Chapter - I

Introduction
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1.1 Teacher Education Program in India

The focal importance of teachers in the total educative process in not new to educational thinking. "No people call rise above the level of its teachers" avers. The National Policy on Education – 1986. The University Education Commission 1948-49 and the Secondary Education Commission 1952-53 have emphasized the central place of teacher in the National Reconstruction of the Country. But with the changes in the theory and practice of education, the concept of teacher preparation has undergone considerable change. With the advent of broader concepts of education including within its fold the total personality of educated and aiming at his allround development, the functions and responsibilities of the teacher have increased many fold. There have, therefore, been a shift in the character of teacher preparation for their academic achievement from one of apprenticeship to one suited to a profession. The substitution of the word “Education” from “Training”. The recent years in connection with the preparation of teachers is implicitly indicative of this shift in emphasis. Teachers education therefore, is a term rather recent in its origin.

In the broadest sense “Teacher Education and their Academic Success” refers to the total of educative experiences which contribute to the preparation of a person for a teaching position in the schools, but the term is more commonly employed to designate the programme of courses and other experiences offered by all educational institutes for the announced purpose of preparing persons for teaching and other educational services and to contribute for their growth in competency and academic
achievement. Such teacher education programmes are offered in teachers colleges and normal schools and in colleges and universities.

The term teacher education perception and their academic achievement is interpreted according to its common uses as stated above is accepted for the proposed study and is used in that sense only throughout the report.

It has now been realized that improvement of teacher education perception in achieving academic achievement call help to improve all education. Teacher education has therefore attracted the attention of various educational thinkers and research workers. Attempts are being made all over the world to play effective programmes of teacher education to use scientific procedures in selecting right type of personal to teach education course and to determine the significant correlates of teaching success in teacher education course. It may be pointed out here that the present study is an attempt to determine the value of educational perceptions in predicting success in teaching in teacher education course.

To understand the background of the intended study a brief reference to serve relevant matters has been made in this introductory chapter. These are:

It is evident from the brief historical retrospect of secondary teacher education in Karnataka presented earlier that,
1. There has been unprecedented expansion of facilities for the education of secondary school teachers in the post independent period.

2. Suitable agencies are setup to be put incharge of teacher education.

3. Attempts are being made for the qualitative improvement of students of secondary teacher education and

4. Attempts are also being made to provide in-service education to teachers through Summer Institutions, Orientation Courses, Workshops, Seminars, etc.

In this context there is a urgent need for considerable thinking and research with reference to the following

1. Formation of objectives of teacher education.

2. Evolving of objective based and dynamic programmes of pre-service and in-service education.

3. Setting up of norms for Teacher Education Institutions.

4. Selection of right type of personals to teacher education course.

5. Study of correlation of success in teacher education and in practical teaching.

6. Education of teacher educators.

7. Objective, evaluation of success in teacher education course and subsequently in teaching profession.

8. Dearth of duly qualified teacher-educators.

Studies conducted in these directions may very well provide rational for meeting challenges in the field adequately and reforming teacher education which in turn results in the overall improvement of education in general and secondary education in particular.
It must however be acknowledged that all other factors in teacher education objectives, curricular, syllabi, buildings, equipment, instructional materials, organization, qualified teacher educators and allied expenditure or of no avail unless right type of personal are obtained for teacher education. People with certain personal qualities and academic background may be more successful in teacher education course and teaching profession than those without these qualities and qualifications.

Secondly an increasing number of students are applying for admission into teacher education courses. Selection to education colleges should be carefully made so as to admit only those who hold the highest promise of becoming successful teachers. An issue that is thus becoming more and more vital is the successful prediction of success in teacher education course and practical teaching.

The present study therefore is an attempt to investigate educational perceptions that may contribute towards the prediction of success in teacher education course and practical teaching. This information should be of interest to the administrators prospective, graduate teachers and teacher educators.

1.2 Brief Historical Retrospect of Secondary Teacher Education in Karnataka

In order to make historical retrospect of Secondary Teacher Education in Karnataka more relevant and meaningful brief references to changes of trend's in Secondary Teacher Education in India have been made wherever necessary.

The story of Secondary Teacher Education in India is about one hundred and fifty years old. The first training college in the
country was established in Madras in the year 1856. However Indian Education Commission of 1882 was the first to point out the need of providing training facilities to teachers of secondary schools. By the end of 19th century there were six training colleges (Madras, Lahore, Rajmundry, Kurseong, Jabalpur and Allahabad) and fifty training schools for secondary teachers in the country.

The establishment of the first Secondary Teacher Education College came into being at the beginning of 20th century when the then Mysore Maharaja got the L.T. (Licentiate in Teaching) course introduced in the Maharaja College, Mysore as one section (Before this all the teachers in the high school in old Mysore State were sent for L.T. course to Madras upto year 1916). But this arrangement was not found fully satisfactory. Hence a separate B.Ed. college with a demonstration school attached to it was started at Mysore, disbanding the section in maharaja college. Similarly in the four districts of former Bombay State, teachers were deputed to the Secondary Teachers' College established in the Elphinston Institution in 1906. With the rapid increase in the number of high schools one college was not adequate. Hence a Secondary Teachers' College was established at Belgaum in 1939 with the Government High School attached to it as demonstration (Practicing) school on the same lines as in Mysore. The Teachers' Training course in the Government Arts and Science College in Mangalore was raised to the level of a B.Ed. college established separately with the Government High School as its demonstration school.

The two factors namely B.Ed. degree as compulsory for recruitment and grant in aid to Private Colleges, led to the starting of Private B.Ed. Colleges in the state.
Table - 1.1 : Growth of B.Ed. Colleges in Karnataka

<table>
<thead>
<tr>
<th>Period</th>
<th>Prior to 1947</th>
<th>In 1956</th>
<th>In 1996</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Number</td>
<td>2</td>
<td>5</td>
<td>59</td>
<td>66</td>
</tr>
</tbody>
</table>

Out of 66 colleges,
6 Government Colleges,
1 University College,
21 Private Aided Colleges, and
38 Private Unaided Colleges.

Finding the number growing beyond control the Government stopped the scheme of grant-in-aid to future colleges. However the flood gates for recruitment of only trained graduates led to commercialization of B.Ed. colleges which charge hefty donation-college-capitation fees.

From the academic year of 2004 the Government of Karnataka has again decided to permit private agencies to start new B.Ed. colleges.

With the dawn of Independence in 1947 far reaching changes were contemplated and planned in India to improve and reconstruct the entire educational system including Teacher Education. The University Education Commission 1949, and the Secondary Education Commission 1952 emphasized the need for quality improvement and diversification of courses with the advent of galloping changes taking place in new areas. The support of the Union Government Extension Service Departments and Centres came in to being in three Government and two Private selected colleges respectively. Providing enough grants two extension units one each in Government and Private colleges were also established.
These extension departments, centres, and units established an excellent rapport between the B.Ed. colleges and schools in pursuing quality training programmes. Karnataka has an exceptionally impressive case of Dr. T. M. A. Pai College of Education Udupi where as full-fledged extension centre exists. It is functioning very effectively with its own funding and with remarkable co-operation among the state, Government officials, primary and high schools. It may be added here that most of these extension services centres were closed before the setting up of DIETS.

1.3 State Board of Teacher Education

This board was in existence before 1985. Its role was policy making, overall direction and control in respect of starting, recognition, grant in aid, staffing, initiating reforms, area of curriculum, activities and examinations. In other words its role was to advise the State Government and Universities on all matters relating to teacher education. But after completion of period of two years the Government has not yet reconstituted it. However the Comprehensive Education Act has provided for the formation of such a Board and the Government is busy in formulating rules and regulations for this Board. As stated earlier there is a separate section for “Teacher Education” in the DSERT (Department of State Educational Research and Training) which is the state authoritative body for academic and training programmes in “Teacher Education”.

1.4 One Year B.Ed. Course

The one year course is meant for graduates leading to the award of Bachelors of Education degree by an University on the successful completion of the course. The course normally consists of part one comprising five theory papers (Three general and two in special methods of teaching) and part two entailing practical work
(Practice teaching of a prescribed number of lessons ranging from 20 to 30 in both the method subjects together, labouring work and psychology and language labs and co-curricular activities including physical education and one optional paper viz., Population education, Educational and Vocational guidance, Library services, Value education, Computer education, etc.). There is a public external examination for part one subjects conducted by the respective universities and internal assessment in all aspects of part two subjects excepting two final practical lessons and one optional subject. This broad pattern has remained almost the same excepting the addition of one or two more papers in the optional subject for wider choice. A special mention needs to be made here of Ramakrishna Institute of Moral and Spiritual Education in Mysore which is the only full-fledged residential teacher college with moral education as a complete method subject in the course.

1.5 Other Types of B.Ed. Courses

To cater to the needs of backlog of untrained teachers in high schools the Government and the Universities permitted the existing well established selected colleges to start 2 year evening B.Ed. colleges in Bangalore with the same syllabi and examination of the one year regular B.Ed. course. To cater to the needs of such teachers Mysore and Bangalore Universities too started 2 year Summer Cell Correspondence Courses, Regional College of Education Mysore started the vacation course of 2 year duration for the same purpose. But with the starting of correspondence B.Ed. course on large scale in the state evening courses were stopped. The establishment of statutory body “National Council for Teacher Education” in India has already made its impact on both Private managements and Governments which have been compelled to provide the basic minimum needs to the existing B.Ed. colleges to survive as per the
NCTE norms. However, the Karnataka Open University has been conducting contact cell Correspondence B. Ed. course of 14 months duration.

1.6 Regional Institute of Education

Karnataka is fortunate to have the Regional Institute of Education well equipped with sophisticated equipment, library, A. V. Aids etc. offers four year integrated courses for P.U.C. pass candidates. This college, to start with, used to prepare the teachers of Science, Technology, Agriculture, Fine Arts and English. General Education, Professional Education, Subject Context and Supervisory field experience are integrated in the four year sequence. Theory and practice are viewed as a single continuing process. At present this college is preparing the teachers of Arts and Science only in addition it is offering M. Ed. and M. Sc., Ed. courses.

National Policy on Education 8+9 (NPE) and Programme of Action.

On the recommendation of NPE 1986 and programme of action the following measures were taken for the overall qualitative improvement of Secondary Teacher Education in India and Karnataka.

District Institutes of Education and Training (DIETs), Department of State Educational Research and Training (D.S.E.R.T.), Colleges of Teacher Education (CTEs) and Institute of Advanced Studies in Education Bangalore are conducting in-service courses for teachers and resource persons.

DIETs: One existing Government Teachers Training Institute located in each District Head Quarters or elsewhere in the District
was upgraded in to a DIET. At present there are 20 DIETs in the State.

**D.S.E.R.T.** : At the state level the D.S.E.R.T. was setup in 1976. There are six major units in the Department. Namely,
1. State Institute of Science,
2. Teacher Education Unit,
3. State Educational Education Unit,
4. Educational and Vocational Guidance Unit,
5. Educational Technology Cell and
6. Text Book Unit.

**CTEs** : A number of Government B.Ed. colleges have been upgraded to the level of C.T.Es to strengthen in service education for high school teachers.

Institute of Advanced Studies in Education is being sanctioned to the long standing private B.Ed. college viz. R. V. Teachers College Bangalore which is in the process of developing. Its function is to provide inservice education mainly to teacher educators and to introduce new concepts in education to them and also to support research in education in general.

**1.7 Historical Retrospect of Hindi Shikshan Training Colleges, Equivalent to B.Ed.**

Hindi had a prominent place in the scheme of school education as one of the languages in “Three Languages Formula” in all the States and Union Territories in India. Karnataka State has been very liberal in encouraging Hindi in schools and colleges. Hindi is one of the languages to be passed at the end of standard X. as per the syllabus and curriculum requirements. The schools need qualified
Hindi teachers. For a long time appointments to the posts of Hindi teachers in upper primary and secondary schools were made from amongst candidates who had passed Hindi-Ratna or all equivalent to B.A. In 1952 those who had passed the Hindi Prachars Course run by Dakshina Bharat Hindi Prachar Sabha Madras were appointed for the posts of Hindi teachers. Pedagogic training was not an essential qualification for the appointments.

Hindi Shikshak Course came into existence in 1953. This course was run by the Mysore Hindi Sahitya Parishad of Bangalore and the examinations were conducted by the Mysore Secondary Examination Board Bangalore up to 1954-55. The Mysore Hindi Riyasat Samithis and the Mysore Hindi Sahitya Parishad continued the Hindi Shikshana Course. But in 1956 the State Government with drew the permission given to these institutions and the Government started the Hindi Shikshana Training Course at Mysore and two more colleges at Bagalkot and Gulburga in 1957-58 with the financial assistance from Central Government. After one year in 1959 the Gulburga college was shifted to Raichur but due to lack of sufficient strength the Bagalkot college was converted into Kannada Medical Shikshan Training College. In 1981 all the three training colleges were closed.

In 1983 the Hindi Shikshana Parangath Course of one year duration was started in Mysore by the State Government. During 1984-85 State Government gave permission to start the Hindi Shikshan Training College under the Management of Kannada Mahila Hindi Seva Samithi Chamrajpet, Bangalore and the examination of this course is being conducted by the Karnataka Secondary Education Board Bangalore.
In 1993-94 State Government constituted a committee under the Chairmanship of Sri. A. Ramakrishna Rao the Joint Director of Public Instruction Bangalore to frame a common syllabus for Hindi Shikshak course of one year duration. The State Government approved the syllabus and their course is now treated as equivalent to the regular B.Ed. course for the purpose of appointment of Hindi teachers. University graduates or its equivalent are admitted to this course.

Table - 1.2: Scheme of Study and Weightage of B.Ed. Examination

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Group A. (Theory)</th>
<th>Weightage</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Group and Subjects</td>
<td>Internal</td>
<td>External</td>
<td>Total</td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Principles and Practice of Education</td>
<td>20</td>
<td>80</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Educational Psychology and Measurement and Evaluation</td>
<td>20</td>
<td>80</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>School Organization and Management</td>
<td>20</td>
<td>80</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Hindi Poetry</td>
<td>20</td>
<td>80</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Hindi Prose</td>
<td>20</td>
<td>80</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Linguistics</td>
<td>20</td>
<td>80</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>History of Hindi Literature and Principles of Literary Criticism</td>
<td>20</td>
<td>80</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Teaching of Special Subject Hindi</td>
<td>20</td>
<td>80</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Teaching of Special Subject History or Geography or Kannada.</td>
<td>20</td>
<td>80</td>
<td>100</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Group A. Total</strong></td>
<td><strong>180</strong></td>
<td><strong>720</strong></td>
<td><strong>900</strong></td>
<td></td>
</tr>
</tbody>
</table>
At present the total number of Hindi Shikshan Training Colleges are 31. They are as follows:

1. Government – 1
2. Private Unaided Colleges run by Five Private Managements – 17
3. Private Unaided Colleges run by Dakshina Bharat Hindi Prachar Sabha, Madras – 13

All these courses are considered equivalent to B.Ed. Degree for the purpose of recruitment of High school Hindi teachers in Karnataka. None of the above 31 Hindi Training Colleges is aided by the State Government, however 4 colleges receive grants from Central Government. Each of these colleges has an intake of 60 sanctioned seats.

1.8 Role of Dakshina Bharat Hindi Prachar Sabha in the Field of Student Teacher Education and their Academic Achievement

A Historical Retrospect

If competent teachers can be prepared, the likelihood of attaining desirable educational outcome is ensured to a great extent.
The making of teachers needs to be given the highest priority in any form of national planning. It is a nation's dedication to academies rather than its affluence or technological dominance that leads to superior education. A sound teacher education programme is a crucial component of an effective educational system. The quality of teacher reflects upon the quality of education. With the advancement in science and technology a number of innovations have been brought into make the education process more effective. However success of any educational innovation depends on the quality of the teachers, which in-turn depends to a great extent at the quality of the teacher education programmes. Naturally each and every educational document of India since independence has put special thrust on the significance of teacher education and the need for improving it.

Education is related to socio-economic transformation of society. The teacher occupies an important place in the whole process of transformation. Hence it becomes imperative to constantly review the programmes of teacher education with special reference to national objectives, needs and aspirations of citizens and overall national development. This is to improve upon not only their work, efficiencies and skill but also their status, self esteem, work commitment and the sense of professional ethics. In the recent past teacher education had specific objectives. The objectives were to develop the teacher, his cognitive development, his knowledge in science and skills in language etc. The main thrust was particular subject such as Maths and the contents of the curriculum imbedded for teaching. In other words the main objective was transmission of knowledge, skill and cultural elements. So as to enable the teacher to understand and assimilate.
It is evident from the above account that the role of teachers in the past was to pass down to the younger generation the knowledge, experience, the values of the cultural heritage through the study of mythology and the classics of a study evolving society. But the role of a modern teacher has changed due to the changes that have taken place over years of progress and experimentation.

The last two decades of the nineteenth century proved to be so eventful that the teacher education became established as a substantial structural setup. The institutional structure diversified into normal schools, secondary training schools and training colleges run by state and private enterprises with well differentiated training inputs as well as procedural and certification details. The other recommendations relevant to teacher education in the Government of India resolution of 1904 were:

i) The equipment of training college should be as important as that of an arts college.

ii) The training course of graduates should be one-year university course leading to a university degree, while training courses for under graduates should be of two years.

iii) The theory and practice of teaching should be included in training courses.

iv) A practicing school should be attached to each training college.

v) Every possible care should be taken to maintain a connection between a training college and schools.

With the changed socio-economic context after independence and the revised role of education therein, a new concept of teacher education has emerged. The erstwhile concept was replaced by the more comprehensive concept of “teacher education”. The teacher needed not only to be trained to perform a few skills but was to be
educated to play various roles in a wider sense. As such, there was a need for a sound professional education for the teacher. Several commissions committees, study groups and such others were constituted after independence to look into the relevance, adequacy, appropriateness and efficacy of the education system in the country which were addressed with concern to the various issues regarding teacher education.

The university education commission has observed that while university standards could not improve unless the quality of teaching in schools and intermediate colleges improved, it was for the universities to provide a continuous supply of highly trained and efficient teachers for these institutions. The commission recommended vacation refresher courses for in service education of teachers. The commission stressed that teacher training colleges should be remodeled more time should be given to practice teaching and more weightage to practical examinations, proper schools should be selected for practice teaching in the training colleges, teacher educations should be recruited from those who possessed sufficient teaching experience, students with long teaching experiences should be admitted to M.Ed. course and professors and teachers in education should do their own research work on all India basis.

It was by the end of first half of the twentieth century that the term teacher training was substituted by the term “teacher education” with a view to making the concept more comprehensive. Mere training was felt inadequate in preparing the teacher for playing the multi-furious roles necessitated by the changing socio-economic context of the nation. The concern for quality in teacher education surfaced quite strongly in the post independence era.
The responsibility of secondary teacher education in India mainly lies with colleges of education/teacher colleges popularly known B.Ed. colleges affiliated to various universities. The universities are responsible for framing the curricula and syllabi, conducting examinations, awarding degrees and maintaining standards of these secondary teacher education institutions. Qualitative improvement of education at all levels, repeated emphasis in the national policy on education in 1986 is inseparably linked with the quality of teachers which in-turn is linked with the way teacher education is organized.

Gandhi wished to render the will of propagation of Hindi in the South self reliant. In July 1927, all Karnataka Hindi Prachar Sammelana was held in Bangalore. Gandhi presided over the Sammelan. At this occasion it was decided that the will of propagation of Hindi in the South be bifurcated from the Hindi Sahitya Sammelan Prayog and be entrusted to an independent institution. The newly organized institution was named Dakshina Bharat Hindi Prachar Sabha. The proposer of this was none other than Jamanlal Bajaj. The Dakshina Bharat Hindi Prachar Sabha was registered as an voluntary autonomous institution the same year, 1927. Dakshina Bharat Hindi Prachar Sabha Ek Parichay Sainiki 1999, Madras : D.B.H.P. Sabha 1999.

The wide spread impact of the movement of propagation of Hindi in the south accelerated the process of growth and expansion of the Dakshina Bharat Hindi Prachar Sabha day by day. With the expansion of the programme of teaching and learning Hindi several needs were on increasing. The sabha had to rise to the occasions and take steps to fulfill the needs even from the days of its identity as the south branch of Hindi Sahitya Samchar Prayog prior to its distinct
identity as Dakshina Bharat Hindi Prachar Sabha. The programme of
propagation of Hindi through the activities of the Dakshina Bharat
Hindi Prachar Sabha caught the imaginative of the general public in
the south and aspirates in large numbers began to be attracted
towards the campaign. To bring out books needed for teaching and
learning Hindi the sabha felt the need for having a printing press of
its own. Hence it was setup in rented home or Tiruvellikkeri Madras.
As the awe of propagation and spread of Hindi increased the
necessity for Pracharars in large numbers surfaced most. The sabha
felt the need for preparing Hindi teachers through structurised
training programmes. Accordingly the sabha opened a Hindi Prachar
Vidyalaya school for Hindi propagators in a rented house or erode in
1922. In 1924 Hindi Prachar Vidyalaya was opened in Madras where
subsequently young persons form all the four states of South India –
Tamil Nadu, Andhra Pradesh, Karnataka and Kerala received
training and engaged themselves in the term of propagating Hindi.
The provincial branches of the Dakshina Bharata Hindi Prachar
Sabha set up in 1937 were known as Pranteeya Hindi Prachar
Sabhas of their respective states. Now they are recognised as
Dakshina Bharat Hindi Prachar Sabhas of the respective states. The
head quarters of the Pranteeya Dakshina Bharat Hindi Prachar
Sabhas are now situated or the places shown below.

Tamil Nadu – Chennai
Andhra Pradesh – Hyderabad
Kerala – Ernakulam
Karnataka – Dharwad

Hindi became the official language of the Indian union from the
date of commencement of the constitution of India (26th January
1950). Propagation of Hindi in the Southern States was a dire
necessity and a duty of the central government as content pleated in
the articles 343-351 of the constitution. Keeping the above aims and objectives and the situations in view and also the noble awe done by Dakshina Bharat Hindi Prachar Sabha from the year 1918 the government of India declared the institution of national importance by an Act of Parliament No. 14 of 1964.

The sabha opened the awe of higher education and research in Hindi. On behalf of this institute literary and applied courses at post graduate level are being conducted. Regular classes for M.A., M.Phil., Ph.D., D.Litt., B.Ed. and M.Ed. are being conducted and degrees are awarded. The sabha also organizes translation courses, short hand courses and typing courses in Hindi. The sabha is conducting courses in computer education in Hindi at Madras and Hyderabad cities. At Hyderabad centre studies in Journalism and Library Science through Hindi Medium are taught. In all the four states of south institutes, higher education and research centres are opened. The Golden Jubilee of the Dakshina Bharat Hindi Prachar Sabha was celebrated on 29th and 30th April 1974. Hon. Late V.V. Giri the then President of India. Sabha also started a periodical known as Hindi Prachar Samachar. It has its own printing press with modern facilities. The objectives and propagation and spread of Hindi is to render the language powerful in use. The meaning of rendering the Hindu language powerful is to include in the language of culture the strength of the language of civilization. The Hindi language would not acquire dynamism and strength as a universal language in the real sense until and unless the parlance of different branches of knowledge viz. Sociology, Psychology, Anthropology, Zoology, Chemistry, Physics, Mathematics, etc. is not carried through the medium of Hindi. Fusion of a language among the masses would be possible only when the language becomes medium of instruction at different levels of education. It is particularly so at teacher education
level. The Dakshina Bharat Hindi Prachar Sabha has done well by starting Hindi Medium teacher education institutions popularly known as B.Ed. colleges (Hindi medium) run by the Dakshina Bharat Hindi Prachar Sabha in South India specially in Karnataka. The sabha is running following B.Ed. colleges in the state Karnataka.

1. Lal Bahadur Shastri B.Ed. College,
   113-114, S.C. Road, Sheshadripuram,

2. Rajeev Gandhi B.Ed. College,
   Dakshina Bharat Hindi Prachar Sabha,
   D.C. Compound, Dharwad – 580 001.

3. Dr. B. D. Jatti B.Ed. College,
   Dakshina Bharat Hindi Prachar Sabha,
   Hospital Road, Belgaum – 590 001.

4. B.D. Jatti B.Ed. College
   Dakshina Bharat Hindi Prachar Sabha,
   Bijapur.

5. Basaveshwar B.Ed. College
   Dakshina Bharat Hindi Prachar Sabha,
   Mysore.

In addition to B.Ed. colleges the sabha conducts several undergraduate teacher training colleges offering “Shiksha Snatak” certificates to the trained candidates.

Teacher education course generally known as B.Ed. course conducted and run by the Karnataka chapter of Dakshina Bharat Hindi Prachar Sabha is a professional course having three major components: i) theoretical orientation; ii) school experience; iii) practical awe. Sound exposure to all the three aspects is a prerequisite for the preparation of a competent teacher.
Theoretical orientation in teacher education includes core courses such as philosophical, sociological and psychological basis of education. These courses aim at helping the teacher to develop a better understanding of the needs, interests and abilities of the learners and to create effective learning situations.

The norms and standards set by Karnataka chapter of Dakshina Bharat Hindi Prachar Sabha for regular institutional programmes of secondary teacher education leading to B.Ed. degree are presented and drawn by NCTE. These norms and standards are applicable for recognition of institutions, permission of courses and consideration of additional intake of seats.

1.9 Role of Dakshina Bharat Hindi Prachar Sabha Karnataka Branch

Not with standing anything contained in the University Grants Commission Act 1956 or any other Law for the time being in force, the Sabha may hold such degrees, diplomas and certificates for proficiency in Hindi or in the teaching of Hindi as may be determined by the Sabha from time to time.

Whereas the objects of the Institution known as the Dakshina Bharat Hindi Prachar Sabha are to make it an Institution of National Importance, it is hereby declared that the Dakshina Bharat Hindi Prachar Sabha is an Institution of National Importance.

1.10 DBHPS B.Ed. Course Regulations

Regulations, courses of study and scheme of examination for the Bachelor of Education (B.Ed.) Degree is as follows.
Regulation No. 1 : Eligibility for admission

a) Candidate should have scored at least 45% marks in aggregate in the Bachelors Degree (10+2+3) of a recognized university with at least two school subjects one of which must be Hindi.

b) If the candidate has not offered Hindi as a subject at the Degree level he must have passed the "Rashtrasabha Praveen" examination of D.B.H.P. Sabha or any other Hindi Examination recognized as equivalent to by the Sabha.

Note:
1) For SC/ST candidates also 45% in aggregate.
2) Graduates with Economics / Political Science / Sociology will have to offer "Social Studies".

Regulation No. 2

I) Admission will be made on the basis of merit which shall be determined by the marks obtained in the qualifying examination and a written selection test.

i. Performance at the qualifying examination - 100 marks

ii. Selection Test - 80 marks

Total - 180 marks

The selection test (written) shall be 1½ hours duration and shall consist of:

a) General Studies
(20 questions carrying 1 mark each) - 20 marks

b) Hindi Language
(30 questions carrying 1 mark each) - 30 marks

c) Translation – English to Hindi
(10 sentences carrying 1 mark each) - 10 marks
d) Knowledge of second school subject (Any one)
(20 questions carrying 1 mark each) - 20 marks
(Social Studies/History/Geography/Kannada/
Marathi/English/Maths/Physical Science/
Biological Science)

II) Not withstanding the score of a candidate as computed
according to i) and ii) above, admission shall be made on the
following criteria:

a) Applicants of the concerned state (i.e. applicants who have passed
their first degree from a recognized university situated in that
state viz., Karnataka, Tamil Nadu, Andhra Pradesh, Kerala.
b) Applicants from other non-Hindi speaking states.
c) Others
d) Teaching methods available in each college.
e) Reservation of SC/ST and other categories as per the Central /
concerned State Government rules.

**Regulation No. 3 : Courses of Study – Group A**

The courses of study for the Degree of Bachelor of Education
shall extend over an academic year (July-April) at the conclusion of
which there will be an examination comprising the following
subjects:

2. Educational Psychology and Evaluation.
3. Education in Emerging India.
4. Educational Administration and School Management.
5. Information and Communication Technology.
6. Teaching Method – I (Hindi Compulsory)
7. Teaching Method – II (Optional). Any one of the following:
   Kannada, Marathi, English, Mathematics, Social Studies,
   History, Geography, Physical Sciences, Biological Sciences.
**Regulation No. 4 : Practice Teaching – Group B**

Teaching practice in the two teaching subjects under 3(6) and 3(7). A candidate has to teach 20 lessons (5 micro + 15 macro) in each of the two methods, under the guidance and supervision of the method masters. The teaching practice programme shall comprise 30 working days.

**Regulation No. 5 : Attendance**

a) A student shall be considered to have attended for a year the prescribed courses of study if he/she has attended not less than 75% of the total number of working days.

b) The Kulasachiva shall have the power to conclave shortage of attendance upto 10% on the recommendation of principal of the college concerned on payment of a condemnation fee of Rs. 500/-.

**Regulation No. 6 : The Scheme of Examination**

<table>
<thead>
<tr>
<th>Group A</th>
<th>Internal Marks</th>
<th>External Marks</th>
<th>Duration of Exam</th>
<th>Total Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Foundations of Education and Educational Technology</td>
<td>20*</td>
<td>80</td>
<td>3 Hrs.</td>
<td>100</td>
</tr>
<tr>
<td>2. Educational Psychology and Evaluation</td>
<td>20*</td>
<td>80</td>
<td>3 Hrs.</td>
<td>100</td>
</tr>
<tr>
<td>3. Education in Emerging India</td>
<td>20*</td>
<td>80</td>
<td>3 Hrs.</td>
<td>100</td>
</tr>
<tr>
<td>4. Educational Administration and School Management</td>
<td>20*</td>
<td>80</td>
<td>3 Hrs.</td>
<td>100</td>
</tr>
<tr>
<td>5. Teaching Method – I</td>
<td>20*</td>
<td>80</td>
<td>3 Hrs.</td>
<td>100</td>
</tr>
<tr>
<td>6. Teaching Method – II</td>
<td>20*</td>
<td>80</td>
<td>3 Hrs.</td>
<td>100</td>
</tr>
</tbody>
</table>

(* 2 test and 2 assignments carrying 5 marks each)
Group B

A. Practical Examination
1. Teaching Method – I 1 Period 100
2. Teaching Method – II 1 Period 100

B. Teaching Practice
(20+20 Lessons as mentioned in regulation 5)

C. Other Activities
1. Observation of Lessons 10 100 (15 in each method)
2. Preparation of Teaching Aids on a given unit 20 100 (2 in each method) (2x2x5)
3. Measurement and Evaluation of Pupil Achievement (5+5) 10 100
4. Experiments in Psychology 10 100 (5 Practicals)
5. Review of Text Book 5 100
6. Seminar paper and presentation 10 100
7. SUPW 10 100
8. Red cross/Scouts/community service 10 100
9. Review of Text Book 5 100
10. Participation in Literary, Cultural, Sports Activities 10 100

Total 100

Grand total 320 680 1000
Question Paper Pattern

The Question Paper : Duration 3 Hours
Question No. One : Two out of Four to be answered.
(30 Marks) Each question carries 15 marks (Essay type)
Question No. Two : Four out of Eight to be answered.
(30 Marks) Each question carries 7½ marks (Short Answer Type)
Question No. Three : Five out of Ten to be answered.
(30 Marks) Each question carries 4 marks (Very Short Answer Type)

Regulation No. 7 : Passing Minimum

A candidate shall be declared to have passed the B.Ed. degree examination if he/she obtains a minimum of 40% marks in the external examination (i.e. 32 marks out of 80) and an aggregate of 45% marks in each paper in Group-A and 45% in the Practical Examination of each of the methods of teaching and an aggregate of 45% marks in Group-B.

Regulation No. 8 : Exemption

A failed candidate should be granted exemption from appearing for examination in subsequent attempts in the papers of Group-A in which he/she has passed as per regulation and shall be allowed to appear for only those papers in which he/she failed to get the minimum marks prescribed therein.

Regulation No. 9 : Classification of Successful Candidates

Successful candidates will be classified as follows:
45% to 49% in the aggregate – Third Class
50% to 59% in the aggregate – Second Class
60% to 69% in the aggregate – First Class
70% and above in the aggregate – First Class with Distinction

**Regulation No. 10: Recounting and Revolution**

A candidate may apply for recounting of marks or revaluation of papers within 30 days from the date of announcement of result of the particular examination remitting a fee of Rs. 50/- for recounting and Rs. 500/- for revaluation per paper. The application should be routed through the principal of the concerned college.

**Regulation No. 11: Review Boards**

With a view to bringing about transparency in the internal assessment of the two groups in general and Group B in particular, the Sansthas may constitute one or more review board with three members who will visit the colleges for the purpose.

**Methods of Teaching**

I. **Objectives**

1. To enable the teacher to know that the language is a skill subject and that it is to be taught by practice.
2. To enable the teacher to know the skills of language teaching and use them while teaching.
3. To enable the teacher to know the position of mother-tongue and its importance.
4. To enable the teacher to know the methods of teaching mother-tongue and to make use of them effectively.
5. To enable the teacher to teach the students to speak Tamil/Kannada/Telugu/Malayalam/Marathi with a fluent and appropriate vocabulary.
6. To enable the teacher to develop in children the power of right expression in speech as well as in writing.
7. To enable the teacher to create interest and develop healthy attitudes among children towards Tamil/Kannada/Telugu/Malayalam/Marathi language and literature.

8. To enable the teacher to have a mastery over the techniques of classroom teaching with special reference to Tamil/Kannada/Telugu/Malayalam/Marathi.

II. Syllabus

1. Thought and language, importance of language in communicating role of languages. Place of Tamil/Kannada/Telugu/Malayalam/Marathi in the education of child.

2. The problem of languages in India, mother-tongue as the first language and as medium of instruction.

3. Aims and objectives of teaching Tamil/Kannada/Telugu/Malayalam/Marathi in medium of thought, communication of ideas, evasions and experience, means of literary appreciation and creative expression, cultural and practical aims of teaching above languages.

4. Methods of teaching in traditional and modern methods by way of play way, project, Dalton plan, dramatization, supervised study, use of these methods in primary and secondary schools.

5. Oral awe importance if clear and correct speech, difficulties of pronunciation, conversation, recitation, story telling, dialogue, dramatics, narration, description, explanation, exposition, discussion, debate and speeches.

6. Reading – creating interest in reading different methods of teaching beginners to read, alphabet, “look and say” sentences and study methods, selection and expansion of vocabulary, loud and quiet reading, intensive, extensive and supplementary reading.
7. Written copy – writing as a form of expression – transcription, dictation, copy writing.
9. Teaching of other terms of literature, adaptation of method for teaching essay, drama, novel and short stories.
10. Teaching of composition, oral awe leading to written with, forms of composition – essays, stories, letters, comprehension, exercises, passages for precis, writing and paraphrasing, the use of group techniques-correction and making.
11. Grammer – Aims of teaching grammer, the place of formal grammer and functional grammer in relation to text books used.
12. Hand writing and spelling, stages of instruction materials used, features of good handwriting, spelling games and remedial measures, methods of teaching hand writing and spelling.
13. Translation – Aims and objectives – its practical and linguistic utility features of good translation.
14. Instructional material in teaching southern languages, flash cards, order cards, pictures, word building, libraries, literary associations, publications, audio-visual aids.
15. Lesson planning and presentation, criteria for criticism and evaluation of language lessons.
16. Language teachers their equipment – general attainment and professional attainment.
17. Organization of language teaching in schools, the syllabi of various classes, scheme of work, timetable co-ordination, notes of lessons.
18. Principles of preparing text books in detailed prose and poetry non-detailed prose, grammer and composition, principles of reviewing books, evaluation of existing text books.
19. Place of reading rooms and libraries in learning languages. Experimentation and research in languages.

20. Testing student achievement in language objectives and methods. Different types of exams orals, written, internal, external, quarterly, annual, preparation of question paper, design blue print, weightage, chart, scoring key types of questions.

21. Seminars and discussions.

22. To develop the student teacher:
   i) All understanding the goals of Indian Education.
   ii) All understanding educational concept.
   iii) The ability to examine critically various educational processes.
   iv) The ability to offer philosophical, sociological, technological and economic explanations.