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SUMMARY AND CONCLUSION

Introduction

The Education Commission remarks "A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvement in the education of millions. In the absence of other influences a teacher tries to teach in the way in which he himself was taught by his favorite teachers and thus tends to perpetuate the traditional methods of teaching. In a situation like the present when new and dynamic methods of instruction are needed, such an attitude becomes an obstacle to progress. It can be modified only by effective professional education which will initiate the teachers to the needed revolution in teaching and lay the foundation for their future professional growth. First rate Teacher Training Institutions can thus play a crucial role in the development of Education."

It is true that the commission thought over the problem of teacher education sincerely. In the words of Dr. Adaval "It is gratifying to note
that the commission has given recognition to the importance of teacher education in the wider context of qualitative improvement of education in the country."

For the first time in the history of Education in India, the immense importance of the professional preparation of teachers has been only recently realized. It has now been truly realized that teacher education is more crucial for the qualitative improvement of education in general and that adequate financial and administrative provisions be made for it at the state and central levels.

6.1 Need for the Study

Teacher education both at the primary and secondary level is becoming more popular in the recent past. Huge numbers of teacher training institutions are coming up without any standards. The main objective of such institutions is only to earn money and not to give good training to the student teachers. Such institutions do not bother about the quality of Teacher education. With establishment of the NCTE, some remarkable changes have taken place in improving the quality of education. The new education policy 1986 has clearly stated that the Teacher education in the country should be improved at all levels. The teachers of the future should be well equipped with modern technology. Hence, educational technology should be made integral part of the teacher training curriculum. The NCTE also suggested a new pattern of teacher education at the primary level and renamed it as D.Ed.,
Similarly, the Secondary Teacher education should contain new theories and principles in the curriculum. After series of discussions the central government came to the conclusion to start model institutions for both primary and secondary teacher education. Hence, the DIETs and the CTEs came into existence. To give proper educational and technological support and research oriented process pioneer institution of higher education which is also known as Institution of Advanced Studies in Education (IASE) were also established. The main objective of the establishment of such institutions is to make available the pattern, the infrastructure and the essential men and material resources, their qualifications and abilities for the management people who are intending to start new D.Ed., or B.Ed., Colleges. The government also passed the resolution that, any new teacher training institution should get the approval of NCTE. As earlier noted, there were 131 Teacher Training Institutions including 20 DIETs and 17 government TTIs, 41 aided TTIs and 53 Un-aided TTIs Established in Karnataka upto 2004. These statistics clearly show that, there are 94 privately managed TTIs in Karnataka State. Only 37 institutions are run by the government. The admission procedures to such teacher training institutions were not uniform upto 1994, when the Centralized Admission Cell (CAC) a unit of DSERT started the process of admission. This body selects the students for both D.Ed., and B.Ed., course in the government quota for all type of teacher training institutions. The ratio is 100 % for government TTIs.
(including DIETs), 75% for aided TTIs and 50% for Un-aided TTIs. Hence, the 25% of the aided institution seats and 50% of the un-aided institution seats are being filled up by the management authorities. The selection in this case does not follow merit or roster system. The candidates who pay more fees in terms of capitation with just 50% of marks in the qualifying examination will get a seat in such institutions. Hence, such students have no merit and no proper understanding of the teacher education process. There is mixed culture of students existing in such institutions.

Another important factor to be noted is that of uniform syllabus of D.Ed., course throughout Karnataka State. The duration of the course is 2 years (earlier it was 2 and half years). The new syllabus is dynamic in nature; development orientation, modern technological bases and research orientation factors are included. The subjects included are, most essential for primary teacher education level. Highly experienced and interested teachers are necessary to teach such subjects. Essential modern teaching aids and equipments are also necessary to teach effectively. Hence, most of the DIETs are provided with such facilities.

If we look into the academic achievement of the TTI students, the DIET students have shown best results than other TTI students. Similarly the government TTI students have shown greater achievement than aided and un-aided TTI students. The un-aided TTI students have shown poor results. The investigator came to know such facts through
the concern DIETs and TTIs and planned to know the causes for such excellent results in the DIET and causes for the poor results in the un-aided TTIs. Investigator came to know that many factors like socio-education and economic status, attitude, adjustment, personality factors, interest, aptitude are responsible for this. Academic achievement in the previous stage etc. is mainly contributing towards the academic attainment of the students studying in D.Ed., course. Hence, the investigator planned to collect the information regarding some of the above factors like, SEES, attitude, adjustment and academic achievement of the DIET students as well as the other type of TTI students and then wanted to compare the above factors to know the main causes for academic achievement of the students belonging to DIET and to those of other TTI students.

6.2 Statement of the Problem.

"A COMPARATIVE STUDY OF ATTITUDE, ADJUSTMENT, SOCIO ECONOMIC STATUS AND ACADEMIC ACHIEVEMENT OF DIET STUDENTS TO THAT OF OTHER TTI STUDENTS OF KARNATAKA STATE"

6.3 Objectives of the Study.

1) To know the Infrastructure and physical facilities of the DIET and Government, Aided and Un-aided TTIs of Karnataka State.
2) To know the facilities like, library, laboratory provided in DIETs and other types of TTIs of Karnataka State.

3) To know the availability of the human resources like, Principal, teaching staff, non-teaching staff of the DIET and other types of TTIs in Karnataka State.

4) To know the organizational pattern of curricular and co-curricular activities in DIETs and in the other types of TTIs in Karnataka State.

5) To know the availability of the teaching aids and other modern AV-aids in DIETs as well as in the other type of TTIs in Karnataka State.

6) To know the practice-teaching facilities and practice-teaching schools of the DIETs and the other type of TTIs of Karnataka State.

7) To know the facilities like, hostel, recreational self development aspects provided in DIETs and other type of TTIs of Karnataka State.

8) To know the attitude of the DIET and other types TTI students towards infrastructure, physical facilities and various essential facilities provided in their respective institutions.
9) To know the adjustment of the DIET and other types TTI students towards infrastructure, physical facilities and various essential facilities provided in their respective institutions.

10) To know the Socio-Economic and Educational Status of the DIET and other types TTI students.

11) To know the Academic-Achievement of the DIET and other types TTI students.

12) To know the relationship between SEES and academic achievement of the DIET and other types of TTI students.

13) To know the relationship between SEES and attitude of the DIET and other types of students.

14) To know the relationship between SEES and adjustment of the DIET and other types of students.

15) To know the relationship between adjustment and attitude of DIET students to that of other types of TTI students.

16) To know the relationship between academic achievement and attitude of the DIET and other types of students the DIET and other types of students.

17) To know the relationship between academic achievement and adjustment of the DIET and other types of students the DIET and other types of students.
18. To know the relationship between the DIET students and other type of TTI students with respect to academic achievement and infrastructure, physical facilities and other facilities provided in the institutions.

19) To know the comparison between Infrastructure and physical facilities of the DIET and Government, Aided and Un-aided TTIs of Karnataka State.

20) To compare facilities like, library, laboratory facilities provided in DIETs and other types of TTIs of Karnataka State.

21) To compare availability of the human resources like, principal, teaching staff, non-teaching staff of the DIET and other types of TTIs in Karnataka State.

22) To compare organizational pattern of curricular and co-curricular activities in DIETs and in the other types of TTIs in Karnataka State.

23) To compare availability of the teaching aids and other modern AV-aids in DIETs as well as in the other type of TTIs in Karnataka State.

24) To compare practice-teaching facilities and practice-teaching schools of the DIETs and the other type of TTIs of Karnataka State.
25) To compare facilities like, hostel, recreational self development aspects provided in DIETs and other type of TTIs of Karnataka State.

26) To compare attitude of the DIET and other types TTI students towards infrastructure, physical facilities and various essential facilities provided in their respective institutions.

27) To compare adjustment of the DIET and other types TTI students towards infrastructure, physical facilities and various essential facilities provided in their respective institutions.

28) To compare Socio-Economic and Educational Status of the DIET and other types TTI students.

29) To compare Academic-Achievement of the DIET and other types TTI students.

6.4 Tools Used for the Study.

i) General Data Sheet for DIET / TTI’s Students.

ii) Attitude Scale for DIET/TTIs Students.

iii) Adjustment Inventory for DIET/TTIs Students.

iv) Socio-Economic Status Questionnaire for DIET/TTIs Students.
v) Academic Achievement of the Students of DIET/TTI for the last 3 year.

6.5 Sample and Sampling Procedure

The present study is a comparative study of attitude, adjustment, Socio-Economic Status and Academic Achievement of DIET students to that of other TTIs of Karnataka State. Hence, the sample should be drawn from the DIETs and other TTIs. Following points are to be noted for choosing the necessary sample for the study.

i) There are 20 DIETs established in Karnataka State.

ii) There are 17 government TTIs established in Karnataka State.

iii) There are 41 aided TTIs established in Karnataka up to 2004.

iv) There are 53 un-aided TTIs established in Karnataka up to 2004.

Totally there are 131 primary teacher training institutions including 20 DIETs. The above type of institutions also included 26 Women TTIs.

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<tr>
<th>The comparison of DIETs Vs. Other TTIs</th>
<th>Attitude</th>
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<td>DIET Vs. Government TTIs</td>
<td>Adjustment.</td>
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<td>DIET Vs. Aided TTIs</td>
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<td>DIET Vs. Un-aided TTIs</td>
<td>Academic Achievement</td>
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i) All the 20 DIETs were chosen for the study (List given in the Appendix-E)

ii) 17 Government TTIs of Karnataka State.

iii) 20 Aided TTIs (Randomly selected)

iv) 20 Un-aided TTIs (Randomly selected)

Students

i) 20 Students from each of the above institutions which means;

DIETs 20 x 23 = 460 Students (randomly selected)
Govt. TTIs 17 x 20 = 340 Students (randomly selected)
Aided TTIs 20 x 20 = 400 Students (randomly selected)
Un-Aided TTIs 20 x 20 = 400 Students (randomly selected)

6.6 Data - Gathering Procedure

The investigator first visited all the 20 DIETs and explained about the research studies and got their co-operation and help. Similarly, he visited the government, aided and un-aided TTIs chosen for the study and explained about the study and got their permission and help. He administered the attitude scale, adjustment scale and SEES to the students chosen for the study with necessary instructions. He collected the tools with the responses of the students.

In the third stage the investigator collected the academic achievement of the students belonging to the different TTIS and DIETs selected for the study in the form of final year results of the last three years.
6.7 Statistical Techniques Used for the Study

1) Mean and Standard Deviation
2) ANOVA
3) 't' Test
4) Correlation

6.8 Conclusions

The present study is a comparative study of DIET students and other TTI students with respect to attitude, adjustment, Socio-Economic and Educational Status and Academic Achievement. The findings of the study clearly indicated that,

6.8.1) The DIET

The DIET students achieved excellent results securing maximum number of ranks, distinctions because of the following factors;

a) Good infrastructure and adequate physical facilities. There are enough number of material resources in the library and laboratory.

b) Efficient and highly competent Principals with academic, administrative and organizational competency.

c) There are enough staff members with required qualifications and experience with teaching
competency and job satisfaction. They organize many academic and non-academic activities.

d) The classroom instruction and other academic activities are systematically conducted giving due consideration to the time management.

e) Enough number of books and reference materials in the library and well equipped laboratory in most of the DIETs.

f) There is enough number of teaching-aids like modern teaching-aids, TV, DVD, OHP, Slid-matric projector. There are enough computers with printers are available, which are being used in the teaching learning process.

g) The practice-teaching aspect is also taken due care. Enough number of practicing schools attached to most of the DIETs.

h) The students admitted to most of the DIETs are having high merit even in the roster system. They are having all type of facilities like, hostel, recreational facilities, the cost of the course and the hostel is also very less compared to aided and un-aided TTIs. We find high academic atmosphere with highly adjusted students
with highly positive attitude to become better teachers of tomorrow. The SEES also shows that there are more number of high SEES students and less number of moderate and low SEES students.

6.8.2 Government TTIs.

The governments TTIs are also having some of the facilities mentioned above. The students are not showing good academic achievement like DIET students, because of the following facts:

i) The infrastructure and the physical facilities are not so good. Most of them are having good old building without proper maintenance. The classrooms are small in size and the furniture is very old and beyond repair.

ii) The libraries are having old books. There is no man power to facilitate the reference and issue of books. There are very less number of recent addition books and journals. The laboratories are also not so well equipped.

a) The Principal of the college is designated as Superintendent. Most of them are not having essential qualifications. He is having administrative and organizational competency. There are enough staff members with high job satisfaction but less interest in teaching aspects.
b) The instructional procedures and the academic activities are also conducting systematically with respect to the time management. All the staff members co-operate and co-ordinate all types of activities.

c) There are enough teaching-aids like charts, maps and models, modern AV aids like TV, OHP are present. Computers are also present. But, lack of a computer instructor/teacher.

d) There are enough number of practicing schools and the practice-teaching programme is conducted properly.

e) The students are also meritorious even though roster system is adopted. But, not as seen in DIETs. The students are having hostel facilities but, those hostels are not properly maintained. There are less recreational facilities. As a result of these the students studying in such institutions have developed fairly good attitude and adjustment towards various aspects of the course. The SEES of the students shown there are less number of high SEES but more number of middle and low SEES students.
Hence, we see the achievement is less than DIET students achievement.

6.8.3 Aided-TTIs.

In case of aided TTIs only few of them are having good infrastructure and other facilities. The achievement rate is however less than government and DIET students because of the following reasons.

i) Very fair infrastructure and physical facilities. Inadequate classrooms with very limited facilities.

ii) The library and the laboratories are not properly equipped with essential men and materials.

iii) The Principal is having limited powers with good administrative and organizational competency. He is also having better job satisfaction. The staff members are also having better job satisfaction, since they are getting full salary from the government. But, they are very less in number. Part time and temporary teachers are seen more in number.

iv) The instructional process and other academic activities are being conducted as per the plan prepared by the staff and the Principal. The management provided limited support to the staff and principal.
v) There are teaching aids and other instructional materials including AV-aids, but in a limited number.

vi) There are enough number of practice-teaching schools and the practice-teaching programme is being conducted with better understanding both by staff and practicing school teachers.

vii) The students are having mixed culture, 75% selected on merit cum roster system and 25% selected purely on high fees in terms of capitation. Most of the students are having minimum percentage (50%). Some of the aided TTIs are having hostels, but they are costly and not maintained properly. As a results of which the students studying in such institutions are having moderate attitude and adjustment towards the various aspects of the course. We also find more number of middle SEES students in such institutions.

Hence, the students did not show the required achievement rate in such institutions.

6.8.4 Un-Aided TTIs

In case of un-aided institutions we see a very discouraging atmosphere and commercial attitude of the management. Such institutions do not bother about the academic achievement of the
students. Hence, we see very poor results in such institutions, because of the following facts:

i) Very poor infrastructure and limited physical facilities. Less number of classrooms, No proper facilities in the classrooms.

ii) The libraries and the laboratories are not properly equipped with essential books, journals, encyclopedias materials and equipments.

iii) There are very limited teaching-aids available in such institutions.

iv) The principal is having low job satisfaction and also having very limited administrative and organizational power. So is the case with the staff. Most of the staff members are fresh to the job and some of them are retired teachers. Such people are not having required competency in teaching and organization.

v) As we have mentioned earlier the students are mixed in academic and SES culture. Only 50% of them are having merit that to not so as that of above three institutions (DIET, Govt and Aided) and rest of the 50% of students are having low merit. Very few institutions are having hostel facilities, which are costly and having no good facilities (Specially for
ladies). This is the reason for the students to develop very low attitude and adjustment. The SEES of the students is also low.

Hence, we find very poor results in case of un-aided TTIs students.

Following are conclusions are drawn in the form of summary;

i) The students studying in DIETs showed very high attitude and adjustment towards the D.Ed. Course and its various aspects. There was more number of high SEES students found. Hence, they showed excellent results in the form of academic achievement.

ii) The students studied in government TTIs showed high attitude and adjustment towards D.Ed. course and its aspects. There were less number of high SEES and more number of moderate SEES students. Hence, they showed very good results in the form of academic achievement.

iii) The students studied in the aided TTI showed moderate attitude and adjustment towards D.Ed. course and its aspects. There were less number of high SEES and more number of moderate SEES students. Hence, they showed very good results in the form of academic achievement.

iv) The students studied in the un-aided TTIs showed low to very low attitude and adjustment towards D.Ed. course and
its aspects. There were less number of high SEES and more number of moderate and low SEES students. Hence, they showed poor results in the form of academic achievement.

6.9 Educational Implications

6.9.1 District Institute of Education and Training (DIETs).

i) The present study clearly indicated that, the establishment of DIETs in Karnataka is highly justified and timely for the improvement in Teacher Education at the primary level. The study also revealed that, if more proper facilities are provided the students can show good results and in future they will become effective teachers.

ii) The 20 DIETs so established are not one and the same with respect to infrastructure and other facilities. Even though, the government of Karnataka is fully authorized to organize and develop such institutions, some of them are having inadequate facilities like, very low infrastructure at Ilkal DIET, No proper facilities for lady students. Hostel facilities were also not properly available. The library and the laboratories are not in proper conditions. Similarly, the DIETs established in Kumata, Kudige and Mangalore. The AV equipments are not at all used by the teachers in the above institutions. The computers are not used for academic
purpose. Another important factor is that of teaching staff, the government of Karnataka provided enough staff in almost all DIETs. But, many of them do not have M.Ed. Degree and most of them do not have interest in teaching, especially in the teacher education level. Hence, the Karnataka government should appoint eligible qualified and experienced Principal and the teaching staff as per the directions given in the DIET guidelines. The pay and allowance should be as per the norm given in the guidelines. Such staff members including principal should be transfer from one DIET to another DIET but not to the department for administrative posts. The resources provided for each DIET should be utilized properly at the proper interval of time.

iii) The new syllabus recommended for D.Ed. course is most dynamic and development oriented. Hence, the teaching staff should follow each and every aspect with proper activities and inculcating time and resource management for the benefit of the students. The academic and co-curricular activities mentioned in the syllabus should be followed systematically. The educational technology aspect should be properly adopted. The DIET Principal should allow the teaching staff to attend educational conferences, seminars and workshops both at the National level and international
level. The principal should take administrative and organizational training from the recognized institutions.

iv) The students should be asked to attend to the library work compulsorily and regularly. The psychology and science experiments should be conducted in the respective laboratories.

v) The teaching staff should make use of the available modern teaching aids during the teaching learning process. They should allow the students to make use of such modern aids in the practice teaching programme. The teachers should be asked to undertake some action research projects.

vi) The practice-teaching aspect should be made more objective and timely. So as to develop desirable teaching aptitude amongst the students. There should be proper co-ordination and co-operation between the DIET authorities and practicing schools authorities.

vii) The DSERT should organize some new programmes to improve upon the DIET institutions various aspects. The Satellite, Television programmes, Video lessons, Computer assisted teaching programmes will defiantly yield good results.
6.9.2 The Government TTIs

The government TTIs is being neglected at the cost of establishment of DIETs in Karnataka state. Hence it should consider improving the existing conditions of government TTIs by providing following things.

i) Immediate improvement in the infrastructure and physical facilities. The classroom should be big enough to accommodate 50 students with all the facilities.

ii) The library should be immediately improved with addition of new books and journals. The timings of the library should be changed so as to facilitate the students to refer the books regularly. Similarly, the laboratories should be improved with necessary materials and equipments and the teaching staff should making use of laboratories properly.

iii) The government should arrange to supply proper teaching aids at the proper interval of time including modern AV teaching aids and there should be well trained teachers to make use of such materials in the teaching learning process.

iv) The Principal who is known as Superintendent should be well qualified and knowing the administrative and organizational aspects of the teacher education programmes. Similarly, the staff members should also have essential
qualifications and interest in teaching. Deputation of teachers from primary or secondary level to the government TTIs should be discouraged such eligible teachers should be posted permanently in the respective TTI with proper salary. The teachers of the government TTI should be allowed to improve the teaching efficiency through attending educational conferences, seminars and workshops. Refresher courses should be organized for such teachers in methodology of teaching as well as content enrichment. The teaching staff should adopt the modern syllabus with full objectivity utilizing the available resources properly.

v) The students should be provided proper hostel facilities and the practice-teaching programme should be organized properly with full co-operation of the practicing schools.

6.9.3 The Aided TTIs.

i) When the aided TTIs are concerned most of them do not have proper infrastructure and physical facilities, which is most essential for the students to get proper experiences in the teacher education.

ii) The management should take care of improving the essential physical and material facilities, so as to help the teacher education programme to run smoothly. The money collected
from the 25% management seats should be utilized for the improvement of the institutions.

iii) The principals should be given administrative and organizational powers to improve upon the different activities properly with time management.

iv) It was found that, in most of the aided colleges, permanent staff members are not in sufficient number. The vacant post created due to the retirement of such teachers is not being filled up as there is a ban from the financial department of the government. Hence, the management appoints temporary or part-time teachers. Most of them are retired teachers or fresh graduates. Such teachers cannot function effectively to cater the needs of the students. Hence, the government should lift the financial ban and allow the management to appoint required number of teachers.

v) The management should provide essential facilities to the students like hostel and other recreational facilities, so as to facilitate them to work hard and improve academically.

vi) The library should be improved with modern or recent publication books and many educational journals, periodicals, encyclopedias etc. The institution should see that the students should refer the library work regularly. Similarly, the laboratory should be improved.
vii) The teachers working in such institutions should be allowed to improve their qualifications and abilities by attending educational conferences, seminars and workshops.

6.9.4 The Un-aided Institutions (TTIs).

As we have already noted that the conditions of the Un-aided institutions in Karnataka State are quite measurable. The passive atmosphere, poor infrastructure and physical facilities, lack of men and material resources. No academic atmosphere. In such institutions reduced the quality of teacher education. Such institutions are there to mint the money and not to provide any facilities to the institutions. Hence, immediate steps should be taken to improve the un-aided institutions;

i) The government with the help of NCTE and DSERT should lay-down certain essential facilities to such institutions within stipulated time. Otherwise the recognition should be withdrawn.

ii) The selection procedure for such institutions should be done with merit cum roster system by the government itself. There should be entrance test for the selection.

iii) The government should collect the tuition fees and development fees and pay the salary for the teachers by appointing eligible and qualified teachers.
iv) Proper library facilities should be provided both for the students and the teachers.

v) The instructional system and the curriculum activities should be inspected regularly by the departmental persons.

vi) The practice-teaching aspects should be taken proper care. Every student should be given opportunity to use modern technique in his practice-teaching activities.

vii) Regular inspirations and maintaining the minimum standard should be made mandatory for all such institutions.

6.10 Suggestions for the Improvement.

The investigator approached the experts and the high officials of the educational department for the proper suggestions to improve the conditions of the DIET and other TTIs of Karnataka State to develop effective teacher education in the State. Following are the suggestions given by the experts and other persons.

i) The number of DIETs (20) should be increased, which means more number of DIETs should be established in some of the cities.

ii) The existing government TTIs should be converted into DIETs with necessary facilities.
iii) Some of the aided TTIs which are in a better condition should be elevated to DIET.

iv) Some of the facilities like, library, and laboratory should be made more effective in the government and other TTIs.

v) Admission procedures for D.Ed. course should be made common for all the types of TTIs. This means there should be common entrance test for all the students seeking admissions for D.Ed. course. 100% seats should be allotted to all type of TTIs irrespective of management quota.

vi) The management of aided TTIs should be allowed to appoint the necessary teaching staff immediately, so as to minimize academic and organizational problems of the particular TTI.

vii) The resource material in the government TTI should be enriched with supply of modern AV aids. Correspondence software made available.

viii) The government should see that, all the TTIs should come up to the level of DIETs.

ix) The new D.Ed. curriculum is dynamic in nature. It is developmental and research oriented. Hence, special kind of instructional methods and procedures should be adopted by the teacher-educators working in the DIET or other TTIs. In this respect orientation programmes, workshops should be
arranged for the Teacher Educators of all the TTI for acquainting themselves to such curriculum.

x) The academic and the co-curricular activities should be organized systematically with time management and resource management in every TTI.

xi) The Socio-Economic Status of the students should be taken into account, while allotting the students for the particular TTI. The low economic status students should be admitted either in the DIET or in the Government TTI.

xii) To develop proper attitude and adjustment amongst the students the management of the TTI should see that, the infrastructure and other physical facilities should be well enough to develop proper attitude. The library and the laboratory facilities should be made more adequate. So are the other facilities like, hostel, recreation and practice-teaching.

xiii) Dynamic, highly qualified and experienced persons should appoint as DIET principals. This is also true in case of other TTI. The principals should be paid as per the DIET guidelines.

xiv) Well qualified and interested persons should be appointed as faculty members of the DIET as well as other TTI. There
should be sufficient staff in a particular TTI. The teachers should be allowed to improve their academic qualification as well as professional experience through attending educational conference and seminars both at the state level and national level. The teachers should be encourage undertake action research work and educational projects to improve upon the quality of the teacher-education. Long term research work like Ph.D., and M.Phil should be the motto of the teachers. The teacher-educators of TTI should adopt modern teaching methods like, project method, discussion methods, demonstration methods, team teaching, computer assisted teaching etc.

xv) There should be interlink and co-operation between DIETs and other TTIs with respect to mobilization of resources like, library, laboratory and modern AV aids.

xvi) The un-aided TTIs should bear in mind to improve the resources of the institution to provide effective teacher education. Sufficient funds are available in the form of students' contributions (Capitation fees). Such amount should be utilized to develop the institution in all respects.
xvii) The NCTE team should visit every year regularly to monitor the developments of the institutions pointing out the limitations.

xviii) The salary and the other facilities for teachers should be improved. So that, the teachers will work with high job satisfaction. The government should immediately interfere in such matters so as to make justice for the teachers working in such institutions. At the same time the management should appoint the teacher educators on permanent basis (teacher should not be terminated during vacations). The student belongs to SC/ST and other weaker sections should be given proper scholarships and other essential facilities. So as to develop proper attitude and adjustment towards the various aspects of D.E.d course for such students.

xix) The practice-teaching component of the D.Ed. Course should be improved immediately. So as to develop proper attitude and adjustment towards various aspects by the students. The teachers should give proper lesson guidance and observe the lessons properly with proper feedback.

xx) The evaluation of internal assessment should be made more objective and the students who are really deserving and properly maintained internal assessment records should be
respected with proper assessment. The co-ordination board should be more objective in their assessment.

On the whole the primary teacher training institutions in Karnataka State are facing many problems, developing proper attitude and adjustment amongst the students, developing aggressive nature and academic motivation requires proper facilities, dynamic nature of the principals and the staff and students desired to become effective teachers. Hence, it is a combined effort by the concerned authorities to develop cognitional atmosphere in all the TTIs. Let the persons directly or indirectly involved in the Teacher Education process should guide the prospective teachers in an encouraging way for the better feature of tomorrow.

6.11 Suggestions for further Research.

i) Comparative study of DIET students of Karnataka with DIETs of other states with respect to attitude, adjustment and academic achievement may be undertaken.

ii) A comparative study of teacher competency and teaching effectiveness of DIET teachers with that of other TTI teachers may be undertaken.

iii) A comparative study of attitude interest, adjustment and academic achievement of DIET lady and gents students.

iv) A comparative study of problems pertaining to DIET and other TTI students of Karnataka State.
v) A comparative study of problems pertaining to DIETs of Karnataka State and those of other neighboring states may be undertaken.

vi) A critical evaluation of pre-service programmes conducted in different DIETs of Karnataka State may be undertaken.

vii) A Comparative Study of Burnout among Teacher Educator of D.Ed. Institutions in Relation to Home Climate, Teaching Competency and Attitude towards Teaching Profession.