CHAPTER - VI

Summary and Conclusions

The researcher having been working as the head of one of the Hindi Medium B.Ed. Colleges managed by the Dakshin Bharat Hindi Prachar Sabha, Madras (Chennai) sensitised the need for probing into the functioning of the B.Ed. Colleges (Hindi Medium) managed by the Sabha with a view to surveying the existing situation with regard to the infrastructure and the programme of teacher-education obtaining in the said colleges and suggesting measures to effect qualitative improvement in them. His keen sensitivity towards the issue drove the researcher to take up the problem at hand for a systematic study.

In the introduction to the research report at hand the researcher traced the genesis and need of the study with a brief account of the development of teacher-education in India. This was followed by a statement of the problem, definition of terms used in the statement of the problem and significance of the study. The researcher then defined the objectives of the study and the scope of the study. The split up of the entire research report into six chapters was indicated at the end of the introductory chapter.

In the second chapter review of related studies was made and presented. The review covered some of the research studies on Teacher-Education Programme done at Ph.D. level and institutional level. There have been quite a good number of studies covering different aspects of teacher education. Studies have been made
on the nature and problems of pre-service teacher education and on those of in-service teacher education as well. The present research study being concerned with the qualitative improvement in Hindi Medium B.Ed. Colleges managed by the Dakshin Bharat Hindi Prachar Sabha, some of the studies made so far on pre-service teacher education were reviewed. The studies thus selected for review had a direct bearing on the present research study. In keeping with the objectives of the various items included in the questionnaires constructed as tools of the research study, the studies thus reviewed covered the various aspects of the teacher-education programme prevailing in the Hindi Medium B.Ed. Colleges of the Dakshin Bharat Hindi Prachar Sabha: physical and material conditions, library arrangements, science and psychology laboratories and audio visual equipments, admission procedures, staff, practice teaching programme, supervision of practice teaching, the problem of practising schools, methods used in practice teaching, instructional methods, evaluation of student-teachers' performance, organisation of co-curricular activities and administrative procedures and practices. The suggestions made by the various researchers for qualitative improvement of teacher-education programme were enlisted in the brief appraisal of the studies reviewed that was given at the end of the second chapter.

The third chapter of the research report consisted of two sections: section A - development of Hindi as the Lingua-Franca of modern India and section B - the role of the Dakshin Bharat Hindi Prachar Sabha in propagating Hindi in South
India. Long before the Hindi language was accorded the constitutional states as the official language of the Government of India, the Dakshin Bharat Hindi Prachar Sabha, Madras (Chennai) had pioneered the work of propagating Hindi among the masses in the non-Hindi speaking regions of South India. As such the researcher felt the need of tracing the origin and development of Hindi as the 'Lingua - Franca' of modern India and the account of it was presented in section-A of the chapter three.

In the process of tracing the origin and development of Hindi the researcher traced the position of Hindi on the map of world languages. Origin and evolution of the Hindi language was traced back to the Vedic speech through the Classical Sanskrit, Pali, Aradha magadhi or Prakrit and Apabhramshas, the Perso-iranian influence leading to Hindusthani or Hindi and Urdu in North India. The currency of Hindustani or Hindi in South India was traced back to the middle ages. The final form of the Hindi language 'Khadi-boli' was seen to have taken the popular form of the 'Lingua-Franca' of modern India.

The constitutional provision regarding Hindi states that Hindi in Devanagari script shall be the official language of the union. Therefore, the researcher felt the propriety of tracing the origin and development of the Devanagari script.

The researcher then dealt with the composite culture of India and the contributions of Hindi, national integration, the national struggle for freedom and the role of Hindi in it, claims of Hindi as an official language, popular opinion about
Hindi as national language, the identity of a national language and Hindi, the test of a national language and Hindi. Constitutional provision regarding official language, justification of Hindi as the official language of the union, regional languages as official languages of the states and the responsibility of the union Government in developing Hindi with different schemes launched by the union Government for the purpose were also discussed. The implementation of the 3-language formula and the position of Hindi in it, the need of Hindi as medium of instruction, importance of the study of Hindi for humanistic and practical purposes were also discussed.

Further, the Study of propagation and spread of Hindi across the country was presented. Travellers and pilgrims were the earliest carriers of the Hindi language across the country. South Indian kings and princes patronised the Hindi language and the Hindi or Urdu received nourishment in military camps. Merchants and traders had their role in spreading the Hindi language. Scholars and men of letters had been at work towards spreading Hindi. Several individuals did their bit for the propagation and spread of Hindi in north India during the pre-independence period. Then followed institutionalised efforts in north India for propagation of Hindi. A great need for the propagation and spread of Hindi in South India was felt and the Dakshin Bharat Hindi Prachar Sabha, Madras (Chennai) was organised for the purpose as a national programme.

Section B of chapter three consisted of the origin, development and the role of Dakshin Bharat Hindi Prachar Sabha in propagating Hindi.
The Dakshin Bharat Hindi Prachar Sabha was established at Madras by Gandhi in 1918. The strides made by the Sabha since its very inspection such as opening Hindi classes in Madras and in other places, after wards deputation of pracharks (propagators) to north India to study Hindi, preparation of books for teaching and learning Hindi, setting up of a printing press, opening training schools for pracharaks, evolution of structurised mode of propagating Hindi through graded examinations for the masses and organising provincial branches of the Sabha. A cadre of life time workers of the Sabha was built. A scheme of awarding sanads to pracharaks, organising Hindi tourist groups, celebrations of Hindi propagation weeks and Hindi pracharak Sammelans were taken up by the Sabha. The tradition of conducting convocations to award certificates to the candidates passing the Hindi examinations equivalent to university degrees was started. It was from the platform of the Dakshin Bharat Hindi Prachar Sabha that, for the first time, Hindi was suggested to be the national language. The members of the Dakshin Bharat Hindi Prachar Sabha played a significant role in the national struggle for freedom and emotional integration by dedicating themselves to the cause of Hindi. One of the important objectives of the Sabha has been giving encouragement to the development of regional languages along with Hindi. While propagating Hindi the Sabha took care of women’s and adult education also. In recognition of the various activities regarding propagation and spread of Hindi carried out by the Sabha, the Dakshin Bharat Hindi Prachar Sabha was declared as an institution of National
Importance by an act of Parliament 14 of 1964. By this the sabha was further encouraged to open Institute of Higher Education and Research. The Sabha also developed a rich library and took up publication of books, periodicals and production of other necessary literature. Under the Institute of Higher Education and Research the Sabha conducts courses leading to the award of B.A., M.A. Ph.D., D.lit., B.Ed., M.Ed. degrees in Hindi medium. Diploma in translation courses, Examinations in typing and short hand and computer science are also conducted in view of the functional utility of the Hindi language.

The Dakshin Bharat Hindi Prachar Sabha has started B.Ed. colleges in different places in South India and the present study made an effort to make a critical study of qualitative improvement in these colleges.

The methodology of the study was presented in the fourth chapter. The problem was restated followed by a description of the tools for collection of data - two sets of questionnaires, one for the heads of the colleges and the other for the teacher educators working in the colleges used as tools for collection of data. The procedure of construction of the questionnaires was described in detail. The population of the study was specified and the process of collection of data was presented. The method of analysis of the data of the data was described. The researcher was interested in finding out whether there was any difference in the performance of the students of the eight colleges who took the examination in the years 1994 and 1995. The hypothesis "there is no significant" difference in the performance of the
students of the colleges was formulated. In order to test the hypothesis single classification analysis of variance (ANOVA) and DUNCON'S NEW MULTIPLE RANGE TEST were used.

The fifth chapter of the research report contained the central theme of the researcher problem. The data was were tabulated presented and discussed in the form of percentatges. The data were classified on the basis of areas regarding the teacher education programme obtaining in the colleges selected for study - i) Nature of the institution ii) Admission procedure iii) Number of working days iv) College plant v) Accomodation and furniture vi) A.V.equipments vii) Library viii) Hostel facilities ix) College administration x) Curricular and co-curricular activities xi) Non-teaching staff xii) Practice teaching programme xiii) Supervision and guidance xiv) Evaluation and xv) Innovations and Experiments.

The Chapter under reference contained three sections : Section (A) Questionnaire for the head of the colleges, Section (B) Questionnaire for the teacher-educators, and Section (C) Comparision of the performance of students.

In section A the question-wise responses of the heads of the colleges were presented in tables indicating the number of positive and negative responses along with the corresponding percentages. The data indicated by the tables were analysed and discussed followed by the researcher suggestions on the questions. In the case of the questions requiring descriptive responses from the respondents, the responses were analysed and discussed and the researchers suggestions were offered.
The same procedure was followed in Section B where the responses to the questionnaire for the teacher-educators were analysed and discussed and the researchers' suggestions were offered.

In section C the performance of the student-teachers who took the examination in the years 1994 and 1995 was compared by using the appropriate statistical tools - ANOVA and DUNCAN'S NEW MULTIPAL RANGE TEST. The hypothesis "there is no significant difference in the performance of the students of the colleges" was tested and the hypothesis was accepted i.e. no significant difference was found in the performance of the students of the colleges.

**Major Findings of the study**

1.0. Physical Facilities

1.1. The process of establishment of the Hindi Medium B.Ed. colleges under the management of the Dakshin Bharat Hindi Prachar Sabha began during the year 1984. Thereafter, there was a steady growth in the number of colleges. Fifty percent of the colleges were non-residential. It was found that the number of boys admitted to the colleges was more than the girls and the number of students belonging to SC/ST categories was found to be less.

1.2. None of the colleges met the requirement of the minimum area of land as prescribed by the NCTE.

1.3. Most of the colleges did not possess playground to carry out sports activities and did not have hostels for students and quarters for teachers.
1.4. Most of the colleges did not meet the norms of NCTE in terms of building facilities to carry out academic and co-curricular activities.

1.5. Most of the colleges did not provide for waiting rooms for boy students and girl students.

1.6. Most of the colleges did not possess infrastructural facility in terms of Psychology and Science laboratory, library and furniture.


1.7. Most of the colleges did not provide library facilities like book-bank, inter library loan facilities and lacked in subscribing to professional journals. None of the college libraries was found to be a member of the USIS library, British Book Council, UNESCO or any other body. These findings were also reported by Marr, E. and Singh, L.c. et. al. (1969) and Dubey, T.B. (1981).

1.8. A.V. equipments and other technological devices were found to be inadequate and shortage of teachers was also noticed to handle these equipment ably. Similar findings were reported by Patel, K.N. (1971), Gunju, M.L. (1973), Damodar, D. (1977), Raj, T. (1984) and Deo, D.S. (1985).

1.9. Almost all the teacher-educators were of the opinion that SUPW being an essential part of education contributed a lot to the all-round development of the child.
and as such should it be taught compulsorily in schools and colleges with the twin objectives of individual development and social utility and that the SUPW activities could be integrated with different school subjects.

2.0. Curricular Programme

2.1. Most of the colleges did not meet the requirements of the NCTE regarding the number of working days.

2.2. There was no uniformity in methods of teaching of special subjects taught by the teacher-educators when compared with their specialisation at their B.Ed. level. There was no uniformity while assigning the work load for teachers.

2.3. Very few of the colleges used A.V. equipments like OHP, VCP and VCR in teaching theory papers.

2.4. In some of the colleges diagnostic testing and remedial teaching were made while dealing with methods of teaching.

2.5. In some of the colleges programmes for orientation in secondary school subjects for student-teachers were organised.

2.6. Most of the teacher-educators felt that the competency developed at the B.Ed. level was not sufficient to teach the special methods effectively in a college of education. They also made some useful suggestions for making the teaching of special methods effective such as deputing teacher-educators to attend seminars workshops, symposiums on special methods conducted by NCERT, NCTE, RIE, etc.
2.7. Some teacher-educators made suggestions for the introduction of masters degree in teaching methods.

3.0. Teaching Personnel

3.1. Most of the colleges possessed well-qualified experienced teachers working on full-time basis which met the required norms prescribed by the NCTE. As compared to the findings of some of the research studies reviewed (Joshef K.J. 1967, Ganju, M.L. 1973, Yadav, D.D. 1980 and Dubey, T.B. 1981) the findings of the present study showed an improvement upon the staff, their qualifications, service conditions and their competencies. Some of the teacher-educators had teaching experience at both school and college level.

3.2. In all the colleges basic salary along with usual allowance increment, leave, P.F. facilities were given according to the Govt. rule. Pention, LTC, leave encashments and such other benefits were not provided to the staff.

3.3. The performance of the teacher-educators of all the colleges was stated to be satisfactory as far as guiding the student-teachers was concern. The teacher-educators showed adequate interest in guiding the student-teachers, in selecting reading material, preparing lesson plans, planning for practice-teaching, using variety of teaching methods and participating in various activities of the college.

4.0. Co-curricular activities

4.1. Organisation of co-curricular activities specially in colleges of education forms and integral part of teacher-preparation. This aspect has not been given due
importance by most of the colleges. The colleges lack in infrastrural facilities to organise such programmes.

4.2. Most of the colleges brought out college magazine annually. The highest weightage was given to articles on education and the lowest weightage was given to research based articles in the college magazine.

4.3. Many of the colleges did not insist on student-teachers organising co-curricular activities in the schools during practice-teaching period.

5.0. Administration

5.1. There was co-operative effort found in institutional planning, annual academic plan and annual budget of income and expenditure keeping the guide lines prescribed by the Sabha.

5.2. The sources of income for all the colleges were grants from the Govt. of India received through the Sabha and tuition fees collected from the students.

5.3. All the colleges got their accounts audited by an auditor designated by the Sabha. All the colleges maintained the requisit records and registers upto date.

5.4. Admission of students to the colleges were made based on the academic qualification of the students, the percentage of marks earned in the aggregate and their performance in the admission test and interview. The admission criteria should also take into consideration the attitude, aptitude, interest and committment of the teacher-trainees towards teaching. Similar findings were reported by Shukla, R.S. (1972), Yadav D.D., (1980), Shrivastav Kantimohan (1982) and Dash J. (1985).
6.0. **Practice Teaching**

6.1. The colleges prepare the students adequately before sending them for practice teaching. This preparation includes demonstration lessons, developing teaching skills through micro-teaching and execution of a lesson plan.

6.2. According to the teacher educators good character, teaching aptitude and interest and dedication and hardwork were the pre-riquists to become prospective teachers.

6.3. The lessons given by the trainees were supervised by method-masters, other teacher-educators, subject teachers and co-operating teachers. All of them used seven criteria while observing the lessons- preparation and planning, subject mastary, presentation, use of A.V. aids, use of black board, class-room management and appropriateness of methods used.

6.4. The practice-teaching programme should take into consideration the duration of the time spent for the purpose.

6.5. Most of the colleges did not use their own demonstration schools while trying innovative practices.

7.0. **Evaluation**

7.1. All the colleges carried out evaluation through formalitve and summative processes. The evaluation process took into consideration the entire work which included both curricular and co-curricular activities carried out by the students during the academic year which included i) internal assessment ii) practice-teaching and
iii) external examination. The weightages for these three components were as per the prescription made by the Sabha. Proper registers were maintained by the colleges regarding the marks obtained by each student in respect of the components cited above.

7.2. In most of the colleges evaluation of students' achievement was done at the end of the term.

7.3. Most of the colleges did not use any scale for assessment of practical work other than practice-teaching.

7.4. The quality of question paper at the final examination needed to be improved by including varieties of questions like essay, short answer, very short answer so that the question paper will have a good coverage in terms of the content and objectives—cognitive affective and psychomotor.

7.5. Almost all the teacher-educators suggested that a co-ordinating board should be setup for bringing about uniformity in internal assessment of student-teachers' performance. The suggestions include the composition of the co-ordinating board and its functions.

7.6. Almost all the teacher-educators liked to have central valuation for external examinations.

7.7. As regards the results of the final examination during the years 1993-94 and 1994-95, more number of students of the different colleges secured first class and first class with distinction and the number of failures was very less.
8.0. Suggestions given by the teacher-educators for Qualitative improvement in teacher education.

8.1. Comparision of students performance in Internal assessment, external examination and the total marks of students reveals significant difference in respect of 7 colleges and 2 colleges respectively.

8.2. Some of the teacher-educators have gave a number of useful suggestions to bring about qualitative improvement in teacher-education. These suggestions included measures to be taken to motivate the student-teachers to participate actively in both curricular and co-curricular activities. They also made useful suggestions to help the trainees to get them involved in research activities by involving themselves in action research.

8.3. Some useful suggestions were made to improve the competency of teacher-educators through their participation in seminars, conferences, refresher courses etc. The most useful contribution by teacher-educators was to involve them in publishing articles related to education and taking up research projects.
Educational Implications of the study

The research study enabled the researcher to make out some educational implications of the study and thereby make suggestions for qualitative improvement of the Hindi Medium B.Ed. colleges managed by the Dakshin Bharat Prachar Sabha in South India. Based on the major findings of the study the following suggestions can be made for the qualitative improvement of the Hindi Medium B.Ed. colleges managed by the Dakshin Bharat Hindi Prachar Sabha in South India.

1. In order to make the teacher-training programme more meaningful and purposeful it is suggested that as far as possible all the Hindi Medium B.Ed. colleges should be made residential.

2. In order to fulfil the NCTE norms the Sabha has to provide the minimum essential area of land to each college, including land for college building, play ground, hostel, staff quarters and for other requirements.

3. Every college should have separate hall for library making provision for library facilities for both students and teachers seperately with adequately furnished separate reading rooms for students.

4. The NCTE norms regarding possession of books by the college library including text books and reference books should be observed.
5. Every college should fulfill the NCTE norms in the matter of adding books to the library every year and enrich the library. From the point of the teacher-education programme the library should contain books on professional literature, research, modern technology and encyclopedic volumes.

6. For the benefit of the students the working hours of the library should be extended as far as possible and the library can be kept open from 9.00 A.M. to 9.00 P.M.

7. Each college library should obtain membership of different bodies like USIS-library, British Book Council and UNESCO.

8. Book - Bank schemes commonly for all students and specially for students belonging to SC/ST categories should be introduced.

9. The colleges should subscribe to as many professional journals and periodicals in Hindi as well as in English as possible and go on adding varieties of books on core subjects, on methods of teaching, source books and reference books to the libraries.

10. It is advisable to provide hostel facility for students in all the colleges.

11. Keeping in view the sound objectives of SUPW, all the colleges need to take the SUPW activities seriously and carry out as many SUPW activities as possible depending upon the available resources.

12. In order to bring uniformity in the number of working days the Sabha may think of some measures like insisting on following the NCTE norms regarding the number of working days prescribed for B.Ed. colleges.
13. The latest A.V. equipments should be provided to all the colleges.

14. Academic activities such as lectures, tutorials, seminars, SUPW, library work and sports and games should be organised effectively.

15. Efforts should be made to bring modern technology in the form of A.V. equipments like computer, epidiascope, film projector, OHP, VCP/VCR etc.

16. Dagnostic testing and remedial teaching in teaching method subjects should be made continuously.

17. The student-teachers should be provided with opportunities to have a knowledge about Psychology tests, uses of these tests and interpretation of results.

18. The student-teachers should be exposed to the construction of achievement tests, their uses and administration.

19. The student-teachers should be provided with a basic knowledge of research in order to motivate them to try innovative practices.

20. The technique of supervised study should be organised through monitorial system.

21. Provision should be made for the organisation of supervised study at least once in a week.

22. To bridge the gap between the student-teachers' knowledge in the subjects they have studied and the school subjects which they are expected to teach, arrangement for orientation in the secondary school subjects for the student-teachers should be made.
23. Efforts should be made in the beginning of the year to create confidence in the student-teachers by conducting orientation course in the use of the Hindi language as the medium of instruction.

24. To overcome the limitations found among the student-teachers the following measures should be taken: i) the student-teacher should be encouraged to participate in seminars, debates, discussions etc., so that they develop courage and language efficiency; ii) modern educational equipments such as video-cassettes, taped material should be used in teaching theory papers; iii) number of days for micro-teaching practice should be increased and feedback should be given at the required stage. iv) the teacher-educators should provide motivation and guidelines regarding practice teaching and give personal attention to the student-teachers.

25. Every teacher-educator should develop interest and zeal for teaching both theory and method subjects so that the teacher-educator will be able to apply theoretical insight to practical situations and eradicate the isolation between theory and practice in the teacher-education programme.

26. Action research should be made a compulsory subject included in the foundation courses for the B.Ed. programme.

27. For developing among the student-teachers' different skills to fulfill the professional requirements the following practical activities should be conducted:
i) **Reading** - relevant articles, news papers, professional journals, books, doing library work, practising loud reading and conducting reading competitions.

ii) **Writing** - Giving exercises in copy writing, dictation, written work in home assignment and projects and guiding to write two educational articles every month.

iii) **Listening** - Giving exposers to recorded learning material, listening to radio and T.V. news, attending conferences and arranging guest lectures periodically.

iv) **Questioning** - Observing quiz programmes, conducting workshops in preparing question banks, giving practice in framing questions and practising the skill of questioning through micro-teaching.

v) **Ability to speak fluently** - Taking part in seminars, debates, story telling, elocution competitions, cultural activities, providing opportunities in the classroom for self expression and doing extensive reading.

vi) **Ability to discuss** - Conducting debates and group discussions in the class-room, taking part in drama and cultural activities and organising seminars and workshops.

28. Short term inservice orientation programmes for teacher-educators should be organised.

29. The required quantum of non-teaching staff as laid down by the NCTE should be provided to each college.
30. For the development of professional competency of teacher-educators participation in professional job orientation courses, secondary school subject orientation courses, taking up action research projects, writing articles and books on professional and general subjects and participation in other academic activities should be encouraged.

31. Pension, LTC, leave encashment and such other monetary benefits should be provided to both teaching and non-teaching staff of the colleges and the staff should be retained for a full tenure.

32. Refresher courses should be organised to improve teacher-educators' performance in various tasks connected with student-teacher.

33. As for the existing staff, the teacher-educators who handle a subject to the B.Ed. class which they had not offered at their M.Ed. course as a special subject, orientation courses in the subject such as under the academic staff college courses, the summer school courses should be arranged in the subject for such teacher-educators.

34. Suitable adjustments and placements of teacher-educators in the different colleges should be made according to the needs of teaching different subjects.

35. The standard work load of a teacher-educator in teaching should be six hours per week.

36. The teacher-educators should develop interest in organising and conducting curricular activities like action research, writing articles professional issues, seminars
and workshops in various subjects to help themselves to grow professionally and to help the student-teachers to achieve mastery over the subject areas.

37. For improving the teacher-educators' competency in the area of their specialisation the following measures should be taken:

(i) participating in professional seminars, workshops, research programmes, reading reference books, publishing articles, attending extension lectures and inservice programmes like refresher courses.

(ii) doing research to obtain Ph.D. degree with a view to improving professional qualifications and achieving professional growth.

(iii) having discussions with and listening to discourses by experienced personalities.

(iv) making use of more and more A.V. aids and adopting new methods and skills in teaching.

(v) finding out individual differences among student-teachers and catering to their needs.

38. Provision should be made to organise different academic activities like seminars, study circles, work shops, conferences, short term refresher courses for the teacher educators and certificate or diploma courses conducted by universities or other bodies.

39. In order to increase competency of teacher-educators to teach special method subject effectively inservice training to teacher-educators in the form of
workshops, orientation courses and refresher courses should be organised for the teacher-educators.

40. A course in advanced methods of teaching should be introduced at the M.Ed. level.

41. To develop content mastery among teacher-educators in school subjects the following measures should be adopted:

   i) Textbooks in school subjects along with the syllabus and guide books for teachers should be supplied to teacher-educators.

   ii) Teacher-educators should be induced to study grammar, linguistics and literature.

   iii) Teaching through computer should be introduced.

   iv) One week short term training in school subjects particularly when the school textbooks are changed, should be organised for teacher-educators.

   v) Refresher courses, expert lectures, seminars and group discussions on school subjects should be organised.

   vi) The teacher-educators should make it a point to read reference books related to school subjects.

   vii) The books and literature related to school subjects should be made available in the library of the college.

42. A post-B.Ed. diploma course in special methods of teaching should be introduced and this course should be made compulsory for those students who go
in for master's degree in education and seek to work as teacher-educators in colleges of education.

43. To motivate teacher-educators to take up innovative practices in teaching, the college should have a good library, well equipped laboratory and an experimental school attach to it.

44. Innovative work in practice teaching should be recognised and appreciated and awarded by way of incentives and any publicity should be given to such innovative work by the institution.

45. In order to improve the quality of teaching and for professional growth comprehensively the Sabha should think of organising inservice programmes for teacher-educators through extension services and a department of extension services should be set up.

46. The Sabha can think of encouraging the organising of a professional body of the teacher-educators working in the B.Ed. colleges on the lines of the Association Amercian Studies.

47. Steps should be taken to set up an experimental-cum-demonstration school attached to every college and use it for trying out innovative practices in methods of teaching.

48. A body for implementing innovative practices in order to improve the quality of academic activities of the colleges should be constituted.
49. Adequate number of demonstration lessons in micro-teaching in each method demonstrating various skills should be arranged.

50. The necessary tasks involved in practice-teaching providing a basic knowledge of pedogy, discussion about the need of a lesson plan, components of a lesson plan, uses of a lesson plan, the preparation of a lesson plan, discussion of a lesson plan prepared by the students' and the appropriateness of the A.V. aids prepared by the students keeping in mind the maximum of the 3 Rs. in regard to the use of Av aids - right type of the aid at right place in the right manner should be carried out before allowing the student-teachers' to take up practice-teaching.

51. Every student-teacher should prepare and give 20 lessons in each method as per the NCTE norms.

52. The method masters should check all the lesson plans prepared by the student-teachers.

53. As per the NCTE norms 30 days should be utilised for the programme of practice-teaching.

54. Comprehensive orientation should be given to the student-teachers regarding the content analysis of a lesson, objectives of teaching a unit, writing of a lesson plan and concept of evaluation before the commencement of practice teaching.

55. For bringing improvement in the practice teaching programme every college should have its own practising and experimental school and good relationships should be maintained with other practising schools.
56. Every lesson given by student-teachers should be discussed thoroughly and necessary feedback should be provided instantly.

57. Enough time should be earmarked for practice teaching programme and practice-teaching should be conceived with such ingenuity that the isolation between theory and practice is removed.

58. Academic and co-curricular activities need a sound planning.

59. Every college should organise different co-curricular activities under necessary guidance so as to achieve the educational objectives of the co-curricular activities.

60. Every college should make provision for the organisation of associations and clubs for conducting effectively different co-curricular activities.

61. Every college should find time and sources to send students to participate in co-curricular competitions at different levels organised by different agencies.

62. Participation in co-curricular activities should be made compulsory for all students giving them options to take part in activities which they are interested in and have liking and aptitude for and the co-curricular activities should be curriculum based.

63. Opportunities should be provided to student-teachers to conduct adequate number of co-curricular activities during the practice teaching period at schools.

64. To make the student-teachers' participation in the different co-curricular activities more effective, certificates and prizes should be awarded for their achievement.
65. SUPW activities should be taken up as guided activities and projects under monitorial system.

66. SUPW activities in educational institution are useful for their twin objectives individual development and social utility as such organisation of SUPW activities would be helpful in bringing about qualitative improvement in the colleges under study.

67. SUPW activities can be integrated with various subjects depending upon the nature of the activity and the material involved.

68. There should be performance based evaluation of the activities taken up by the student-teachers and prizes and certificates should be awarded.

69. Depending up on the nature of the task performed by the student-teacher, appropriate tool of evaluation should be used.

70. Orientation courses for teacher-educators in the use of different tools of evaluation should be arranged.

71. A standardised scale for assessment of practical work other than practice-teaching by the student-teachers should be adopted.

72. A general orientation programme for student-teachers regarding innovative practice in teaching and evaluation should be given before the commencement of the practices-teaching programmes.

73. A co-ordination board for the internal assessment for all the colleges under the management of the Sabha should be constituted.
74. Such a co-ordination board for the internal assessment of the student-teachers can be ideally comprised of five members - dean of the faculty as chairman and one senior most principal or subject expert, two principals from affiliated colleges and the principal of the college where the co-ordination board's office is housed.

75. The members of the co-ordination board should be selected on the basis of experience and the position held and the members should be made to serve on the co-ordination board by rotation so that equal opportunities are provided to the staff of all the colleges to serve on the board.

76. The suggestions made by the co-ordination board on internal assessment provide new insights to the teacher-educators on making internal assessment of the student-teachers' performance and as such go a long way in achieving professional growth of teacher-educators.

77. The question paper of the final examination should be set by experienced teacher-educators. The question paper should be content oriented and questions illiciting, overlapping answers, ambiguous and confusing questions should be avoided for the wider coverage of content mistakes in wording the questions very short answer and spelling mistakes should be avoided; different types of questions very short answer, short answer and essay type should be set; there should be questions to test the ability of the student-teacher to apply theoretical knowledge to actual situations.
78. While conducting examinations there should not be any compromise with strictness; an external chief examiner or custodian and checking squads should be appointed, and above all, an over all viva-voce test should be conducted.

79. Central valuation system should be adopted for all the colleges.

80. The results of the final year examination should be analysed by the Sabha and the analysis should be made known to all the teacher-educators.

81. With a view to improving evaluation of practical examination, student-teachers should be evaluated objectively without yielding to any unhealthy practices.

82. While giving admission to the candidates percentage of marks earned in the optional subjects rather than percentage of marks earned in the aggregate at the degree examination and the previous teaching experience of the candidate should be considered. An attitude test towards the teaching profession should be conducted while admitting the students to the college.

83. Reservation of seats for various subject categories and equal weightage for Arts and Science candidates should be given while admitting students to the college so as to remove inequality of opportunities for candidates and ensure a balanced production of future teachers.

84. Admission to the B.Ed. course should be made on the basis of the merit and the performance of the aspirants in the entrance examination and in conformity with the university rules in regard to the procedure of admission.
85. Efficiency, strictness and fankness, stability discipline and competency should count in the administration.

86. It is necessary for the colleges to maintain good rapport with academic bodies like NCERT, DSERT, CIET, DIET, RCE, RIE and administrative bodies like the Directorate of Public Instruction with its offices at different levels by way of organizing academic work-shops, inservice training programmes for teacher-educators and arranging extension lectures by inviting experts from the different agencies and bodies.

87. A sound system of financing the colleges should be built up so that security and stability to the personnel working in the colleges are assured which help to develop a sense of dedication, hardwork and professional zeal among the personnel.

88. The accounts of the colleges should be got audited by a chartered accountant.

89. The Sabha should think of constituting a high power committee consisting of experts drawn not only from Hindi Medium B.Ed. colleges of the Sabha and also from other colleges of education and P.G. departments of universities. This high power committee should be vested with the responsibility of going through the working of the Hindi Medium B.Ed. colleges and also offer suggestions for monitoring academic, co-curricular and administrative activities.
LIMITATIONS OF THE STUDY

The researcher is quite aware of the limitations under which this study was conducted. Therefore, the researcher cautions the prospective users of the results of the study not to make sweeping generalisations on the findings of the study.

The present research study is confined to making a survey of the functioning of the Hindi Medium B.Ed. colleges managed by Dakshin Bharat Hindi Prachar Sabha in South India. Of the aspects of the teacher education programmes in the said colleges, the study does not deal with the issue of improving the courses of the study in the sense of updating the curricula of the teacher education programme as the said aspect concerns teacher education in general. However, the curriculum of the teacher-education programme in the Hindi Medium B.Ed. colleges under study has to be updated focusing on the curriculum framework suggested by the NCTE.

The investigation is prone to the general limitations of research in social sciences in that the study relies on the response to the questionnaires administered to the principals of the colleges selected as sample and to the teacher educators working in the said colleges for collecting the data and as such the truth of the findings of the study is limited to the degree of reliability of responses to the questionnaires from the respondents. In this type of a descriptive study the reliability of responses could be cross checked through an interview with the respondents to the questionnaires. However, this was not done because the
number of colleges involved in the study was less and scattered over a large geographical area.

The success of any educational institution in terms of academic progress largely depends upon the financial resources at its command. This aspect has not been dealt with in minute details, such as examining income and expenditure and also going through the audit reports.

Further, this study has not focused more on the human relations existing between the management, the principal, the teacher-educators and the student-teachers, an aspect which is important because the functioning of any institutions largely depends upon human relations.
SUGGESTIONS FOR FURTHER RESEARCH

By virtue of the experience of the researcher with the problem with reference to the B.Ed. colleges (Hindi Medium) run by the Dakshin Bharat Hindi Prachar Sabha in South India, quite a few areas remained untouched because of various limitations. As such the researcher feels like suggesting the following areas/problems for the benefit of prospective researchers:

1. A detailed study of the problems associated with carrying out the practice teaching programme in schools.
3. A critical study of strengthening supervision practices in the B.Ed. colleges.
5. A case study of a college producing the highest percent of results and a college producing the lowest percent of results in a particular year.
6. A critical study of the financial resources and expenditure of the colleges.
7. An investigation into the human relationships existing between the management, the principal, teacher-educators and student-teachers of the B.Ed. colleges.
8. An indepth study of the causes for the variation in the academic performance of the students of different colleges.

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