to improve
the quality of school education. In this plan priority was given to the teacher education, both at the elementary and secondary level. In 6th and 7th five year plans also importance is given to the Teacher Education. During the 7th five year plan Government of India evolved New Education Policy which comprises of more important elements regarding the improvement of teacher education.

The first important problem in teacher education is admission to the colleges of education. It is a very ticklish problem. Admission should be given to those who are either already in the profession or who are serious to join it. There should be no place in the colleges of education for those who are in half minds, because this may lead to a lot of wastage of effort and money. All admissions should be completed within thirty or forty days from the reopening the college, so that the academic year does not get truncated. Strenuous efforts have to be made in developing entrance tests based on aptitude, attitude and interest in teaching profession apart from content of the subject. Secondly, instead of having so many institutions in one small district or division, efforts should be made to pool the existing resources and have only one large size institution to serve one such area. In such a way, it may be possible to have better staff and
facilities for the implementation of our quality programmes. Of course all such colleges should be broad-based with managing committees, representing varied interests. The sub-standard institutions should be eliminated and things should move towards improvement in those that survive. In this connection the U.G.C. and other central organisations with the help of the concerned universities and State Governments should appoint regional committee which may visit training colleges and suggest necessary action. Thirdly, for many problems, the solution is improving the way it is run, not in derecognising the formal institutions. Fourthly, there should be better co-ordination between government and colleges of education (irrespective of type management) while taking any policy decisions. This type of interaction will enable in making the curriculum more meaningful and relevant. Fifthly, organising seminars and workshops for teacher education on various themes regarding research work, professional growth and also particularly to improve various academic activities and procedures, such as lesson planning, evaluation, community activity, S.U.P.W. is essential. Lastly, it is better to have strong State/Regional centres of teacher education. These should be autonomous institutions with strong governing bodies and must be provided with academic staff and other facilities, the cost being shared by the participating agencies. The idea is to take over
one existing government training college in every big State/Region and give it a special status or character. These centres should be of a comprehensive nature and cater to about 750 to 1000 students each. The state government should, continue contributing amounts equivalent to the institutions usual budget and the balance should be met out of the grants by the U.G.C. and the Ministry of Education. The staff should be of higher levels both in emoluments and in qualifications/experience. The principal of these colleges should be of the status of the State Director of Public Instruction/Education; so that they may be really effective and command respect and status. Every college may have a strong governing body to manage its affairs. The four regional colleges may be very suitable for the purpose and serve the areas wherein they are situated.

The Indian Education Commission (1964-66) has made valuable and concrete suggestions to improve upon the quality of teacher education programme. They are as follows:

(1) Professional quality of training institutions can be improved through organization of well planned orientation courses.

(2) Introducing integrated course of general and professional education.
(3) Vitalising professional studies and basing them on Indian conditions.

(4) Using improved methods of teaching and evaluation.

(5) Improving practice teaching and making it a comprehensive programme of internship.

(6) Developing special courses and programmes.

(7) Revising curricula of teacher education at all levels.

(8) Making duration of course one year for graduate students, increasing the number of working days in a year to 230.

(9) Appointing qualified staff only, including specialists in secondary training colleges.

(10) Organising summer institutions for inservice training of staff.

(11) Abolishing tuition fees in training colleges and making provision for stipends and loans.

(12) Providing hostel facilities and experimental schools attached to training colleges.

(13) Developing new professional courses to orientate teacher educators to their special field of work.

(14) Permitting a student to specialise in the teaching of a subject if he has studied it at his degree level.
(15) Recruiting first and second class students for teacher training institutions.

(16) Improving facilities of libraries, laboratories and workshops.

The teacher education programme should lay proper emphasis wherever necessary. It must make the future teacher to perceive his role in the changed situation. Once he realises his responsibility in the changed context and visualise the challenges he has to meet through well conceived teacher education programme, the real purpose of preparing efficient teachers for future will be served.

The National Policy on Education (1986) has made some of the broad recommendations in respect of teacher education in the country. It has suggested the centrally sponsored scheme for restructuring and reorganization of teacher education, and they are as follows:

1. Upgrading Secondary Teachers Training Institutions:
   It is proposed to strengthen 250 colleges of teacher education (CTES) and upgrading 50 of them into Institutions of Advanced Studies, in Education (IASEs) and to provide them with financial assistance for raising their standards and develop them as institutions of excellence. Those institutions will have network arrangements with university departments of education, SCERTs, RCEs, NCERTs, etc.
2. Strengthening of SCERTs: These are composite bodies incorporating SIEs, SISFS, ET Cell, Bureaux of vocational Guidance etc. The SCERTs have been handicapped due to an unplanned staff placement policy, rigid rules and procedures, excessive interference in their management and their isolation from other academic institutions and from the real situations in the field. Thus improvement of SCERTs should be made which would include improvement of buildings and hostels and provision of resources for the library and laboratory, the workshops, etc. In addition to these, a rational staff placement policy is of the greatest importance. The POA (Programme of Action) refers to the creation of a separate cadre for educational training and research. The feasibility and operational modalities of this suggestion need to be examined.

3. Strengthening of University Departments of Education: During the formulation of NPE/POA it transpired that university support to educational studies has been generally inadequate, which has been one of the reasons for unsatisfactory level of educational research. This matter should be dealt with in details by the U.G.C. Arrangements will also have to be made to establish contacts between the Universities, the State Education Departments, the SCERTs, the Boards of Secondary Education, the Text-Book Bureau, etc.
The working group for preparing a scheme for revitalisation and modernization of pre-service teacher education has recommended the following suggestions for the improvement of secondary teacher education course.

(1) A national accrediting agency for teacher education should be established with statutory status and powers to recognise or derecognise teacher training institutions. The existing national council for teacher education may be declared as such an agency through central legislation, it may be given the necessary powers in this regard.

(2) The national accrediting agency will lay down minimum facilities and staff that a teacher education institution should have before it can be recognised. It will prescribe the curricular and teaching requirements and nature of examination to be conducted.

(3) The national accrediting agency will appoint expert committees to inspect teacher training institutions and on the basis of their reports, decide about the recognition of the institution.

(4) The candidates passing from an institution or a course not recognised by the national accrediting agency shall not be appointed as teachers at the secondary level.
(5) After completing the course of studies at a recognised teacher training institution, a candidate will be required to undergo internship in teaching for a period of six months under a trained, registered teacher at a recognised secondary school. On satisfactory completion of the internship, he will be granted a teacher licence and registered as a teacher.

(6) No person shall be employed as a teacher unless he possesses a valid teacher's licence. A teacher's licence may be invalidated if at any time a teacher is found guilty of gross misconduct, corrupt practices, serious neglect of his duties as a teacher.

(7) The Central and State government will make studies to determine the requirements of teachers subject-wise and levelwise during each five year plan period. The number of teachers to be trained in each state during the five year period will be fixed, on the basis of manpower study.

(8) Admission to teacher training institutions in a state shall be made on the basis of results of a common entrance test given by a state agency.

(9) The pupil teacher ratio in a training institution should be 1:10, subject to a minimum 10 teacher educators. There should be at least one teacher educator in each school subject and at least three in pedagogical subjects. There should be at least two teacher educators in science methodology, one in physical science and one in biological science.
(10) Every teacher training institution should have
a good library with at least 5000 books in all
subject areas. It should have adequate reading-
room space, where at least one fourth of the
students can study at a time. It should also
subscribe to a minimum of five professional
journals.

(11) Every teacher training institution should have
a good science methods laboratory with necessary
equipment and apparatus for conducting all
experiments in science up to higher secondary
level. Necessary tools and materials should be
available to prepare models and teaching aids
in science.

(12) There should be a separate laboratory for educa-
tional technology, where trainees can do practical
work for resource material development, for
teaching different subjects.

(13) Every teacher training institution should have
adequate hardware and software in educational
technology and trainees should be provided
minimum practical work in the use of educational
technology under micro and mini teaching sessions.

(14) Every teacher training institution should have
facilities for practical work in art, music and
other aspects of culture. Every student should
do some practical work in art and music.
(15) Every teacher training institution should provide practical work in games and physical education in groups, for at least two hours a week for each group.

(16) Every teacher training institution should have facility for organising practical work in some locally relevant socially useful productive work.

(17) The state government should provide full financial support to all teacher training institutions.

(18) The four year integrated programme of teacher education as prevalent in the Regional Colleges of Education is a better model of teacher education and more of such institutions should be started. Such institutions can be started by amalgamating the facilities of an arts and science college and one year B.Ed. college existing in the same town.

(19) The minimum qualification for a teacher educator in a teacher training college or university, department of education in the methodology subject should have master's degree in the concerned subject together with master's degree in education and for a teacher educators in pedagogy a master's degree in Philosophy, Psychology or Sociology, together he should have M.Phil/Ph.D. in education.

(20) The minimum instruction time in a one year B.Ed. course should be 36 weeks after the last date of admission. No candidate shall be allowed to appear at the B.Ed. Degree examination unless he has
completed 36 weeks of instruction at the college. Out of 36 weeks not more than 4 weeks should be spent in teaching practice at a school.

(21) The teacher training institution should be regarded as non-vacation departments, so that the services of the staff will be available during the vacation, for conducting entrance test and annual examination.

(22) Regular service training programme should be organised for the secondary teacher educators by the central agency like U.G.C., and the NCERT for the professional growth.

(23) All activities of professional growth of teacher educators, such as participation in inservice education, publication of books, research work etc., should be recognised by making entry in their service books and taken into consideration for promotion.

By implementing the above stated recommendations, we can improve the secondary school teacher education.

1.7 Need and Importance of the Study

Teaching has always been considered to be essential for the preservation and development of all intellectual life, indeed civilization itself. The accumulated knowledge and experience of human race is passed on from one generation to the next through teaching. The very foundation of the
social order rests on the citizens, who are taught and trained in the classroom with or without walls. Teachers thus determine to a large extent the character, capacities and destiny of a nation. The Education of teachers is therefore the key to the improvement of all aspects of the process of education. Hence, the importance of constantly maintaining and raising the standards of teacher education. It is for the attainment of this objective that the National Council for Teacher Education (NCTE) has been set up during 1973 by a resolution of the Union Ministry of Education, Government of India for maintaining standards of teacher education. It was envisaged that the NCTE would advise the government of India and the state government on all matters pertaining to teacher education.

The progress of any nation depends much upon her distinguished teachers and on the quality of teacher programmes. As education related to socio-economic transformation of a society and as teacher occupies an important place in the whole process of transformation, it becomes imperative to constantly review the programmes of teacher education at all levels with special reference to national objectives, needs and aspirations of the citizens and over-all national development, so as to improve not only upon their efficiency and skill but also their status, self-esteem, work commitment.
and the sense of professional ethics. The identification of the able and efficient teaching personnel constitutes one of the most important of educational concerns. An educational system may have excellent resources in the form of attractive school plant, well equipped laboratories and libraries, efficient administrative staff, correct policies and progressive curricula suited to the requirements of the community, if teachers are not competent or indifferent to their responsibilities the whole programme is likely to be ineffective and largely wasteful. This points out the need for efficient teaching personnel in our educational institutions.

The chief function of education is to develop the nation. Qualitative improvement in education depends upon the proper and scientific training of teachers. Unless the teacher is influenced by some other elements he follows the same techniques strategies with which he is familiar with. But today's changed circumstances, compels us to adopt new and progressive system. Teaching is a profession which requires specialised knowledge, skills and techniques. There can be improvement only when teacher is given proper training for his vocation, so that he may develop such a tendency as to bring about required change in education. It follows that there should be a good teacher training
for the development of education. Kothari Education Commission has suggested that education must be relevant to national development goals, not only in the statement of educational objectives but also in the various programmes and activities introduced in the school curriculum. For preparing the honest, ideal, effective and model teachers we have to provide an effective system of teacher education.

In India, teacher education has been comparatively neglected in post-independence period, though its significance has been stressed by the University Education Commission (1949), the Secondary Education Commission (1953), the National Team on Teachers and Curricula in Secondary Schools (1954) and the Indian Education Commission (1966). It has attained a special significance in view of the place and status that has been given to 'teacher' in the document 'National Policy on Education 1986'. The Programme of Action (POA) of the National Policy of Education (NPE) 1986, has called for a complete overhaul of the different aspects of the teacher education system. Initiatives for qualitative improvement of teacher education are linked with several factors, such as the quality of students choosing the teaching career, the relevance of teacher education curriculum to the avowed objectives of teacher preparation, inputs into the professional preparation of teacher educators, the
infrastructural support to teacher education institutions and the maintenance of quality control in teacher education. N.C.T.E. has developed and made available to the country norms regarding staffing and facilities (i.e. accommodation equipments, laboratory, library, audio-visual aids, college building, playground etc.) for teacher training institutions. It has also developed guidelines for curriculum for methodology of teaching and for evaluation, so that competent teachers are prepared. It attempts to generate inputs for the improvement of admission procedure, processes and programmes, performance, evaluation and the teacher accountability, thus helping the professional growth of teachers and teacher educators. It plays an important role in disseminating information on various aspects of teacher education. Besides, it helps in the development of innovations and ideas which would improve the quality of the programmes and make them more effective.

Recently it has prepared the curriculum framework (1988) which consists of four parts, such as Part-A, foundation courses, Part-B, stage relevant specialization, Part-C, additional specification and Part-D, practicum/field work.

The aspects which are discussed so far have expressed the need and importance of teacher education for the development of our country. The recommendations which
are suggested by the different commissions in respect of selection of student-teachers, curriculum and methods of teaching, practice teaching, evaluation (both internal and external), facilities of the college such as having their own building, library, psycho, audio-visual labs, teaching and non teaching staff pattern, accommodation for the staff, men and women student teachers, sanitary facilities, play ground, having their own practising schools etc., which are quite essential for the qualitative improvement of teacher education. The purpose of the present study is to study the qualitative improvement of secondary school teacher preparation in Karnataka State during the period 1968-88. The present study deals with secondary teacher preparation in Karnataka, in respect of how far we have followed the recommendations of the commissions regarding the selection of students to the B.Ed. course? Have we implemented the curriculum of N.C.T.E.? Have we followed at any time the recommendations of the commissions in respect of practice teaching? Have we followed the innovative methods of teaching in teacher preparation? Have we followed the suggestions of commissions regarding internal and external assessment of teacher education programme? How far we have implemented the recommendations of commissions regarding facilities – such as having own college buildings and practising schools,
library, laboratories, teaching and non-teaching staff, sanitary facilities, accommodation for the staff, men and women student-teachers, etc. Have we followed the N.C.T.E. suggestions regarding the duration of the teacher education programme?

Obviously these questions have to be investigated and answered in respect of secondary school teacher preparation programmes in Karnataka. The present work is an attempt in this direction.

1.8 Statement of the Problem

A Critical study of qualitative improvement of secondary school teacher preparation in Karnataka State.

The study has attempted to answer the following questions:

(1) Does the selection (procedure) of students to the secondary teacher education course have any impact on qualitative improvement of secondary teacher education programme in Karnataka.

(2) Do the changed syllabi have any impact on the qualitative improvement of secondary teacher education programme in Karnataka.
(3) Do the innovations have any impact on qualitative improvement of secondary teacher education programme in Karnataka.

(4) Does the evaluation procedure have any impact on qualitative improvement of secondary teacher education programme in Karnataka.

(5) Do the resources of the college have any impact on qualitative improvement of secondary teacher education programme in Karnataka.

(6) Do the teachers who have obtained training with different syllabi have shown any progress in teaching and other school related work.

1.9 Objectives of the Study

Objectives of the study are as follows. To study the:

(1) Selection procedure of students for the B.Ed., course in all the Universities of Karnataka and opinion survey of teacher-educators about it.

(2) Curriculum and methods of teaching in all the Universities of Karnataka and opinion survey of teacher-educators about it.

(3) Existing procedure of pre-student teaching, pre-internship practice teaching and internship in all the Universities of Karnataka and opinion of teacher-educators about them.
(4) Existing procedure of evaluation (both internal and external) in all the Universities of Karnataka and opinion of teacher-educators about them.

(5) Existing conditions of the resources in all the Education Colleges of Karnataka.

(6) Ratings of secondary school headmasters regarding teaching and other school related behaviour of their assistants who vary in experience and trained with different B.Ed. syllabi.

(7) Descriptive analysis of B.Ed. syllabus in all the five Universities of Karnataka since 1968-88.

1.10 Definition of the Terms used in the Study:

The terms used in the study are defined as follows:

1.10.1 'Critical Study'

Thinking that proceeds on the basis of careful evaluation of premises and evidences of and comes to conclusion as objective as possible through the consideration of all the pertinent factors and the use of valid procedures from logic.

Application of the mind to any problem or subject or a branch of learning or an investigation of particular subject, on the published findings of such an investigation.
1.10.2 'Qualitative Improvement'

Distinguished by differences in attributes rather than by numerical differences differing in kind rather than amount contra with qualitatives.

Increase in value, progress or development in factors.

1.10.3 'Secondary School'

The school division following the elementary school, comprising most often grades 8th to 10th classes of secondary schools.

1.10.4 'Teacher'

A person employed in an official capacity for the purpose of guiding and directing the learning experiences of pupils or students in an educational institution, whether public or private or a person who has completed a professional curriculum in a teacher education institution and whose training has been officially recognised by the award of an appropriate teaching certificate or a person who instructs others or a person who because of rich or unusual experience or education or both in a given field is able to contribute to the growth and development of other student who comes in contact with him.
1.10.5 'Preparation'

A step in a directed study plan in which the teacher attempts to set the stage or arouse an interest in something that is to be studied or a step in Harbortian five formal steps in which the instructor motivates the subject or unit by appropriate historical or other data calculated to arouse interest in the unit of teaching.

1.10.6 'Selection'

It is a process by which certain persons are prevented from entering the teaching profession which certain others are encouraged to enter it.

1.10.7 'Student Teacher'

The candidate undergoing teacher education course is the student teacher.

1.10.8 'Student Teaching'

A period of guided teaching during which the student under the direction of a qualified cooperating teacher takes increasing responsibilities for teaching of a given group of learners over a period of consecutive week and changes more or less directly in many of the activities which constitute the wide range of teacher assigned responsibilities (American Book, National Survey of Education).
1.10.9 'Co-operating School'
A school used by the college or the teacher training institutions to provide professional laboratory experience and not administered by or under the major legal jurisdiction of the college.

1.10.10 'Co-operating Teacher'
A regular teacher in co-operating school in whose classes student teachers observe, participate or do student teaching.

1.10.11 'Supervising Teacher'
A regular teacher in a college under whose supervision the student teachers observe, participate or do student teaching.

1.10.12 'Internship'
A plan whereby a graduate of four year teacher training institution is employed by a school system at a small salary for a period of time during which he is given an opportunity to participate in many phases of the work of the school system, frequently his practical work in the school system is correlated with further work at and or guidance by the teacher training institution from which he graduated. Sometimes the correlated activity is regarded as graduate work and receives credit towards an advanced degree.
1.10.13 'Curriculum'
Organised courses of study undertaken by a student in or under the aegis of a college, school, university or other institute of learning.

1.10.14 'Methods of Teaching'
Methods of teaching that stress the activities of teachers in directing learning, such as the lecture method and recitation. Some methods of teaching focussing attention upon the interests and needs of students, such as laboratory and project method etc.

1.10.15 'Evaluation'
It is process of making judgements and coming to decisions about the value of an experience. Evaluation primarily means appraisal and in recent decades it has become an accepted part of education nomenclature. It includes two elements - (i) A goal or objective for the experience to the evaluated must be set, (ii) some measure of amount or purpose must be made.

1.10.16 'Resources of the College'
A college provided with materials, equipments and teachers specially trained to meet the needs of children. The college and teachers serve as a resources of the student teachers.
1.11 Limitations of the Study

The present study is confined to the Colleges of Education which come under the purview of five universities of Karnataka, i.e., Karnataka, Bangalore, Mysore, Gulbarga and Mangalore Universities. The study encompasses University, Government, Private-aided and Private-unaided Colleges of Education. However the Regional College of Education, Mysore which is run by the N.C.E.R.T. has not been considered.

The study is restricted to 400 High school Headmasters (100 High school Headmasters in each division i.e., Gulbarga, Belgaum, Bangalore and Mysore) of Karnataka, who have to rate the teaching and other school related behaviour of their assistants varying in experience.

This study is intended to analyse the B.Ed. syllabus of 5 Universities in Karnataka, with the intention of determining qualitative improvement of secondary school teacher education in Karnataka.