CHAPTER - II

REVIEW OF RELATED LITERATURE

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CHAPTER – II

REVIEW OF RELATED LITERATURE

2.0 INTRODUCTION

The literature in any field is the foundation on which all further research work is carried out. The Encyclopedia of Educational Research (1960) rightly pointed out that "The related literature is the embodiment of complete information about the knowledge, that a researcher wanted to know. This helps the researcher to proceed on proper lines to get the required data."

According to J.W. Best (1967) "Familiarity with the literature in any problem area helps the students to discover what is already known, what others have attempted to find out, what methods of attacks have been prominent and what problems remain to be solved."

Practically all human knowledge can be found in books and in libraries. So the research work needs exhaustive use of such libraries where the related literatures are available.

The present study is intending to find out the problems pertaining to Women T.T.Is of Karnataka State. Hence, it is necessary for the investigator to look into the literature related to teacher education at primary level. So she collected the required matter from the primary source as well as secondary sources. She also collected the required literature from internet. Following are some of the sources.
Commission and Committees and their recommendations.

On the basis of the recommendations of various committees and commissions, many changes were effected in the system of education in general and teacher education in particular. Moreover, the Indian Government started the five year plans to achieve sustained economic development by developing different sectors of the economy in balanced manner. Education was regarded as one of the basic sectors of the economy and thereby in all plans education was given due importance. With all these, the following important events took place.

The Planning Fifties.

The first conference of training colleges in India was held at Baroda in 1950 and it discussed programmes and functions of the training colleges. In the following year, 1951, the second All India Conference was held at Mysore. It discussed the teacher training programme in a broader perspective and suggested substituting the term "Education" for "Training", and widened its scope. In the same year, a six week summer course in education was organised for college teachers at Mysore.
The syllabi in teacher education were revised, new areas of specialisation added, and practical work enhanced.

The enthusiasm for seminars, workshops, etc., led to the establishment of extension centres. In 1955, All India Council for Secondary Education (AICSE) was established. The Council through its Extension Centres (within a year 24 centres started functioning) imparted in-service education. In 1957, the All India Council for Elementary Education was formed.

The second five year plan launched in 1955-56, contemplated training of 68 percent of the teachers by 1960 and an amount of Rs. 17 crores was apportioned for increasing the training facilities.

The All India Council for Secondary education established an Examination Reform Unit in 1957. The Directorate of Extension programme for Secondary Education was set up in 1959 to coordinate the extension programmes. In the same year the Central Institute of English was established at Hyderabad to train teachers in English and to provide research facilities in that field.

The 1960s started on a note of new ventures and ideas. The first National Seminar on the Education of Primary Teachers was held in October, 1960. The findings of the seminar reflected a sad state of affairs, for example, the supply of trained teachers was not correlated to the requirements; the training institutions were not well planned; the small institutions were poorly staffed and equipped, etc. The seminar suggested that every teacher should be trained, and that the State Government should plan a phased programme to attain the targets. It recommended selection of some training institution as models for developing primary teacher education on the right lines. The seminar suggested that the optimum size of a training institutions should be 200 trainees. It recommended
that primary school teachers should also be included in the extension programmes. It advocated the setting up of State Institutes of Education. During 1962-63, Extension Training Centres in Primary Teacher Education Institutions started functioning. The State Institutes of Education were established by 1965, and a Department of Teacher Education was established at the National Institute of Education.

One important achievement of this period was the establishment of the National Council of Educational Research and Training (NCERT) devoted to training, research and coordination. In 1964, at the Seventh Conference of All India Association of Teachers Colleges, it was proposed that comprehensive colleges be set up to bridge the gulf between primary and secondary teacher training institutions. The conference recommended the setting up of State Council of Teacher Education.

In 1961, four Regional Colleges of Education specifically met to integrate professional and general programmes by running content-cum-pedagogy courses of four year duration were started.

These colleges are experimenting with new programmes of teachers education, new instructional materials and new ways of teaching with special emphasis on skill development.

A panel on teacher education has been set up by the UGC to advise it on measures to be taken up for the improvement of standards of teaching and research in education in Universities, departments of education and colleges of education. The panel recommends proposals for promotion and supports of studies / research which may draw special attention in relation to the educational and developmental needs of the country and the community.
The panel has suggested that the resources available to the department of education should be taken up for the improvement of standards of teaching and research in education in Universities, departments of education and colleges of education. The panel recommends proposals for promotion and supports of studies/research which may draw special attention in relation to the educational and developmental needs of the country and the community.

The panel has suggested that the resources available to the department of education should be extended to the community with special reference to surveys which may serve as a basis for determining the learning needs of the community; preparation of curriculum and teaching materials in functional literacy, organisation of training for various categories of functionaries and mid-term appraisal. The department of education could also work with the secondary and elementary schools in the neighborhood and help them to improve their standards.

The setting up of the NCERT on 1st September, 1961 is an outstanding land-mark in the history of education in the post-independence period. Several institutes and bureaus working under the Ministry of Education were merged into it. These were the Central Institute of Education, Central Bureau of Text-Book Research, Central Bureau of Educational and Vocational Guidance and National Institute of Basic Education.

Presently it comprises the National Institutes of Education, New Delhi, four Regional Colleges of Education, one each at Ajmer, Bhopal, Bhubaneshwar and Mysore and Field Advisors units in state capitals of main educational centres of various states.
Further, it works in close co-operation with the education departments in the states. State Council for Educational Research and Training (SCERT) and the universities and with all the institutions and agencies set up in the country for furthering the objectives of school education. It also maintains close contacts with similar international agencies.


In 1964 an Education Commission was set up by the Government of India under the Chairmanship of Dr. D.S. Kothari to advise on the educational development. The commission observed that a sound programme of professional education for teachers was essential for the qualitative improvement of education. The commission pointed out the weaknesses of the existing system and suggested ways to improve it.

The general recommendations of the Kothari Commission are as follows:

- It recommended that isolation of teachers colleges from the universities, schools and the teacher's colleges themselves should be removed;

- It suggested ways to improve the quality of teacher educators;

- It advised the State Governments to prepare a plan for the expansion of training facilities.

However, the commission made specific recommendation relating to primary teacher preparation and they are presented below:
Recommendations on the Primary Teachers Training.

1. The staff in institutions for training primary teachers should hold a Master's Degree either in education or in an academic subject as well as B.Ed. and should have undergone special inducting courses in teacher education at the primary level.

2. New appointments of primary teachers should be restricted to those who have completed at least 10 years of general education, exceptions may be made for women teachers in tribal areas.

3. Correspondence courses and liberal concessions for study leave should be made available to unqualified teachers for improving their qualifications.

4. Special courses should be organized for graduates entering primary teaching.

5. The duration of the training course for primary teachers should be uniformly two years for those who have completed the secondary school course.

Consequently, some welcome changes have been introduced in teacher education. An M.A. degree in education has been introduced in some universities such as Aligarh, Kurukshetra, Kanpur and some others. Some universities have introduced summer schools and correspondence courses to meet the backlog of untrained teachers and some states have set up State Boards of Teacher Education.


Incorporating the recommendations of Kothari Commission, the Indian Parliament adapted the National Policy on Education in 1967. The NPE, 1968 included the following suggestions as far as education of teachers is concerned.
1. The emoluments and other service conditions should be adequate and satisfactory having regard to their qualifications and responsibilities.

2. The academic freedom of teachers and researchers should be protected.

3. Teacher Education, particularly in-service education, should receive due emphasis.

c) National Policy on Education - Programme of Action (POA).

The Government of India announced a New Educational Policy in 1985. Accordingly National Policy on Education was produced in the year 1986. It made the following recommendations on Teacher Education in the form of programme of action.

1. The New Knowledge, skills and favourable attitudes should be developed among teachers to meet the present needs.

2. Orientation of teachers should be a continuous process of teacher education.

3. Like SCERT at State leave, the district level body may be established and it may be called as the District Institute of Education and Training (DIET).

Thus, through successive committees and commissions teacher education has undergone a number of changes.

The Ministry of Education, Government of India, established in May, 1973, the National Council for Teacher Education, usually termed as the NCTE, for maintaining the standards in teacher education in the country. The NCTE was established with the assumption that it would advise the central as well as state governments on all matters pertaining to teacher education and would review the
progress of plan schemes to maintain the sanctity of the high standards in teacher education. However, only in 1993 the NCTE was given the statutory status as an apex body at national level.

The main functions of the NCTE are:

- To survey the whole field of teacher education at all levels in consultation with state councils from time to time and suggest ways and means of qualitative improvement as well as quantitative expansion of teacher education
- To coordinate the activities of State Councils and to recommend to the Union Ministry of Education to provide maintenance and development grants to them;
- To suggest proposals to central ministry for planned development of teacher education in the country.
- To set national standards in terms of curricular requirements, equipment, facilities, staff requirements, etc., for teacher education;
- To establish inter-state parity in standards and survey the position from time to time to assess the nature and extent of new developments in the field;
- To promote measures for improvement of standards of teacher education in the country by setting up study teams, arranging for development grants, promoting research, etc;
- To coordinate, at the national levels, education research conducted by teacher training colleges, departments of education and other agencies;
- To plan and sponsor in-service training programmes for teacher educators at the inter-state level in certain subject areas as may be decided from time to time in consultation with the state councils;
To maintain international contacts in the field of teacher education.

Besides many other activities, the NCTE has been taking interest in initiating novel academic activities. Some of these are: Proposal of closing down of B.Ed., correspondence courses; code of professional ethics, etc.,

Education has now been accepted as a discipline. That is why the UGC now takes more interest in professional education and teacher education. The future expansion of professional education depends upon the adequate training of top level educational administrators, teacher educators, experts in curriculum construction, evaluation methods of teaching, etc. M.Ed., and Ph.D. programmes conducted by universities would need the growing demand for experts in all branches of education. On realising this growing demand, the idea of establishing a department of education was first mooted by the Calcutta University Commission in 1919. The idea took root slowly. But by 1966, the number of universities having departments of education reached the figure of 31. These departments had much better resources and better qualified staff than the Colleges of Education in their state. All of them conducted the B.Ed.,, M.Ed., and Ph.D., courses in the education programmes.

N.C.T.E. Norms and Standards for Teacher Education Institutions [ELEMENTARY].

Preamble

The National Policy on Education has stated that the thrust in elementary education will be on (i) universal enrolment/universal retention of children up to 14 years of age, and (ii) substantial improvement in the quality of education. The improvement in quality of elementary education will to a large extent depend on the quality of teachers who operate these programmes. This, in turn, will depend
critically upon the quality of the pre-service and in-service programmes of elementary teacher education.

In order to promote quality in teacher education programmes for different stages the National Council for Teacher Education (NCTE) has laid down the norms and standards for teacher education institutions. The present document lays down the norms and standards for elementary teacher education institutions for a two-year elementary teacher education course after passing the 12th standard Examination or its equivalent. The norms cover: human resources, physical infrastructure, academic inputs and financial provisions.

The norms are presented under two levels: (i) essential norms which define the minimum that all institutions should fulfil in order to be eligible for statutory recognition by the NCTE and (ii) desirable standards which institutions should strive to achieve in a reasonable period of time.

The norms have been worked out for the minimum viable intake of 100 student teachers (50, 1 year + 50, II). Proportionate increases in staff and facilities will have to be made by institutions, which admit more than this number. The minimum requirements will apply even though the intake is less than 100.

The measurement of land, building, space, rooms, library etc. mentioned in the document under Physical Infrastructure as essential or desirable are to be treated as approximate and to serve as a guide. The main purpose is to ensure that the rooms etc. be of a size in which the teaching-learning of required number can be conducted conveniently and comfortably.
Human Resources - Teaching Staff

Essential

Teacher-student ratio for the elementary teacher training institutions must be 1:12 excluding the Principal. For an intake of 100 students (50, first year + 50, second year) the teaching staff required would be 1 Principal and 8 teachers. If student intake is more, the number of teachers must be increased proportionately to maintain the teacher-student ratio at 1:12. Part-time teachers should not be counted for calculating the ratio. There should be at least one teacher with knowledge of the subject-content and its methodology in each of the following school teaching areas: English, Mother Tongue (or State Language), Mathematics, Science, Social Studies, and Computer Education. There should be two separate teachers to teach Foundations of Education and the general subjects. In addition, there should be one instructor for each of the following areas: Physical Education, Music, Workshop practice, Educational Technology. The number of teachers required will depend on the lecture work-load and the work-load of the practice teaching supervision and other practical work connected with it. Further the adequacy of the number of teachers in a teacher education institution will have to be assessed from the point of view of the number of students who come into an optional group and also in terms of the number of optional subjects to be offered by a student undergoing the course. All this is subject to the condition that there should be at least one qualified teacher to teach each teaching subject(school subject) and one teacher per batch to teach the general subject.
Table 13

The Rank and qualifications of the Principal and teachers

<table>
<thead>
<tr>
<th>Designation</th>
<th>Essential</th>
<th>Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Rank: Reader / Sr. Lecturer in a College</td>
<td>Rank - Professor</td>
</tr>
<tr>
<td></td>
<td><strong>Qualifications</strong></td>
<td><strong>Qualifications</strong> Master's Degree in a school subject plus Master's Degree in Education with five years’ teaching experience in the rank of Lecturer.</td>
</tr>
<tr>
<td></td>
<td>M.E./M.A. Education and Five years' teaching experience as Lecturer</td>
<td></td>
</tr>
<tr>
<td>Lecturer for General Subjects (2)</td>
<td>Rank: Lecturer in a College</td>
<td>Rank: Reader</td>
</tr>
<tr>
<td></td>
<td><strong>Qualifications</strong></td>
<td><strong>Qualifications</strong> M.Ed.,/M.A. in Education and Master's Degree in a relevant subject, preferably in Psychology Sociology.</td>
</tr>
<tr>
<td></td>
<td>M.Ed.,/M.A. in Education</td>
<td></td>
</tr>
<tr>
<td>Lecturer in Methodology</td>
<td>Rank: Lecturer in a College</td>
<td>Rank: Reader</td>
</tr>
<tr>
<td>M.Ed.,/M.A. in School Subjects(5)</td>
<td><strong>Qualifications</strong></td>
<td><strong>Qualifications</strong> M.Ed.,/M.A. in Education and Master's Degree in the concerned or relevant subject.</td>
</tr>
<tr>
<td></td>
<td>Education with a first Degree in the concerned subject and school specialization in the concerned methodology or M.A./M.Sc. in the concerned school subject with specialization in teaching the subject.</td>
<td></td>
</tr>
<tr>
<td>Designation</td>
<td>Essential</td>
<td>Desirable</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>--------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>Lecturer in Educational Technology (1)</td>
<td>Rank: Lecturer in a College Qualifications M.Ed., with specialization in Educational Technology or M.Ed., in Educational Technology.</td>
<td>Rank: Lecturer in a College Qualifications Degree in Engineering with Special training in Educational Technology.</td>
</tr>
<tr>
<td>Instructor in Physical Education (1)</td>
<td>Rank: PG Teacher Qualifications B.P.Ed./B.P.E.</td>
<td>Rank: Lecturer in a College Qualifications M.P.Ed./M.P.E.</td>
</tr>
<tr>
<td>Instructor in Art/Music (2)</td>
<td>Rank: Secondary School Teacher Qualifications Degree in Art/Music or a Diploma in Art/Music after higher secondary.</td>
<td>Rank: Lecturer in a College Qualifications Post-Graduate Degree/Diploma in Art/Music</td>
</tr>
<tr>
<td>Workshop Instructor/Instructor in Work</td>
<td>Rank: Secondary School Teacher Qualifications Diploma in Engineering</td>
<td>Rank: Lecturer in a College Qualifications Degree in Engineering Experience (1)</td>
</tr>
<tr>
<td>Instructor in Educational Technology (1)</td>
<td>Rank: P.G. Teacher Qualifications P.G.Diploma in Computer Science.</td>
<td>Rank: Lecturer in a College Qualifications Degree in Computer Science</td>
</tr>
</tbody>
</table>

**Note:** Suitable designations are to be given when higher ranks and higher qualifications are prescribed (e.g., designation of instructor to be upgraded to that of Lecturer etc.)
All academic staff are to be appointed on a regular and full-time basis, with salary scales as prescribed by State/Central Govt. service.

All selections are to be made by duly constituted selection committees with specialists as members.

Part-time teachers may be appointed in Art, Music, and Work-experience etc. depending on the teaching work load. These part time teachers will not be considered while calculating teacher-student ratio.

Table - 14

Technical Support Staff

<table>
<thead>
<tr>
<th>Designation</th>
<th>Essential</th>
<th>Desirable Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Librarian</td>
<td>One</td>
<td>Qualifications</td>
</tr>
<tr>
<td></td>
<td>Diploma in Library Science</td>
<td>Degree in Library Science, experience in library automation.</td>
</tr>
<tr>
<td>Library Assistant</td>
<td>One</td>
<td>Qualifications</td>
</tr>
<tr>
<td></td>
<td>Certificate in library science or equivalent.</td>
<td>Two</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Qualifications</td>
</tr>
<tr>
<td></td>
<td>Diploma in library science.</td>
<td></td>
</tr>
</tbody>
</table>

Table - 15

Administrative Staff

<table>
<thead>
<tr>
<th>Designation</th>
<th>Essential</th>
<th>Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Assistant</td>
<td>One</td>
<td>Two</td>
</tr>
<tr>
<td>Accounts Assistant</td>
<td>One</td>
<td>Two</td>
</tr>
<tr>
<td>Typist : Word processor</td>
<td>One</td>
<td>Two</td>
</tr>
<tr>
<td>Office Assistant</td>
<td>Two</td>
<td>Four</td>
</tr>
</tbody>
</table>

Note: For calculating staff requirements and the facilities for batch size in excess of 50, the following principle will be observed:
Batch size 50-50 - Requirements for batch size 50

Batch size 56-65 - Requirements for batch size 60

Batch size 66-75 - Requirements for batch size 70

Strength beyond 75 will not be permitted for a single batch. When the intake for a year exceeds 75, the procedure for running a second independent batch will have to be adopted, following the rules prescribed for the concerned batch sizes.

Admission for a single year should, in no case, exceed 150.

Physical Infrastructure

Space and Buildings

Land, area and Location

Essential:

Adequate space for the administrative wing, academic wing and play grounds/space or recreation.

The institution should be located in a relatively noise-free and pollution-free zone, having adequate supply of drinking water and electricity. It would have good conveyance and communication facilities with the nearest town.

Requirements for intake in First and Second Year - 50+50
### Physical Infrastructure

<table>
<thead>
<tr>
<th>Item</th>
<th>Essential</th>
<th>Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Land Area</td>
<td>5000 Sq.mts</td>
<td>15000 Sq.mts</td>
</tr>
<tr>
<td>Floor Area of Building (Excluding Hostel and Staff Quarters)</td>
<td>1000 Sq.mts</td>
<td>1500 sq. m</td>
</tr>
<tr>
<td>Floor Area per student.</td>
<td>10 sq.mts</td>
<td>112 sq.mts.</td>
</tr>
</tbody>
</table>

### Instructional Facilities

The main building should have the following facilities

<table>
<thead>
<tr>
<th>Item</th>
<th>Essential</th>
<th>Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Classrooms</td>
<td>4; 60 sq.m. each</td>
<td>6; 150 sq.m.</td>
</tr>
<tr>
<td>2. Assembly Hall</td>
<td>1 ; 100 sq.m.</td>
<td>1 ; 150 sq.m</td>
</tr>
<tr>
<td>3. Library -cum-reading room.</td>
<td>1 ; 100 sq.m</td>
<td>1 ; 50 sq.m. Seating for 50 students.</td>
</tr>
<tr>
<td>4. **Multipurpose Educational Laboratory</td>
<td>1;75 sq.m Practical Works facility for 16;20 students.</td>
<td>2 ; 75 sq.m facility for 15 students</td>
</tr>
<tr>
<td>5. Workshop</td>
<td>1;75 sq.m.</td>
<td>2 ; 75 sq.m.,m. each</td>
</tr>
<tr>
<td>6. Art and Music Room</td>
<td>1;60 sq.m</td>
<td>2 separate rooms of 50 sq.m. each.</td>
</tr>
<tr>
<td>7. Games Room</td>
<td>1;50 sq.m.</td>
<td>1+1 Hall for indoor Games-50 sq.mts.</td>
</tr>
<tr>
<td>8. Educational Technology Room</td>
<td>1;40 sq.m</td>
<td>1+1 Separate Computer Room ; 40 sq.m.</td>
</tr>
</tbody>
</table>
Laboratory requirements of institutions of teacher education will have to be redefined to accommodate new educational thinking and practices. What is required is not a regular science laboratory or a psychology laboratory, but a comprehensive multi purpose educational laboratory with different Sections (science education lab, mathematics education lab, language education lab, educational technology lab, social science lab) and a supporting mini workshop.

If a large sized room for a common multipurpose laboratory is not available separate sections may have separate laboratory rooms.

Table - 18

Administration Block*

The administration block should have the following rooms:

<table>
<thead>
<tr>
<th>Rooms</th>
<th>Essential</th>
<th>Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal's Room</td>
<td>1;30 Sq.m.</td>
<td>50 Sq.m.</td>
</tr>
<tr>
<td>Teachers' Common Room</td>
<td>1;60 Sq.m.</td>
<td>75 Sq.m.</td>
</tr>
<tr>
<td>Office Room</td>
<td>1;50 Sq.m.</td>
<td>75 Sq.m.</td>
</tr>
<tr>
<td>Store Room</td>
<td>1;50 Sq.m.</td>
<td>75 Sq.m.</td>
</tr>
</tbody>
</table>

Other Amenities

Essential

One Common Room for women students, having a floor area of 40 sq. m. and facility for pure drinking water and toilet.

Desirable

Two common rooms one for men and one for women students, each of area 50 sq. m. with attached and separate toilets for men and women students and staff. Water-cooler facilities at two places.
Residential Area

(a) Students' Hostel

Desirable

Two hostels, one for men students and another for women students to accommodate 60% of the students.

(b) Staff Quarters

Desirable

Quarters to be provided for at least 50% of the teaching staff and all the non-teaching staff whose service are required at odd hours, near the campus. Principal's quarters may be provided close to the institution.

(c) Play Field

Essential

Institution should have minimum play fields to engage at least 50% of the students at a time, in active outdoor games requiring small fields for the following outdoor games: volley ball, basket ball, badminton, kho kho, kabaddi, or other local games. A minimum of 500 sq.m. area should be provided for play fields and physical education.

Desirable

Play fields area-1000 sq. m. Facilities for large field games like football, hockey, cricket. A hall for indoor games - Table-tennis etc. Gymnasium and athletics track.

Equipment

(i) Multipurpose Educational Laboratory
Essential

The institution should have all the apparatus and chemicals required to demonstrate all the experiments indicated in the syllabus of primary and middle school classes.

Desirable

Multiple sets of apparatus for the above; facility for preparing experimental kits using indigenous materials.

Multipurpose Education Laboratory (Psychology Section)

Essential

Provision for conducting following tests: Sensory - motor, Intelligence (Performance, verbal and non-verbal), Aptitude Personality and Interest Inventories including Projective Tests: provision for conducting simple Piagetian and Brunnerian experiments.

Desirable

Equipment to conduct psychological experiments like: Span of attention, Distraction of attention, Maze learning, Bilateral transfer of training, Free versus controlled association, Effect of coding on memory, Retroactive Inhibition, Effect of rest pause on psychomotor learning, Effect of mental set on stimulus material on retention; Association Mediation Effect, Learning concept formation and learning.

All the requirements for experiments indicated above.

Multiple sets of the above-mentioned tests.
Multipurpose Education Laboratory (Educational -Technology Section).

Essential

One TV, One Audio Cassette Recorder, one Slido-cum-Film strip projector, Adequate number of blank audio and video cassettes. Drawing materials for preparation of charts, One Radio/Transistor set, Video-cassette, Cordless Microphone.

Desirable

Video Camera, one Amplifier, one Computer, two Speakers, two Microphones, two Audio Cassettes Recorders, one VCR, one OHP, provision for computer assisted self-learning, a movie camera and film development facilities.

Workshop attached to the Multipurpose Education Laboratory

Essential

One set of wood-working hand tools, one set of gardener’s tools and other essential equipment required for work-experience activities; provision for practising work-experience in tailorin, type-writing, and performing simple experiments in electronics; a section with facility for practicing wood work, carpentry, smithy model making in clay, and sheet metal work.

Desirable

Section for glass blowing, foundry practice, paper pulp modelling, and welding; provision for developing educational aids in card board, sheet metal, wood and clay.
Art and Music Section

Essential

Art paper, board, brushes, colours etc. for practice of visual art. Simple musical instruments, such as harmonia, tabla, mridangam, flute, other popular local instruments; costumes and accessories for staging dance and drama performance, curtains and other accessories.

Desirable

Sound recording equipment, recorded music of reputed musicians, copies of the painting of great artists to represent important schools of art, video rendered dance performance of reputed artists, video of different kinds of folk dances.

Games and Sports

Essential

Adequate games and sports equipment and materials for important outdoor and indoor games; materials and equipment required for training in athletics and body building.

Desirable

Exercising instruments, video-supported study material for different games, different kinds of exercises and yoga poses.

Computer Centre

Essential

Two computers and accessories for working them.
Desirable

Five Computers, Internet connection and E-mail facility.

Books and Journal

Essential

A minimum of 1500 books including reference and textbooks, should be available during the first year of the functioning of the institution and at least 100 books be added every year. The institution should subscribed to at least three professional journals.

Desirable

The institution should have 3000 books initially and 200 books be added each year. There should be at least five professional journals.

Furniture

All rooms in the main building should have adequate furniture for seating the sanctioned number of students and the staff of the institution. The furniture requirements for different rooms (calculated for a total of 100 students) are as follows:
Table - 19

Requirements of Institutions

<table>
<thead>
<tr>
<th>Room</th>
<th>Essential</th>
<th>Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Classroom</td>
<td>Requirements per classroom:</td>
<td>Seats for 75 students per classroom</td>
</tr>
<tr>
<td></td>
<td>Students' seats (50)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers' chair (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers' table (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Black board (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>White board (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3 mt x 2 mt</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Additional chairs (2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>OHP (1)</td>
<td></td>
</tr>
<tr>
<td>2. Assembly Hall</td>
<td>Dais of size</td>
<td>One additional hall of the size of the Assembly Hall with facilities for conducting demonstration classes</td>
</tr>
<tr>
<td></td>
<td>6mt x 3mt x 0.5mt (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Students' seats (120)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teachers' chair (20)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Guest chair (5)</td>
<td></td>
</tr>
<tr>
<td>3. Laboratory</td>
<td>5 Tables of size 1.25 mt x 2mt x 0.9 mt in each section of lab. Tall</td>
<td>10 tables of the type indicated on the left</td>
</tr>
<tr>
<td></td>
<td>Stools(20) (0.6 mt.ht)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher's table (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher's chair (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Almirah (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Room</td>
<td>Essential</td>
<td>Desirable</td>
</tr>
<tr>
<td>--------------</td>
<td>----------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>4. Workshop</td>
<td>5 Work benches of size 1.25mt x 2mt x 0.75mt.</td>
<td>Basic furnitures for workshop practice</td>
</tr>
<tr>
<td></td>
<td>Stools (of ht 0.6mt) (20)</td>
<td>Additional Almirah (2)</td>
</tr>
<tr>
<td></td>
<td>Teacher's table (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher's chair (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Almirah (1)</td>
<td></td>
</tr>
<tr>
<td>5. Computer Room</td>
<td>Computer desks (2)</td>
<td>Furniture for installing Computers(5)</td>
</tr>
<tr>
<td></td>
<td>Student's seats (2)</td>
<td>E-mail and Internet Connections.</td>
</tr>
<tr>
<td></td>
<td>Table for consul (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Instructor's chair (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Almirah (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>White board (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>periodical rack (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Catalogue cabinets each with 4 Card</td>
<td>hold 3000 cards</td>
</tr>
<tr>
<td></td>
<td>Catalogue Cabinets to</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Librarian's table (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Chairs (2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Long tables</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student's chairs (50)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Notice board (1)</td>
<td>Bulletin Board (1)</td>
</tr>
<tr>
<td>Room</td>
<td>Essential</td>
<td>Desirable</td>
</tr>
<tr>
<td>-----------------------</td>
<td>------------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
<tr>
<td>7. Principal's Room</td>
<td>Table size 2mt x 1.25mt x 0.45mt (1) Chairs (5)</td>
<td>Sofa set (1)</td>
</tr>
<tr>
<td></td>
<td>Almirah (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Book rack (1)</td>
<td></td>
</tr>
<tr>
<td>8. Teachers Room</td>
<td>Chairs (12)</td>
<td>Teachers Cabins / Rooms</td>
</tr>
<tr>
<td></td>
<td>Tables (12)</td>
<td>Attached rest room for teachers with sufficient</td>
</tr>
<tr>
<td></td>
<td>Additional chairs (6)</td>
<td>furnitures with sufficient furniture; Almirah-</td>
</tr>
<tr>
<td></td>
<td>Steel Shelves for teachers (12)</td>
<td>one each.</td>
</tr>
<tr>
<td>9. Office</td>
<td>Tables (3)</td>
<td>Additional Room for visitors Chairs for visitors (6)</td>
</tr>
<tr>
<td></td>
<td>Chairs for each administrative staff (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Steel almirah (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Filing rack (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Notice boards (2)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Additional chairs (2)</td>
<td></td>
</tr>
<tr>
<td>10. Store Room</td>
<td>Almirah (3)</td>
<td>Almirah (5)</td>
</tr>
<tr>
<td></td>
<td>Racks (2)</td>
<td>Racks (3)</td>
</tr>
<tr>
<td>11. Students Common Room</td>
<td>Long table (1)</td>
<td>Separate rest rooms for men and women students with long tables (2) and student chairs (15) for each room.</td>
</tr>
<tr>
<td></td>
<td>Student's chairs (20)</td>
<td></td>
</tr>
</tbody>
</table>

Note: The requirements are for an intake of 100 students in two batches; for student strength in excess of 100, proportionate increases are expected in all the facilities listed here.
Academic Input

Admission Criteria

Eligibility

Essential:

Pass in Higher Secondary School Certificate Examination or its equivalent with a minimum of 50% marks in the aggregate.

Reservation of seats may be provided in accordance with the constitutional / legislative provisions.

Selection Procedure

Students should be selected for admission on the basis of merits as determined by performance in qualifying examination and / or an entrance written test and/or interview to be conducted by an agency-state government/institutions-approved by NCTE.

Curriculum Transaction and Internship

Working Days and Hours of Instruction

Total number of working days Essential - 200 (1200 hours), Desirable -220 (1320 hours).

A working day will be of 6 hours for a 6 - day working week. For a 5 -day working week, the hours will be proportionately longer (7.2).

This will be distributed as follows ;
Table- 20

Working Hours of TTI

<table>
<thead>
<tr>
<th>Essential</th>
<th>Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching days(hours) per year</td>
<td>160 (960 hours)</td>
</tr>
<tr>
<td>Supervised Practice</td>
<td>40 days (240 hours)</td>
</tr>
<tr>
<td>Teaching in Schools</td>
<td>50 (300 hours)</td>
</tr>
<tr>
<td>Admission and Examination Days</td>
<td>10 (60 hours)</td>
</tr>
<tr>
<td>Total</td>
<td>220 (1320 hours)</td>
</tr>
</tbody>
</table>

Practical work (other than Practice Teaching) to be performed by each student.

Each student should perform under Supervision, the following practical work during each year of the course:

Table - 21

<table>
<thead>
<tr>
<th>Item</th>
<th>Essential</th>
<th>Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project in Science /Maths/Language /Social Science</td>
<td>1 per subject</td>
<td>1</td>
</tr>
<tr>
<td>Preparation of Teaching Aids</td>
<td>3 per subject</td>
<td>5</td>
</tr>
<tr>
<td>Administering of Tests, Interpreting</td>
<td>1 per subject</td>
<td>1</td>
</tr>
<tr>
<td>Test Scores</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Item</td>
<td>Essential</td>
<td>Desirable</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>--------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Preparation, Administration and Interpretation of Diagnostic Tests</td>
<td>1 in any one subject</td>
<td>1 per subject</td>
</tr>
<tr>
<td>Operation of Audio-Visual Equipments</td>
<td>Use of all essential equipments</td>
<td>Also, use of all equipments</td>
</tr>
<tr>
<td>Conduct of Micro-teaching Lessons</td>
<td>2 basic skills</td>
<td>3</td>
</tr>
<tr>
<td>Observation of Demonstration Lessons</td>
<td>2 basic skills</td>
<td>3</td>
</tr>
<tr>
<td>Observation of Lessons</td>
<td>10 in each subject</td>
<td>15</td>
</tr>
<tr>
<td>Participation in Games and Sports</td>
<td>2 hours each week</td>
<td>1 hour per day</td>
</tr>
<tr>
<td>Participation in Work Experience Projects</td>
<td>2 hours each</td>
<td>3 hours</td>
</tr>
<tr>
<td>Case Study/action Research Project</td>
<td>1</td>
<td>1+1</td>
</tr>
<tr>
<td>Participation in school activities/features</td>
<td>All activities</td>
<td>1+1</td>
</tr>
<tr>
<td>Simulation /Case Study in Educational Management</td>
<td>1 per year</td>
<td>1 per day</td>
</tr>
<tr>
<td>Computer Practice</td>
<td>1 per week</td>
<td></td>
</tr>
</tbody>
</table>
Supervised Practice Teaching

The new teacher education should also make use of opportunities provided by the new technologies for a deeper exposure of student teachers to professional skills in the form of simulation, video-recorded micro-teaching, critical-incident techniques, case study approaches, interest and computer assisted individualised learning facilities for instructional purposes.

Practice Teaching should be conducted in a planned manner. A student teacher should teach two periods per day and observe two lessons of peer student teachers. At least 50% of the practice lessons should be fully supervised by teachers of the institution. A student should teach a minimum of 15 lessons in each of the optional teaching subjects. Micro-teaching should be used for first-level induction to teaching; each cycle of micro-teaching (plan-teach-replan-reteach) may be included in the first phase of teaching practice which can be conducted within the institution.

The institution should have working arrangement with adequate number of elementary schools for practice teaching. It is desirable that it has one practising school attached to it.

Financial Provisions

Endowment and Reserve Fund

Each institution should have a properly prepared annual budget. Institutions under private management should have an endowment fund of at least Rs. 5.00 lakhs and a reserve fund to cover three months' salary of all staff.
Cost
(for 50+50 Students)

Table - 22

Non -recurring Cost

<table>
<thead>
<tr>
<th>Items</th>
<th>Essential</th>
<th>Desirable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buildings</td>
<td>30 lakhs</td>
<td>40 lakhs</td>
</tr>
</tbody>
</table>

Recurring Cost

Adequate provision should be made in the annual budget for all essential recurring costs which will ensure its optimal functioning, making provision for the following:

a. Salary and other benefits as per State/Central Government norms.

b. Expenditure for purchase of Instructional Material, maintenance of labs, workshops, physical education wing, computers wing and other academic indicated earlier. Expenditure per student per year: Essential - Rs. 700/- Desirable Rs. 1000/-

Fee Structure

Essential

The fee structure should be as decided by the State Government from time to time. In any case the total fees and other charges collected from a student should not exceed the per pupil recurring expenditure of the institution.
It is desirable to provide some free studentship for meritorious poor students.

**More than One Course in the Same Institution**

If one or more courses in teacher education are run by the same institution in the same building/complex, the facilities in terms of building, hall, hostels, equipment, play fields etc may be shared in a reasonable manner.

**Recommendations of the Kothari Commission (1964-66) on Elementary Teacher Training Institutions**

**Improvement of Institutions for Primary Teachers :**

The condition of training institutions for primary teachers is very depressing and their standards even more unsatisfactory than those of secondary training institutions. A supreme effort is need, on a high priority basis, to improve the situation.

**Staff :** The majority of the staff is recruited among teachers of secondary schools. These have naturally been trained for work at the secondary stage and are, in consequence, inadequately trained for preparing teachers for primary schools. Their pay scales correspond to those of secondary school teachers and are often lower than those prevailing in higher secondary schools. Good secondary teachers are not prepared to work in Primary Training Institutions because of the loss of private tuition and because the work load is extremely heavy. Some of the staff of these institutions is drawn from the inspectorate. Even in these cases, good inspecting officers with prospectus before them are not attracted. These difficulties will largely disappear when the status of these institutions is upgraded to collegiate standard. We recommended that the staff should hold, besides the
B.Ed. degree, a master's degree either in education or in an academic, subject and should be entitled to receive the same scales of salary as lectures in arts and science colleges, with two advance increments in recognition of their professional training. We also recommended that the staff of those training institutions should be adequately trained for their work of preparing primary teachers through special orientations or induction courses which should include experience of primary school work. We welcome the programme initiated by State Institutes of Education for this purpose.

Students: The general education of primary teachers is far less satisfactory than that of the secondary teachers. It will be seen that qualified teachers (i.e., graduate and those who have completed the secondary school course) formed only 10.3 per cent of the total number of teachers in the lower primary schools in 1950-51 and this proportion increased to 51.0 per cent only in 1965-66. In the higher primary schools, the proportion of qualified teachers is thus being reduced very slowly. At the present rate, it may take another 20-25 years to ensure that every primary teachers has had at least ten years of general education.

This slow progress is due to two main reasons. The first is that new recruitment is not strictly limited to those who have completed the secondary school, partially because such teachers are not available in certain areas (e.g., tribal locations), partly for social considerations (e.g., recruitment of women teachers or teachers from backward classes), and partly for financial considerations - unqualified teachers cost less. The second and the more important reason is that no attachment has been made to upgrade the qualifications of teachers in service. Since rapid improvements are needed, we make the following recommendations:
1) All new appointments of primary teachers should be restricted to those who have had at least ten years of general education. Exceptions should be made, if qualified persons are not available, only in the case of women teachers or teachers for tribal areas.

2) Far greater emphasis should be placed on helping unqualified teachers in service to improve their qualifications by providing correspondence courses and allowing liberal concessions for study leave.

Mainly because of the large diversity in the general education of primary teachers (their qualifications vary from a few M.As. and B.As at one end to noncompletion of even primary school at the other), several types of courses have to be organized, depending upon the level of doing so, teachers with very different qualifications (e.g., matriculates and those who have passed the higher primary course only) are sometimes grouped together in the same class or course. This should be avoided.

Other Facilities: In primary training institutions, except in institutions located in big cities, hostel accommodation is required for 80 per cent of the students. Residential accommodation for staff is not provided on an adequate scale at present, the minimum provision generally being for the principal and one member of the staff. Other audio-visual aids are very poor. We recommended a substantial improvement in all these matters on a high priority basis.

Tuition Fees: Tuition fees in all training institutions should be abolished.

Demonstration or Experimental Schools: All training institutions should have a demonstration or experimental school which will be used for demonstrations or special studies.
Expansion of Training Facilities: The magnitude of this problem varies largely from state to state. States like Chennai, Kerala and Punjab have a very large proportion of trained teachers at all stages and adequate facilities for teacher education. Others like West Bengal or Assam have a low percentage of trained teachers and inadequate training facilities at all parts of the country; but at the primary stage, the duration is one year in nine states, one year plus six months of field work in one state and only two years in six States.

During the next 20 years, large-scale expansion of training facilities will be needed to cope with the expansion of enrolments at the school stage, the lengthening of the duration of the training course for primary teachers, and the need to ensure that every teacher in primary or a secondary school is either already trained at the time of his appointment or receives such training within three years. It would therefore be necessary for each State to prepare a plan for the expansion of training facilities after taking into consideration all relevant factors including the need for in-service education.

In preparing these plans, the following points should be kept in view.

(1) Expansion of Facilities: The objective should be to so expand training facilities that, by the end of the fourth plan, the output of trained teachers in any given year would be equal to the demand for additional teachers in the following years.

(2) Part-time Facilities: As large a part as possible of the total training facilities needed should be provided in full time training institutions of large size. However, as the capital costs of this programme are very heavy, it may not be possible to provide all the facilities needed on a whole-time basis. The policy to be adopted, therefore, should be to ensure that the quality of full-time institutions is not diluted
and that supplementary facilities are provided through measures as the correspondence education and or part-time.

(3) Size of the Institutions: With a view to ensuring and efficiency, training institutions should be of a fairly large size. The minimum size of a training institution at the primary stage offering a two year course should be 240. Existing institutions should be raised to this size, in a programme of about five years, by expansion and/or amalgamation. With regard to new institutions which are proposed to be established, the minimum size should not be less than 400. The classes for the training of primary teachers attached to secondary schools as well as teacher education departments attached to college of arts and science, should be abolished and replaced by large-sized training institutions.

(4) Location: In planning the existing training facilities for teachers it is necessary to pay attention to a number of factors. A certain proportion of the institutions, especially those at the primary stage, will have to be located in rural areas and the practice teaching of the teachers suitably arranged in the schools in the neighborhood. It would also be of great assistance to break the isolation of teacher training if the responsibility for a teacher training programmes is accepted by a variety of institutions. For instance, we would very much like an TTI to start a teacher training wing as a part of its programme. The same could be done by the agricultural universities. Programmes of this type will give a status and a broader basis for the training of teachers, besides, this will also help to give education a orientation to agriculture and industry.

Evolution of Teacher Education in the Karnataka State.

In ancient India, a teacher devoted his whole life to learning and teaching. The teacher was constantly under observation and was expected to participate at any
time in open assemblies and explain, expound on ancient knowledge in the light of his own experiences. Though there was no formal course of training nor any degree awarded, the teacher was under almost life-long examination (Devi, 1968). It was important that he established his credibility as students flocked only to reputed teachers. Knowledge, communication skills and moral integrity were the basic requirements of a good teacher.

Past Reforms and Experiences:

India has an ancient and effective GURUKULA SYSTEM in which, as and when the occasion demanded, senior students performed the functions of guiding the life and learning of junior students as supplement to what the Gurus did and advised to. This was very well understood and appreciated by the British as a result of which what is now recorded or treated as Bell and Lancasters Monitorial System emerged. With increase in enrolment in primary schools at a galloping speed, the monitory system could not meet the challenge adequately. This led to the framing of content knowledge strengthening courses, with Calcutta School Society starting one in the earlier part of the 19th century, later followed by such courses in Mysore state also.

The Birth of the Karnataka state:

The present Karnataka state came into existence as a consequence of linguistic reorganisation of states in India on November 1, 1956. It comprised of five integrated areas shown below.

1. Ex-Mysore area consisting of nine districts

2. Bombay-Karnataka area consisting of one district.

3. Madras-Karnataka area consisting of one district.
4. Hyderabad-Karnataka area consisting of three districts.

5. Coorg area consisting of one district.

In all, there were twenty districts in the new Mysore state. The five integrated areas mentioned above had their own historical background and administrative systems. They had their own rules, regulations, procedures and practices. Hence, one of the most pressing problems that the new state had to reckon with was that of evolving a common pattern of education and uniform rules for administrative convenience. The new Government, therefore, constituted immediately a State Education Integration Advisory Committee consisting of experts and educators to advise it in evolving a common pattern of education for the entire state. Under the guidance of this committee, the Government was able to bring about uniformity in some respects. In the field of teacher education it has brought uniformity to some extent. But much remains to be done.

**Historical Background of Teacher Training:**

1. **Ex-Mysore Area:** The first institution for training primary school teachers was started in 1860, in Mysore of these normal schools (an institution for the training of teachers) were started in district headquarters in the subsequent years. However, due to adverse economic conditions all the remaining training institutions were closed by about 1877. The normal school in Mysore was, however, revived in 1893. More normal schools were opened in 1897 in places like Kolar and Shimoga. A normal class for the vernacular mistresses had been opened in 1889. But it had been temporarily closed for some time and was revived in 1893.

   It was during 1912-1913 that the first course for training middle school teachers was started in Mysore. A similar course for women teachers was also started in the year 1928 in the Women's Training School, Mysore. It is now called
the Maharani Women's Training College. Till the year 1953 these the only two institutions meant for training middle school teachers in the entire State. At the end of that year an aided institution was started in Bangalore.

By about 1931-32, there were four categories of training courses available for the under-graduates.

They were:

a) The under-graduate training courses,

b) The upper secondary training courses,

c) The lower secondary training courses,

d) The revised vernacular training course

During 1933-34, these courses were revised and a single course of vernacular training extending over a period of three years was instituted. In 1950, the duration of the course was reduced to two years.

The Basic Education Centre was started at Vidyanagar in 1947. This center was a residential institution. Trained primary school teachers were selected to undergo re-training for a period of ten months. During 1958-9, Basic training of two years duration meant for 'untrained -non-S.S.L.C., was provided in certain centers as an interim measures. An in-service course of five months duration was started at Bellary to train the conventionally trained teachers along the Basic lines.

Bombay-Karnataka Area: The earliest of the normal schools started in the Bombay-Karnatak area, according to the Dispatch of 1854, was the one at Dharwar. It began functioning in the year 1856. This school was later raised to the status of a training college and was brought on par with other training colleges of Ahmedabad, Poona, and Hyderabad (Sind). During the year 1895 a training school
for vernacular school mistresses was started in Dharwar. It recommenced its work with nine trainees and by 1906-07, the number of trainees increased to twenty three. This was only a two year course to begin with. In 1913, however, a three year course was instituted and the school was raised to the status of a training college. Besides regular courses, the Department of Education organised 're-training' courses for teachers, these courses became very popular.

During the year 1916, the Government decided to establish one year training classes in every district. Such a class was opened in Bijapur in 1918 and was placed in the charges of the Inspector of training schools of the Bombay presidency. The idea was to develop these classes into full-fledged three year training college courses.

In 1920, a training course with Urdu as medium of instruction was opened in Hubli. By about 1924, due to financial stringency, the Government reduced the duration of the course from three years to one year. It was revived later on in 1935 and according to the recommendations of the Primary Teachers' Training Committee, Bombay(1938), the course was revised and was made into a two years' course. A number of private training colleges came into existence after 1938. During 1946-47, there were eight primary training colleges. Of these, four were run by the Government and four were aided. Besides these, there were Secondary Teachers Certificate and T.D.(Diploma) classes. The output of these training colleges was in excess of the demand.

Since 1949, all the primary training colleges were converted into Basic training colleges. Graduates' basic Training Center was also started in Dharwar in the same year. This was meant to train teachers and inspecting officers for basic schools of the Bombay Karnataka area.
There were no special colleges for the training of secondary school teachers prior to 1881-82. However, newly appointed teachers received training under the supervision of experienced head masters. As a result, the first-grade high schools discharged the functions of training colleges.

A Secondary School Teachers Certificate Examination had been established in 1891-92. Every new teacher in a Government high school was required to pass this examination before he was made permanent.

With the introduction of more and more new content in History, Geography, Science and Mathematics, the training course had to be strengthened. Keeping in mind the entry qualification of Lower Secondary (in Mysore State) and Mulki Examination (Standard 7th) in formal Bombay state for primary teachers, the regular training course was increased to two years' duration. This was called Training Certificate Lower (TCL in Madras, copied in old Mysore state). The former Bombay state, intending to strengthen both content and pedagogy deeper, introduced a 3-year course of training in Dharwad Training College for men.

With more and more Matriculates joining as primary teachers, the training course was reduced to one year duration. Gradually T.C.L. course of two years went out of existence because lower secondary passed candidates were no more recruited.

3. Madras-Karnataka Area: The first normal school was started in Madras in the year 1856. Later on the Madras Government organised normal schools in each district. The policy of the Madras Government was to encourage private effort. A number of missionary and other organizations started opening teacher training institutions in that state. St. Ann's Training College, Mangalore, was started under the management of the Apostolic Carmel organization, in the year 1943. It prepared both under-graduate and graduate teachers. It was and is meant only
for women. Formerly affiliated to the Madras University, now it is affiliated to the Mangalore University. The Government of Madras started a Training College at Mangalore in 1950. This was meant for Kannada speaking graduates.

4. Hyderabad-Karnataka area: The three districts of Gulbarga, Raichur and Bidar were part of the former Hyderbad State. The region was rather neglected in education. Matters began to improve only after the ‘Policy Action of 1951’ There was only one Secondary Teachers Basic Training Institution at Gulbarga. In 1956, however, three more institutions were started one in each district.

The Government B.Ed., Training College was started in Gulbarga in 1955 to train graduate teachers for high schools. The college was affiliated to the Osmania University, Hyderabad. After reorganisation of the States it came to be affiliated to the Karnatak University. Now it is affiliated to Gulbarga University.

5. Coorg: For a very long time Coorg was an independent State. When the new Mysore was formed it was merged with the status of a district.

A normal school was in existence at Merkara as far back as 1881. It was a part of the Central High School and was meant for training Kannada teachers. All the Kannada masters had some measure of training. The Educational system of Coorg was much influenced by the Madras system and after integration it was brought it was brought in conformity with the other districts of Mysore:

From the foregoing account about teacher education, it could be seen that facilities for training teachers of elementary levels had existed in all the areas of the new State for a long time with the possible exception of Hyderabad-Karnatak area. It is worth noting that each area had developed a pattern of its own needs and requirements. It could also be seen that teacher education had been undergone changes in content and duration all these years.
Training Institutions for Primary School Teachers:

The position of primary teacher training institutions when the new Mysore was formed, is shown in Table 28

Table-23

Number of Training Institutions for Primary School Teachers' (1956-57)
in the New Mysore State,

<table>
<thead>
<tr>
<th>AREA</th>
<th>Non-Basic</th>
<th>Basic</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
<td>Men</td>
</tr>
<tr>
<td>Ex-Mysore</td>
<td>10</td>
<td>4</td>
<td>1</td>
</tr>
<tr>
<td>Bombay-Karnataka</td>
<td>4</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Hyderabad-Karnataka</td>
<td>--</td>
<td>--</td>
<td>3</td>
</tr>
<tr>
<td>Madras-Karnataka</td>
<td>2</td>
<td>4</td>
<td>3</td>
</tr>
<tr>
<td>Coorg</td>
<td>--</td>
<td>--</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>16</td>
<td>9</td>
<td>18</td>
</tr>
</tbody>
</table>

There were 47 training institutions for primary teachers when the new state was formed. Bombay-Karnataka had the highest number of institution; ex-Mysore and Madras-Karnataka areas followed it. Out of these 47 institutions, 25 were non basic and the rest were basic. Ex-Mysore had only one Basic institution. All the three institutions of Hyderabad-Karnataka and Coorg areas were of the Basic type. In Madras-Karnataka, four institutions out of ten were Basic.
While there were 34 training institutions for men there were only 13 for women in the entire new state. The new Government of Karnataka had to tackle two important problems, first, to bring about uniformity in the courses and second, to increase the percentage of trained teachers. So, the department worked out a uniform scheme for training primary teachers in the state. A revised course was approved by the government and was brought into effect during the academic year 1960-61. Under the revised scheme there are two courses, viz., a course of one year duration meant for non-S.S.L.C., candidates. Each of these courses is again of two types, one meant for basic training institutions and the other for non-basic training institutions.

The teachers trained in this three year course were respected as scholars both by the public and administrators. And were preferred to be promoted as 'Taluka School Headmasters' as a result of their academic and administrative experience in primary education. Selection grades were introduced to recognise their seniority and merit inservice. The next and final step of promotion of such teachers was to the posts of 'School Inspectors'. The selection procedure was rigid, limited only to such selection grade Head Masters whose record of service was without blemish continuously for at least three years as heads, both academically and administratively, as per Annual Inspection and individual confidential records.

With raise in the level of qualification for admission from Standard VII/VIII to a pass in the Matriculation Examination (Standard X), the three-year training course was substituted by two year course comprising (a) content and (b) pedagogy together.

During the transmission years, the TCL (Teachers' Certificate Lower) was gradually phased out and T.C.H (Teachers' Certificate Higher) took a firm hold which has continued even after admission qualification was further raised to a
minimum of second class (50%) score in the pre-university course examination (+2 stage) in 1996.

**State Board of Teacher Education:**

The State Board of Teacher Education was constituted for the first time through G.O. dated 29th October 1969 and reconstituted for a period of two years on 18-2-1972. After the completion of a period of 2 years, the Government has not year constituted it. Its role was policy making, over-all direction and control in respect of starting, recognition grant-in-aid, staffing, initiating reforms in the area of curriculum, activities and examinations.

The Comprehensive Education Act-1983 has provided for a three tier formation of Teacher education Council: (a) State Educational Advisory Council; (b) Standing Committees for different level of education including Teacher Education; and (c) Subject-wise or aspect-wise advisory Committees with peers to co-operate experts for specific tasks on an ad hoc-basis.

At present there is a separate Teacher Education Unit (TEU) in the Department of State Educational Research and Training (DSERT) which is the State level Authority/Body for academic and training programmes in teacher education.

**Scenario of Primary Teacher Training in Integrated Karnataka:**

For strengthening of school subjects at the primary school level, content strengthening for teachers was found essential. So the one year course of T.C.H. was made a two-year course with the first year being largely devoted to content and the second year wholly to pedagogy and practical work.

When again after the primary school curriculum was modified with new thrusts as a consequence of the National Policy on Education (1986), the need for further
raising the content competency of candidates was felt, as a result of which the entry qualification to the T.C.H. course was raised to 50% marks in the PUE (+2 stage), yet keeping the two-year course of training intact. Side-by-side with the changes in the primary teachers' training course, changes in management agencies also took place. While in the initial stages, only Government was establishing and running the courses, two factors added impetus for voluntary organisations to start the training institutions, now popularly called T.T.Is Training qualifications was made compulsory for recruitment of teachers and grant-aid with 100% salary grant was introduced. This led to a type of Commercialisation of teacher training. The Government has stopped the grant-in-aid scheme since 1987.

The minimum general qualification was raised from SSLC to PUE (Standard XII pass) since 1991 to meet the higher content knowledge with the upgrading of primary education curriculum. There is no difference between Lower Primary and Upper Primary schools so far as teachers' qualifications are connected.

Levels and Types: The development of teachers education in Karnataka has been rich in its variety. The levels and types as they came up in quick succession are: (i) Nursery T.T.I (for Pre-Primary teachers); (ii) Training Certificate Lower (TCL) for teachers of standards I to V; (iii) Teachers' Certificate Higher (TCH) for teachers of standards I to VII (iv) B.Ed., (equivalent of old L.T. L.T. of Madras and B.T. degree of Bombay) for high school teachers; (v) B.Ed., (hindi) for Hindi teachers; (vi) Certificate course in Physical Education (C.P.Ed.); (vii) Bachelor of Physical Education (B.P.Ed.); (viii) M.Ed., M.Phil., and Ph.D. degrees (Post-graduate and higher level); (ix) Master's Degree in Physical Education (M.P.Ed.); (x) drawing Teachers' Certificate (D.T.C) and (xi) Short term Training course in School Drama etc.
In addition to these full-time formal courses Karnataka has a long history of:

(i) Vacation Teachers Training Degree courses; (ii) Vacation Teacher Training Certificate course; (iii) Correspondence Teacher Education Courses; and (iv) innumerable short duration Refresher-cum Orientation courses.

**Enrolment Explosion:** Post-independence India awakened the masses to the need and thirst for schooling of children. So, there was an un-controlled explosion in the number of children enrolled in schools. This naturally led to a rapid rise in the demand for teachers. Secondly, Government's firm decision, making training qualification compulsory for recruitment of teachers, created an impetus for private organisations also to start teacher training institutions, seeking donations or capitation fees to support themselves without aid, if necessary. Teacher education quickly became a successful business enterprise. In the initial stages, government encouraged such enterprises with munificent grants, and with the introduction of the 100% direct salary payment system for both teaching and non-teaching staff in private colleges, on par with government college staff, the attraction was so irresistible that the government has to abandon the scheme of grant-in-aid to upcoming new teacher education institutions. But, the extraordinary influx of candidates from Kerala and Andhra Pradesh, establishment of such institutions of all categories by the private management continued with great enthusiasm with the support of influential leaders.

**Legal Basic for Primary Teacher Education:** all educational institutions are established and managed as per statutory conditions laid down by Laws, subject to amendments by the government in accordance with the laws passed by the legislature.

In Karnataka, in addition to the general overall control and direction of general rules on later Dr. A.C. Deve Gowda committee’s report on the Comprehensive
Education Bill has become an Act since 1993. This Act is supported and operationally expanded by rules and regulations which empower the government to take appropriate action in various situations.

The Act is supported by the grant-in-aid rules and government orders for the purpose of implementation.

Teacher Education Institutions in Karnataka are administratively controlled by the Commissioner for Public Instruction (C.P.I) at the Departmental level and two Education Secretaries to the government at the secretariat level under the overall control of two ministers, one incharge of primary and secondary and other of higher education.

Besides government training institutions and united private colleges and institutions. Specific rules have been laid down for:

a) Recognition  
b) Approval  
c) Condition and Service  
d) Intake  
e) Staff Pattern  
f) Infrastructure  
g) Grant-in-Aid.

In all cases of doubt, the government's decision is final, payment of grant is discretionary and no institution can claim it as a matter of right. Recognised teacher education institutions (both government and non-government) are required to abide by the administration, examination and prescribed or approved curriculum.

Adverse Effect: The government machinery being far too inadequate for strict supervision and control of admission, staff appointments and infrastructure provision, it resulted in dilution of quality of trained teachers.
NCTE Control: The establishment of the statutory National Council for Teacher Education (NCTE) in India has already started making its impact. Both private management and government have been compelled to sit up and provide the basic minimum needs to survive as per NCTE norms. Simultaneously, the Karnataka government's decision not to permit the starting of any new training colleges for five years is very helpful in stabilizing the situation and helping to maintain and develop quality in teacher education. Side by side, the phenomena of unemployment of a large number of trained teachers and starting of school permanently without aid, have curbed the unnecessary growth in the number of candidates seeking admission to unaided teacher's college, resulting in the course of a few unaided institutions of teacher education run purely as a commercial enterprises.

Recruitment of Teacher Educators:

The concerned Divisional Joint Directors of public institution do recruitment. Only qualified candidates are considered and the basis for selection is only Merit, that is, the total of marks in the qualifying general examinations and the marks obtained in the prescribed training examination are considered. The selected candidates are transferable from high schools to teachers training institutes and vice-versa because they are equivalent posts.

The transferability of staff teacher training institutions to high schools and vice-versa has resulted in lack of commitment of the staff to the goals and process specific to teacher education.

The post of principal is the Gaetted rank filled up either by the Karnataka Public Service Commission directly or by the Departmental promotion as per cadre-based seniority.
Funding of Teacher Education Institutions like DIETs and CTEs, there is a Government Budget both from the center and the state. Government rules are followed for incurring expenditure and accounting procedures.

For aided colleges of education, the sources of income are only two: (1) Government salary grant -100%, and (2) Fees collected from students for expenditure on their items. Sometimes donations or capitations fees are collected as development funds/voluntary contribution. Accounts have to be maintained properly and certified by Chartered Accountants and made available for inspection by Government authorities.

The major funding is from students in the form of capitation fees, tuition and other fees, in some cases donations from philanthropists also supplement, especially capital expenditure. The Government is trying to control students exploitation through the provisions of the Karnataka Comprehensive Education Act-1983.

Commercialisation of Teacher Education Institutions continues but has to some extent been controlled.

Professional Development of Teacher Education:

Professional development of teacher educators is strengthened in Karnataka through the following measures:

(1) Training and orientation of Key Personnel at NCERT, NIEPA and DSERT.
(2) Strengthening of CTEs for professional leadership. (3) Strengthening of DSERT for research and training (4) Orientation of staff of DIETs, Block-level Resource Center and CRCs’ (5) Production and supply of instructional materials.

Teacher Education Unit of DSERT: It is involved in the preparation and restructuring of the T.C.H. curriculum in which the major contribution comes from
the teacher educators. The Unit also co-ordinates with the other units of the DSERT with regard to deputation of teacher educators to various orientation programmes, besides its administrative functions which its major part of work.

Table - 24

Present Position of Primary Teacher Training

<table>
<thead>
<tr>
<th>Type</th>
<th>DIETs</th>
<th>Govt. TTIs</th>
<th>Aided TTIs</th>
<th>Un-aided TTIs</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>20</td>
<td>18</td>
<td>42</td>
<td>52</td>
<td>132</td>
</tr>
</tbody>
</table>

There are now 20 DIETs, 18 Government TTIs, 42 aided private TTIs and 52 unaided TTIs totaling 132 Primary Teachers’ Training Institutes.

The bulk of TTIs fall under private TTIs. Only 30% come under government management.

Future Challenges:

Challenges in teacher education basically arise from the dilapidated century-old structure of Teachers’ Training Courses of narrow pedagogy related to the most limited purpose of teaching an academic subject in a classroom. In the background of all other professions like engineering, medicine and law which have made revolutionary changes over the years, teaching profession has not woken up from its long sleep to make itself dynamic and build an altogether new and vibrant structure embracing excellence of a fully developed profession to re-instate itself in turn to the dignity and respect that it enjoyed as the strength of our traditional culture and heritage. In order to bring about this revolutionary change for a new pulsating, integrating model of teacher education alive and continuously responding to emerging calls, the NCTE carries on its head the onerous responsibility of initiating a new making Teacher Education really effective.

In this noble task, all teachers, institutions, educationists and community leaders have a significant role to play. This is a very important task for the constitutionally empowered NCTE and all concerned citizens.
The objectives of the investigation were: 1) to study the growth and development of basic training institutions, highlight the weaknesses of administrators, teacher-educators and teacher-trainees and find out the measures to improve the existing state of affairs, (ii) to analyse the discrepancies existing between the theoretical and practical aspects of basic training and remove the subjectivity from it, (iii) to determine the place of self-dependence, community life, craft and theoretical papers in the curriculum of the institutions imparting training to the teachers of basic schools (basic training), (iv) to highlight the importance of various activities performed by basic teacher training institutions and to suggest effective plans to improve them, (v) to incorporate the various new techniques in the system of basic teacher training institutions in order to improve their organization and administration, (vi) to suggest the possible measures to rectify the various defects of the basic training on the basis of the recommendations of various committees, and (vii) to locate the field of future research in the system of basic teacher training.

The historical method of research was followed in the study along with the techniques of survey research. The sample of the study consisted of the various basic teacher training institutions and basic schools of Bihar, Gujarat, Madhya Pradesh and Maharashtra.

The findings revealed various defects in the different aspects of the existing system of basic teacher training institutions, such as the crafts, production, self-dependence, literature, curriculum, enrolment, evaluation, administration,
training, etc., on the basis of which the following suggestions were made: (i) The selection of crafts should be done in accordance with the needs of the country, locality and of the times. The crafts should necessarily be productive and should meet the basic necessities of life. If an institution successfully handles one main craft and two subsidiary crafts it should be given a certificate of efficiency. (ii) The correlation technique of teaching should be encouraged keeping the society and the nature in focus. There should be three types of correlations, namely, principal correlation, supplementary correlation and materialistic correlation, and the teacher-trainees are given training in each of these. (iii) In order to make the teacher-training institutions self-dependent in production, there should be improvement in their planning; basic teacher training institutions should be made residential; specific proforma should be used in evaluating the production of basic teacher training institutions; meritorious students should be rewarded, and a state-level exhibition of the products of basic teacher training institutions should be held. (iv) The basic training institutes should have a definite and well-organized curriculum for the teacher-trainees for basic schools were theory papers pertaining to principles of education, child psychology, techniques of teaching crafts and methods of teaching various school subjects.

M. Sha etal, "To study the Problems of the Trainees of the Primary Teachers Institutions of Gujarat, and to know their views on present Syllabus," SIE A project report, Ahmedabad, 1965.

The main objective of the study was to know the then position of primary education in Gujarat with special reference to the primary teacher trainees.

Three questionnaires were sent to a representative sample of 1,400 teacher trainees of the primary teacher training institutions of Gujarat. Data were analysed.
The main findings of the study were: (i) the syllabus needed some modification; (ii) the trainees had some financial problems; (iii) the attitude of the trainees to the Basic education was positive; (iv) the trainees liked the community life activities very much; and (v) the quota of the craft was too much for the trainees.


The study was undertaken with the following objectives: (i) to know the patterns of organisation of pre-primary training institutions in the state which includes management, selection of trainees and admission procedures; (ii) to investigate into the academic aspects of the institutes such as curricula, time allotment, material needs, facilities available and accommodation for the classes as well as hostels and suitability of the location; and (iii) to study the overall picture of the financial status of the institutions.

A questionnaire with five sections, viz., identification data, students' admission, academic programmes, building and hostels, and finance was administered to the principals of all the thirteen institutions. Out of thirteen only eleven responded. A conference of the principals was also held to elicit their views regarding the working of the institutions.

The study revealed that (i) one out of eleven institutions was run by the government, while other ten by private management but recognized by the government; (ii) two of the institutions were started in 1964, while the rest were started during the last decade; (iii) all institutions except one at Dhulia actually admitted only women teachers during 1963-64 and even then untrained women teachers were greater in number; (iv) though the demand for admission was
greater, the intake capacity of the institutions had remained static; (v) eight colleges admitted students both for one-year and two-year courses, two colleges admitted students only for two-year courses. (vi) few students received financial help from the sponsoring institutes; (vii) almost all the colleges levied tuition fees ranging between Rs. 72 and Rs. 180 per annum; (viii) the institutes followed common curriculum with daily teaching practice; (ix) all colleges had libraries, and there were special teachers for drawing and handicrafts in two colleges only; (x) all colleges but one, were located in urban areas, three of them had their own buildings; (xi) with the exception of one hostel, facilities were inadequate, even though the demand for hostel admission was great and (xii) nine colleges had good playgrounds.


The objective of the study was to get a representative picture of the position of primary teacher training institutions of Gujarat.

A representative sample including ten percent of the total number of primary teachers' training institutions was selected for the study. A case study proforma was prepared and used to collect the data.

The study revealed that (i) more physical facilities were needed for the trainees, as these institutions were residential units; (ii) all the institutions had adequate number of basic trained staff members; (iii) no institution had a science laboratory; (iv) there was no reading facility in these institutions; (v) there was a great members; (vi) fifty percent of the staff members needed refresher courses; and (vii) there was no proper planning done in these institutions.

The study was undertaken to investigate into the problems of status of elementary school teachers.

The data were collected through a mailed questionnaire from seventy two schools (fifty one boys' and twentyone girls' schools) managed by Municipal Board of six towns in Bulandshahr district. The completed questionnaires were received from 197 male and 93 female teachers. The questionnaire contained eight questions covering professional, social, and economic status of teachers including condition of work.

The main findings of the study were : (i) about sixty percent of elementary school teachers were the residents since birth in the district; of the remaining quite a few had been residing in the district for more than ten years; (ii) about forty five percent teachers had been teaching for more than ten years in the district and fifty nine percent for one year or more in the same school; (iii) about ninety two percent teachers possessed the minimum prescribed academic qualifications, but all the teachers did not possess these qualifications before they became teachers and about twentyone percent of them improved their academic qualifications during service period; (iv) about fifty five percent had second division and only 1.4 percent had first division, and only 2.1 percent got merit scholarships or stipends at the primary school examination; (v) about one-fifth of the teachers were in the profession without any training; (vi) the position of trained versus untrained teachers (79:21) in the district was better than the position in the state as a whole (62:38), the corresponding ratio for the whole country wad 68.32 in 1963-64; (vii) seventy nine percent teachers were trained; (viii) some teachers
left the non-teaching jobs in favour of teaching for reasons such as (a) love for teaching, (b) admission in training college, (c) lack of interest and low salaries in their earlier jobs and (d) inadequacy of the economic conditions to support further education; (ix) forty-eight percent teachers were the members of the professional associations of teachers (x) elementary teachers hardly did any professional reading during vacation -- they kept busy with social and household work; (xi) about eight percent teachers were getting the basic salary ranging from Rs 50 to Rs.75 per month, while 19.6 percent below Rs. 50 /- per month; about fifty percent of the teachers did not have any source of additional income to compensate their low salaries and for the remaining teachers additional sources were agriculture, tuition petty business, etc.: (xii) about thirty-two percent were either unmarried or had no children; (xiii) approximately thirty six percent expressed their dissatisfaction with their present income; (xiv) small percentage of teachers were members of village institutions and community organisations; (xv) small percentage of teachers had their fathers working in professional occupations such as lawyers’, engineers’, teachers’, etc.: (xvi) about fifty one percent teachers were teaching only one class, 27.6 percent were teaching two classes and twenty one percent were teaching more than two classes; (xvii) majority of the teachers taught all the subjects of the elementary school curriculum; (xviii) a vast majority of the teachers taught forty to fifty class-periods per week; and (xix) teachers at large, attended to the activities like depositing fee in the post office, attending meetings of the centre, maintaining attendance register and other school records.


The objectives of the study were: (i) to assess the needs of primary teachers’ training from the view point of qualitative and quantitative aspects; and
(ii) to suggest remedies and to propose a few ideas than might uphold a training institution of tomorrow.

An interview schedule was prepared covering the different aspects of training of primary teachers viz., aims and objectives of training, organisation, curriculum and syllabus, practice teaching, community living, examination, teaching staff, wastage, supervision, community development, inservice training, and pay and allowances. Different educational authorities in sixteen states of India were interviewed with the help of this schedule.

The following observations were made on the basis of interview data: (i) There were weaknesses and shortcomings in the professional education of primary teachers and vigorous attempts were needed to put the programme on the right track. (ii) Basic education attached great value to the child and real development would take place only under conditions of freedom. (iii) In the new age, the school, the teacher, the training institutions had to play a great role in changing the old patterns of education. (iv) the number of student teachers, explosion of knowledge, and democratic living— all these placed upon the training institutions a responsibility of unprecedented magnitude. (v) A training college had to address itself to the task with a spirit of high adventure and faith. The following suggestions and remedies were put forward in the course of the interview. In-service training of primary teacher was thought to be important for enabling the teacher to grow intellectually in the course of his daily classroom work. The teacher should be kept up-to-date regarding new developments in the field of education. To remove the backlog of untrained teachers and to improve their academic and professional qualifications, summer courses should be introduced. The capacity of the training colleges should be increased. Supervision should be done by state institutes of education. The status of the teachers should be improved by raising
The pay scales for the teacher educators and administrators, courses should be conducted to refresh their knowledge. The rural teachers should undertake both classroom teaching and social service.


The purpose of this investigation was to study the modern trends in the teacher training programmes and the problems of teacher training in Madhya Pradesh with a view to suggesting ways and means to make it more effective.

Several official reports, documents and magazines provided the main sources of information. Visits to various teacher training institutes were made in order to collect the views of heads and other staff members.

The study revealed that: (i) the preprimary teacher training facilities were insufficient in Madhya Pradesh and Montessori training was very costly and needed reorganisation; (ii) the existing teacher training facilities at the primary and secondary levels which were considered sufficient, could be made more effective by strengthening science teachers' training at all the three levels, rationalizing the selection of candidates for training and introducing practical aspects of teachers' training such as practice teaching community life, preparation of teaching aids, games and sports, and cultural activities; (iii) it was observed that there was no proper dissemination of research findings in the field and traditional teaching methods were followed; (iv) evaluation techniques were mostly routine type and provided large variations in internal and external assessment; (v) since Madhya Pradesh is mainly an agricultural state, agriculture cooperation and rural upliftment activities could be included in the teacher training programme and more outdoor activities be organised; (vi) better co-ordination in the programme of teacher training at various levels could make them more effective; (vii) the teacher
training institutions in the state did not have adequate library facilities and the periodicals and magazines to which they subscribed were less in number; (viii) co-ordination at different levels of teacher training was lacking; and (iv) there was no provision for training the inspectors of schools and social educational organizers.


The major objectives were: (i) to determine the concept of culture, especially the Indian culture, (ii) to study the ways and means for the teacher trainees to make them understand, appreciate assimilate the Indian culture, (iii) to study how far the training programme is culture oriented and (iv) to determine the relationship between the cultural background and the teaching efficiency of the pupil teachers.

The sample included all the training institutions of Madhya Pradesh (fifty primary teacher training institutes - forty men and ten women). It involved 1,000 trainees (800 males and 200 females) and one hundred male teachers and twenty five female teachers of the 125 primary schools. The data were collected with the help of observation, interviews and questionnaire. Besides, the related official records were studies.

The findings were: (i) the training institutions did not have any definite programme for providing information and knowledge of Indian culture to the trainees; (ii) though there was some provision for imparting cultural knowledge (especially community life) under the training programme, yet due to the absence of proper guidance, much attention was not paid in this direction; (iii) only students of ordinary or low cultural background came to the training institutes;
(iv) there was a positive correlation between the cultural background of the trainees and their educational achievement; (v) cultured trainees progressed after training, while the un-cultured did not show any sign of progress; and (vi) only the cultured trainees’ actions and behaviour were affected by the training.


The purpose of the investigation was to study the socio-economic educational backgrounds of teacher educators in elementary teacher training institutions of various states.

Data were collected through a questionnaire which included questions on personal data, educational background, and occupational background, information about work, economic status, family and social affiliations. The sample enclosed 318 teacher educators. The responses were analysed in terms of percentages.

The following were some of the salient findings. The minimum qualification of the teacher educators at elementary teacher training institutions was graduation or diploma in education; about forty percent were better qualified – two percent had first division and twenty five percent and secured second division at master’s level. Mostly, teacher educators had teaching experience in secondary school which ranged from five to thirty years. The majority of teachers had to teach one subjects, forty percent two subjects, nineteen percent three subjects and four had to do examination work and most of them had to do clerical work. No in service education programme was organized for teacher educators. About fifty percent had bicycles, radio or sewing machines were very few possessed cars, scooters, motors and refrigerators. Only a few teacher educator housing facilities.

At the outset, the author of the paper has observed that the main theme of teacher education itself is to develop academic and professional competencies among the future teachers. He has made an attempt to identify competencies which are to be developed among future teachers. Certain competencies have been enumerated in the form of objectives for primary teacher education and they have been grouped as (1) Knowledge (2) Skills and abilities and (3) Positive and favorable attitudes.

The author has further mentioned the objectives under each group. Then he has discussed the general objectives of Teacher education as framed by the National Council for Teacher Education.

The author has been frank and sincere in his statement, "Even though we preach methods of teaching, what we practise mostly is "chalk and talk method". He has then sincerely urged to think seriously over this sort of difference between what we preach and what we practice.

The author has frankly recorded that what is being done with regard to practice of teaching in teacher training institutions is a force. He has upheld the suggestion of the National Council for Teacher Education that teacher educators should participate in class room teaching in co-operating schools to have first hand experience of the actual conditions prevailing in the schools.

Commenting on the 'work load' of teacher educators at the primary teacher education stage, the author has regretted that nature of work expected to be turned out by a teacher educator is not understood fully by our educational administrators.
To conclude the paper the author has mentioned some suggestions to be taken up for discussion.

1. The teacher educator-student teacher ratio should be 1:10 to facilitate proper evaluation and guidance in developing competencies among the student teachers.

2. Guidance should be given to teacher-educators in the form of orientation courses by the Directorate of State Educational Research and Training.

3. Teacher Educators should come forward boldly to remove the rigidity in the area of practice teaching such as the way of preparing lesson plans by trainees and the method of teaching in primary schools etc.

4. The teacher educator should teach in a co-operating school at least two periods per week. This extra load of work should be taken into consideration and the staff pattern should be adjusted accordingly.

5. Proper incentives may be provided to attract intelligent and hard-working people to work as teacher educator. The cry "Teaching profession is the last resort" should go.

6. Recruitment of student teachers to teacher training institutions should be on the basis of their interests, attitude and aptitude. Suitable tests will have to conducted before recruiting them.


The purpose of the investigation was to make an in-depth on the spot study of the primary teacher training institutions in Bihar.
The study was conducted on three government, rural, men's schools in a district selected on the basis of certain criteria with the help of SIE, Patna. The data were collected on admission procedure, student body and staff facilities and services, instructional programmes, institutional discipline, followup, inspection, and inservice growth of staff. It was done through questionnaire, separate interview schedules for student trainees and teacher educators, and on the spot observation. Out of the three types of programme two month course, six month course and two year course, only the last one was studied.

The study revealed that matriculation was waived in case of teacher candidates deputed by the Department of Education and scheduled caste though it was the minimum qualification for admission. The seats were reserved for scheduled tribes (thirty percent), science and mathematics (twenty percent), Sanskrit (ten percent), Urdu (seven percent), scheduled caste (four percent), and NCC/sportsmen (three percent). The selection was done on the basis of marks obtained in matriculation examination and interview. In the student body of 299 students in the three institutions, six had less than six years of education, fourteen had passed the eight class, 276 were matriculate or higher secondary passed, two were intermediates and one was Navin Shastri. Out of 299, sixty eight candidates had teaching experience. The age groups of the students were: ninety students in the age group of 16-19 years, 108 in the 19-22 group sixty five in 22-25 group, and the rest were 19-22 years old. Majority of the students were third divisioners. Majority of the teacher educators were in the age group of 35-45 years They were graduates with diploma in education. Only five out of twenty-two had master's degree with one having master's degree in education. Except for two having first division at matriculation stage all others in all the examinations had either a second or third division. The teaching experience varied from five to
even more than thirty years. Seventeen out of twenty two had the experience of teaching in high schools, eight were in the inspectorate and two were clerks. Except for nine who entered the profession either as last option or per chance all entered with favourable attitude to the profession. The teacher educators were not satisfied with the job condition. They were not strained with workload except for the practice teaching session. The teacher educators were found to live a harmonious life in the campus except in one school where some tensions between the principal and the staff were there. They were found to do some extra duties of clerical nature. A few had attended more than one in service education programme, but a large number of them had not attended any such programme so far. In spite of the schools being situated in vast field campuses, the building and hostels were poor, damaged and inadequate. Classes were held in open space or in the hostel varandah or in the hall where the students were accommodated. Students were usually huddled together on the floor or they were found so sit on the cots packing up their beddings in one corner. It was usually combined with library. None of the three schools had electricity, any sanitary arrangements, and adequate drinking water. Libraries were equipped with 2,000 to 2,500 books and had Rs. 50.00 as the annual grant. There was no separate library room and librarian. The instructional programme comprised professional content-cum-methodology course, student teaching, work experience, art and craft education, and community life, extension work, and physical education. Except for the last group which was evaluated completely internally, in all other cases internal and external assessments shared fifty percent each. Teacher educators used lecture method in the class usually, but some passed on to questioning, some read out from the textbooks and explained, and some dictated notes. The institutions did not find any problem of discipline. The student trainees were never followed up after their training. The institutions were inspected usually comprised examination of coffee records and only at times a hurried round of the school and the hostel.

Major objectives of the study were: (i) to establish the objectives of undergraduate teacher education, (ii) to investigate into the present educational, professional and economic status of teacher educators inservice, (iii) to study the procedure of recruitment and service conditions of teacher educators, (iv) to investigate into the professional needs of inservice teacher educators of Madhya Pradesh and Maharashtra and (v) to suggest measures for meeting the professional needs of in service teacher educators in particular, and preservice teacher educators in general, in the light of the findings.

The sample of the study included 650 teacher educators, 130 principals and 100 experts from 130 primary training institutions of Madhya Pradesh and Maharashtra. The research tools used were (i) a rating scale for establishing the objectives of undergraduate teacher training, (ii) a questionnaire for teacher educators, (iii) a questionnaire or the principals, (iv) a rating scale for identifying the professional needs of teacher educators and (v) an interview schedule.

The findings of the study revealed that objectives of undergraduate teacher education included development of personal qualities like open mindedness, self-discipline, tolerance, intellectual boldness, positive attitude towards children and profession, and understanding of the problems and skills of handling them. Majority of the people who were interviewed expressed their dissatisfaction about in impact of teacher training on improving the teaching competence of teachers. As much as 76.38 percent of the teacher educators in Madhya Pradesh had postgraduate qualifications, while in Maharashtra the extent was only 42.85 percent; 66.67 percent of the teacher educators in Madhya Pradesh had M.Ed.
degree, but only 15.48 percent had it in Maharashtra; and 29.17 percent of teacher educators in Madhya Pradesh and 16.67 percent in Maharashtra, were engaged in research work. There was no significant difference in the salaries of the teacher educators in Madhya Pradesh and Maharashtra. In government institutions, generally, the teachers from secondary schools were transferred to training institutions, whereas in private training institutions the appointments were made on the basis of qualifications, experience and interview. Majority of the teacher educators in Maharashtra and Madhya Pradesh enjoyed benefits of provident fund. Pension, free medical aid, facility for free education of children were enjoyed by a majority in Madhya Pradesh, but by only a small percentage in Maharashtra. Workload in Madhya Pradesh was 18.46 hours, whereas it was 21.13 hours in Maharashtra. Professional needs of the teacher educators included (i) a well-equipped library with latest literature in the field of education and research; (ii) facilities for attending meetings of professional organisations; (iii) developing skills in supervision of teaching and in the preparation of teaching aids; and (iv) provision for academic tours and study leave. As much as 64.83 percent of the teacher educators in Maharashtra and 43.05 percent in Madhya Pradesh had not attended even one inservice course during a period of five years up to the date of data collection.


The main purpose, here, was to study the aims of practice teaching, its contents and the methods used to evaluate it. The subsidiary purposes were to find out the place of practice teaching in the total programme of teacher preparation and the manner in which the evaluation methods and practices influenced the student-teachers' performance in teaching, to study their attitude towards practice teaching and to study teacher-pupil relationship.
The study involved the content analysis of the prospectus syllabi, university ordinances regarding examinations, observation and evaluation schedules and an exploratory interview with a few heads of teacher training institutions and student-teachers. Two questionnaires, one for the heads and the other for the student-teachers were also developed and used. Questionnaires were filled in by eighty two heads of institutions and 200 student-teachers from ten institutions.

The information gathered in this study revealed that practice teaching formed an essential and compulsory item in all teacher preparation programmes irrespective of the fact that the requirement of study and activities for obtaining degree in education were not the same in all the institutions. Place of practice teaching was determined either by relative weightage in terms of examination marks allotted for practice teaching in the total programme or the amount of time or hours of work a student had to put in to complete the requirements of practice teaching in relation to the time used for competing all the requirements of the programme. The marks allotted for practice teaching ranged from a little less than thirty percent to one hundred percent of the marks in theory. There was a great deal of agreement among institutions with regard to the number of teaching subjects required to be opted for practice teaching, but there was no such agreement on the total number of lessons a student-teaches had to teach or the amount of time he had to spend in completing the practice teaching. Almost all the institutions declared the results of the examinations in the theory and practice separately. The contents of sessional work evaluation were many and varied as theory work, visual education and craft, psychology practicals, extracurricular activities, etc. (Majority of the teacher educators were not satisfied with the system of practice teaching evaluation in their own institutions). Majority of the institutions had some system of internal assessment and most of the institutions did not give more than fifty percent of the total marks for practice teaching in
internal assessment. Except two universities, the other examining agencies had not defined and outlined the scheme of marks distribution over the contents of class teaching. The practices of evaluating class teaching were either all internal or all external examinations or combined. The supervisors who observed the practice teaching of student, maintained the grades obtained by students in the practice sessions. The teacher educators maintained that the student-teachers who came to know about their day-to-day performance irrespective of their good or bad grades. About 76.8 percent of student-teachers developed unfavourable attitude towards practice teaching. Teacher educators were divided on whether to give feedback in terms of knowledge of results to the student-teachers. Knowledge of evaluating practices in their institutions influenced the student-teachers' standard of teaching interest and liking for teaching. The satisfaction of student-teachers about the evaluation practices correlated highly with their perception of the presence or absence of the element of subjectivity in the evaluation system of their institutions. Student teachers were inclined to favour a system of evaluation which was biased more towards external assessment.


The investigation was carried with the following specific purposes;

1. To survey the problems of student teacher with regard to student teaching at the primary level;

   a) Problems with regard to pre-practice teaching preparation programme;

   b) Problems with regard to organization of student–teaching and school co-operation;
c) Problems of student-teachers in class-teaching;

d) Problems with regard to supervision and evaluation of student-teaching

2. To compare the problems of men and women student-teachers with reference to the four categories of problems as listed in objective one.

3. To compare the problems of student teachers from Government T.T.Is and Private Aided T.T.Is with reference to the four categories of problems listed in objective one.

4. To compare the problems of experienced and inexperienced student-teachers with reference to the four categories of problems as listed in objective one.

5. To offer some suggestions for the improvement of the student-teaching programme.

The investigator adopted the procedure of purposive sampling in the selection of the sample. The sample included 194 student-teachers of four teacher-training institutions of Mangalore Town.

Problem check list was the tool for gathering data. It was administered by the investigator personally to the second year trainees. The data obtained were converted into scores. The data were subjected to statistical analysis with a view to test hypotheses set up for investigation. For testing the hypotheses set up, the Mann-Whitney U test was used.

Among the principal findings of the study, the following were the problems that worried the student teachers most.
1. Evaluation of Examination lessons by examiners not duly qualified in that subject.

2. No uniform scheme of guidance is followed by the different method masters.

3. Arrangement of demonstration lessons only before the commencement of practice teaching is not helpful.

4. Format of the lesson plan is too artificial and not useful at the later stage (as teachers).

5. Absence of ‘Single Teacher’ and ‘Multiple –Class Teaching’ schools in the locality.

The following were some of the important suggestions offered by the student-teachers;

1. A well organized programme of pre-student teaching demonstration lessons and a staggered programme throughout the year.

2. A training programme in modern teaching aids.

3. Equipping the T.T.I. with teaching aids.

4. Increase in number of pre-student teaching demonstration lessons.

5. Supervision and evaluation of student - teaching by teacher educators as well as co - operating teachers to be constructive objective, encouraging, leading towards professional growth.

7. Adopting content-cum-methodology procedure in the First Year class, to give them an idea of all the modern methods of teaching.

8. Pre-student teaching demonstration lessons at the rate of once a week or once a month.

9. A good library - well equipped with reference books in the T.T.I.

10. Training in better disciplinary measures.


The purpose was to study the existing admission procedures in the teacher training institutions and to suggest a suitable selection procedure so that the best candidates are admitted to the training colleges.

All the teacher training institutions in India both at elementary and secondary levels were requested to send their existing admission rules. With in the country, the questionnaires were sent to as many as 1,131 principals of elementary teacher training institutions and 375 colleges of education. Out of these, 475 (forty two percent) principals of elementary teacher training institutions and 203 (fifty seven percent) of colleges of education responded. Interview schedules were prepared for carrying out of the case studies of some of the institutions.

The findings are as follows: For admission to an elementary teacher training institution, (i) the minimum qualification is matriculation or S.S.L.C; (ii) age limit is fifteen to thirty years for freshers, and upto forty five years for
untrained teachers; and (iii) the admissions are given on the basis of credits gained on written tests, interview, academic record and teaching experience. For the admission to the secondary teacher training institutions, (a) the minimum qualification is B.A. with forty to forty five percent marks; (b) age limit is eighteen to thirty years; and (c) over and above the consideration of credits on written tests, interview, academic record and teaching experience, some institutions like to administer intelligence tests for admission.


The present investigation sought to study the attitudes of Primary Basic teachers towards community life and craft, and a positive change in their attitudes towards community life and craft.

Out of the seventy nine institutions of Gujarat, eight Primary Basic teacher training institutes were selected on the basis of stratified sampling. In all, twelve attitude scales were constructed on the Likert mode to measure attitudes towards community life and craft – six of them related to community life and the other six to craft. In the initial stage, questionnaires with open-end questions were sent to 221 student teachers, craft teachers and educators. On the basis of this data, the new forced, choice-cum-open–ended questionnaires were prepared. The students of 1966-67 batch were administered all the scales, once in the beginning and again at the completion of the training. The students of 1967-68 were given a remedial programme in addition to the pre-administration and post-administration of the scale. The attitudes of 1966-67 and 1967-68 batches were compared.
The following were some of the salient findings: (i) the student teachers who opted for carpentry had more favorable attitudes towards the community life than those opting for spinning and weaving. (i) The student teachers opting for spinning and weaving had more favourable attitude towards community life than those opting for agriculture. (iii) The women student teachers had more favourable attitude towards community life than the male student teachers. (iv) The student teachers with no remedial programme had less favourable attitudes than the student teachers who were given the remedial programme. (v) The student teachers showed more favourable attitudes towards community life and craft than the experienced student teachers. (vi) The remedial programme affected the attitudes in varying degrees. Some student teachers showed an increase in their scores, while some showed a decrease.


A Study of the Problems faced by the Primary teacher training Institutions in Practice teaching in Practising schools.

Objectives:

1. To investigate the nature of difficulties encountered by the T.T.Is in arranging the practice teaching.

2. To find out the extent of difficulties encountered in arranging suitable practice teaching programme.

3. To analyse difficulties encountered by the practising schools and training institutions and classifying them.
Tools used for the Study.

1. Questionnaire

Containing closed form and open ended form of questions were used.
Check list for school teachers.
Rating scale for method masters were used.

Findings

1. Head masters possess a basic degree and all the Government middle schools are headed by graduate head masters.

2. Co-operating teachers are matriculates.

3. The posts of all the head masters and co-operating teachers are full time and permanent where as the posts of teacher educators through full time is not permanent.

4. The work hours of the Practising schools and the T.T.Is do not coincide.

5. 72% of the schools don’t allow the student teachers to make use of the equipments. This attitude required changes.

6. Practising schools are not at a walkable distance.

7. Teacher Educators are not in a position to supervise all the lessons taught by the trainees.


The project was undertaken with an objective of collecting data concerning major areas of elementary teacher education such as students and staff, facilities
and services, programmes, administration and supervision, etc., with a view to (i) compiling a National Report which could be used as a reference document, and (ii) locating weak areas which needed strengthening and thus required special attention of the NCERT.

A comprehensive questionnaire was used for the purpose of the survey. Data were collected from all the elementary teacher training institutions of India. The draft report which emerged out of the data was sent to the SIEs, Directors of the Public Instruction, and the field advisers for comments and suggestions. The final report was prepared after the remarks in corporation.

The following were the major findings of the survey: (i) about 59.9 percent institutions were located in urban areas while 48.3 percent in the rural areas; 54.71 percent institutions were residential in nature, 22.84 percent were partly residential and the rest were not residential; 46.30 percent of the institutions were coeducational, 35.89 percent were for men only and 17.01 percent were for women only; 63.18 percent institutions were run by state government, 27.34 percent were run as private aided and 9.47 percent were as private unaided; (ii) quite a fair justice was done to the selection of candidates for admission to training institutions, the main criterion being the marks obtained at the matriculation examination; some seats were kept reserved for scheduled castes, scheduled tribes and deputed teachers too; there was a good provision for stipend in almost all the government training institutes; in majority of the states, no tuition fee was charged; (iii) in majority of the states, the minimum qualification required for the recruitment to the post of principal as well as the teacher educator was a trained graduate; (iv) in most of the states the syllabus was prescribed by the state department of education; most of the theory papers in different states were almost the same; the common papers were Principles of Education, Educational
Psychology, Teaching of Mathematics, Teaching of Science, Teaching of Social Studies and Teaching of Languages; in many states, there were optional theory papers; practice teaching programme had a vital place in all the states; a little more than fifty percent training institutions had demonstration and practising schools had inadequate accommodation and ill-equipped staff; (v) in many of the states, the trainees had to practise one major and one subsidiary craft; (vi) in most of the states, the final examination was conducted by the state departments of education; usually, there was internal and external assessment for theory papers, practice teaching and crafts; (vii) poor physical facilities were observed in many respects, viz., lack of science laboratories, inadequate buildings, inadequate accommodation in the hostels, no good libraries, no trained librarians, and no adequate books and magazines; (viii) in case of government formed the only source of income; in case of private aided institutions also, considerable responsibility was borne by the government, donations, income from fees, etc.; and (ix) some senior officers from the directorates of education inspected the institutions and provided academic as well as administrative guidance.


The main objectives of the study were: (i) to find out the attitude of pupil teachers towards different functions of teaching profession; (ii) to find out the interest pattern of pupil teachers in respect of teaching as a profession; and (iii) to investigate the role expectation of pupil teachers regarding the functions of a teacher.

The sample consisted of all the pupil teachers enrolled in the four teacher training colleges of Bangalore city during the session 1972-73. The total sample
included 350 pupil teachers of which 124 were experienced male and female pupil teachers, 226 were fresh male and female pupil teachers, (157 male and 193 female). The tool employed for the collection of data had three parts: (a) an attitude scale, (b) an interest inventory, and (c) a role expectation scale. Part 'a' of the tool contained fifty items dealing with all the fields of teacher activity, viz., academic (twenty items), administrative (ten items), cocurricular (ten items) and community (ten items). Part 'b' contained eight items arranged into twenty tetrads having twenty items dealing with the four aspects mentioned above. Part 'c' contained twenty five items out of which ten were dealing with academic, five were with administrative, five were with co-curricular and the remaining five were with community aspects of teacher activity field.

Major findings of the study were as follows: (i) female pupil teachers were found to be more favorably disposed towards teaching than male pupil teachers, though both the group expressed high degree of governable attitude; (ii) female pupil teachers were more favourable towards the academic aspect of teaching than male pupil teachers; (iii) fresh pupil teachers were found to indicate higher degree of positive attitude than deputed pupil teachers towards teaching as a whole; (iv) the deputed pupil teachers were included towards administrative aspects more than freshers; (v) even among female pupil teachers the fresher had registered a higher degree of positive attitude than deputed pupil teachers; (vi) the experienced female pupil teachers were more favourable towards academic aspect than the deputed female pupil teachers; (vii) female pupil teachers were found to be more interested in cocurricular and community activities than male pupil teachers; (viii) the experienced pupil teachers were more interested in teaching than their counterpart; (ix) experience had no effect on the role expectations of male pupil teachers; and (x) fresh female pupil teachers exhibited a higher degree of role expectation than the experienced.

The objectives of the study were to find: (i) innovations in teacher education programme pertaining to curriculum, methods of teaching and in-service education; (ii) the types of courses followed in different states; and (iii) the resisting factors of innovations.

The method followed was the descriptive survey method. A preliminary survey of fifty teacher training institutions was made and eleven institutions were selected by stratified random sample basis for intensive study. Questionnaires were mailed and a sample of principals and teachers was also interviewed.

The findings of the investigation were: (i) In the area of method of teaching popularly used methods were question-answer and objective based teaching. (ii) The use of microteaching, programmed learning, interaction analysis, and self-learning projects were negligible. (iii) Nearly eighty one percent of the instructors frequently used lecture method in their theory classes. (iv) Not many institutions nor the instructors were involved in the inservice programme of elementary teachers. (v) In Rajasthan some innovations were reported. As for example, there were three institutions to organise regular programmes of inservice education, the teacher training institutes provided training on ungraded unit and a new experiment on first in introduction to teaching' was undertaken. (vi) In Gujarat and Jamia Millia Islamia, block teaching was one of the components of the teacher education programme. (vii) In Gujarat and Rajasthan separate institutions for linguistic minorities were existing. (viii) The most significant factors of resistance to innovations as reported were: lack of facilities, lack of funds, lack of time to pursue the new ideas, lack of professional guidance, lack of support from education department, and lack of professional guidance.
Bhargava, G.L. and Tripathy, V.D., "An Investigation into the Quality of Unit Plans for Teaching Prepared by a Central Agency and also the Difficulties faced by Teachers in their Use, Govt. Teachers' Training Colleges", A project report, Ajmer, Rajasthan, financed by N.C.E.R.T 1975.

The objectives of the study were: (i) to judge the quality of the unit plans produced by different agencies, and (ii) to find out the difficulties faced by teachers in using the unit plans.

The lessons plans were received from sixteen inspectors of schools of different districts of Rajasthan and four directorates of primary and secondary education, Rajasthan. The unit plans received were of two types: (i) unit plans produced by the directorates; and (ii) unit plans produced by the district authorities at their own levels. These unit plans were evaluated by the specialists of the respective subjects on a five point rating scale containing seventeen rating points.

The evaluation revealed the following characteristics of the unit plans produced at the state as well as district levels. (i) Unit plans produced at state level were rated above average on the rating points, namely, clarity of objectives, mastery of the subject, clarity of thoughts and proper sequence of subjects. All the unit plans were rated poor on the point of suggested remedial teaching. The unit plans in English and general science for class VI were rated superior to unit plans in other subjects. The unit plans in Hindi for classes VI, VII and VIII and in geography for class VIII were rated above average in respect of many rating points. The quality of unit plans in English for classes VII and VIII were rated average on most of the rating points. (ii) The unit plan produced at district level in English by inspectorate at pail were rated higher than the unit plans in the same subject got prepared by inspectors at Ajmer. (iii) Almost all unit plans were rated above
average in respect of rating points, viz., mastery of the subject matter and division of units. (iv) Almost all unit plans prepared by inspectorate at Alwar were rated below average in respect of rating points, namely, providing hints for teaching aids, neat and tidy work-habits suggested and class management provided. (v) The quality of unit plans prepared at directorate level was superior to the unit plans prepared at inspectorate level. (vi) The unit plans did not contain sufficient indication for additional reading with a view to enriching the curriculum. The school libraries did not contain books suggested for extra reading. The teaching aids for which instructions were give in unit plans were not available in schools. The unit plans did not give guidance to teachers with regard to re-teaching of content after having administered unit tests in the concerned subjects.


Objectives

-- To study the problems of the teacher educators in preparing the notes for the lectures in the library.

-- To know the problems of the medium of instructions.

-- To know the problems of teacher pupil relationship.

-- To know the academic qualifications of the teachers.

-- To know the adjustment problems of teachers.

Tools used

-- Questionnaire containing closed form and open ended form of questions were used.
Findings of the Study

In the pursuit of surveying the academic problems of the teachers working in the Teachers Training Institutes of Bijapur District, the researcher collected the data from the individual teachers and the Teachers Training Institutes by using two separate questionnaires. The following are the findings of the analysis and interpretation of the data collected.

- 45% of the teachers in the Teachers Training Institutes who have studied in the English Medium in their educational career, find it difficult to teach the T.C.L. and T.C.H Classes in Kannada and Urdu Medium.

- 50% of teachers who are aged less than 30 years if properly guided and motivated can make the training programme more meaningful.

- 58% of teacher educators are men and others are women.

- Majority of teacher educators are proficient in the three languages Kannada, Hindi/Urdu and English.

- Nearly 6 of the teacher educators are not enrolled as members by the local professional organisations.

- Teacher Educators feel they have no adequate incentives and opportunities for writing books and undertaking research projects.

- Most of the teachers have no chance to act as examiners for T.C.L. and T.C.H examinations.

- Majority of graduate teacher educators possess only basic degrees both in general and professional subjects.
All graduate teacher educators are trained for work at the secondary level consequently, they are inadequately trained for the work of preparing primary school teachers.

Majority of teachers possess only third division in their general qualifications.

Though majority of teachers have sufficient teaching experience still they do not possess the minimum teaching experience of 3 years.

More than half of the total number of teachers 60 are temporary and do not have security of service.

Majority of teachers do not avail the opportunities of participating in the academic activities of the Department except educational conferences.

Work load is not equally distributed among the teachers on account of large number of temporary and part time teachers.

Teachers are facing several serious problems in the Teacher Training Institutes with regard to teaching like lack of adequate library facilities, inadequate content knowledge on the part of trainees, absence of opportunities to receive academic guidance from the experts in the field etc.

Correction of notes of lessons and observation records has been mostly a burden on full-time graduate teachers. Physical education and craft activities are not made very effective.

Majority of teacher educators go to the practising schools either walking or by public conveyance, which has become an enforced expenditure for them, since no allowance is paid either by Teachers Training Institute or by the Department.

The supervision and discussion of lessons are not made effective in view of large number of trainees and less number of teachers who go for supervision.
- Kannada medium classes are more than the Urdu medium classes in the Teacher Training Institutes.

- The effectiveness of instruction is unpaired because most teacher handle classes which have both Kannada and Urdu medium.

- Among the trainees, girls are less in number than boys.

- Majority of crafts and music teachers are part time teachers. The effects on the teaching of crafts adversely.

- Majority of Teachers Training Institutes do not own their buildings and playgrounds.

- All the Teachers Training Institutes have made provisions for teaching physical education and crafts for the trainees.

- The teacher educators in the Teachers Training Institutes do not have any service benefits like pension or provident fund.

- Majority of Teachers Training Institutes have practising schools attached to them.

- Majority of Teachers Training Institutes involve the staff of the practising schools in the training programme, by arranging demonstrations lessons and talks.

- Almost all the Teachers Training Institutes neither provide any conveyance nor pay conveyance allowance to the practising schools.

- While majority of Teachers Training Institutes are satisfied that laboratory and teaching aids equipment is adequate they do not think that the library facility etc. are adequate.

This study is specifically designed to investigate the problems of Teacher Training Institutions regarding student-teaching at the Primary level.

-- For the purpose of the study, the following areas were taken up by the investigator to investigate the problems in those areas of the Teacher Training Institutions in Bangalore City.

a. Problems regarding preparing student-teachers for student-teaching.

b. Problems in gaining the co-operation of the practicing schools.

c. Problems of student-teachers in teaching.

d. Problems with regard to observation and supervision of student-teaching.

e. Problems with regard to evaluation of student teaching.

-- To compare the problems of men and women teachers with reference to the five categories of problems as listed in objective one.

-- To compare the problems of Arts teachers and Science teachers with reference to the five categories of problems as listed in objective one.

-- To compare the problems of more experienced and less experienced teachers, with reference to the five categories of problems as listed in objective one.

-- To offer some suggestions for the improvement of the student-teaching programme in Teacher Training Institutions.
Source of Data

The following materials were consulted to collect the data:

1. Published materials
2. Unpublished M.Ed. dissertations, and
3. Educational workers.

Techniques of Data Collection.

1. Library studies
2. Check-list administration
3. Formal and informal interviews.

Findings of the Study.

-- Men teachers and Women teachers of data, experience the severity of problems regarding student-teaching to the same extent.

-- Men teaching experience the severity of problems regarding preparing student-teachers for student-teaching significantly to a greater extent than women teachers.

-- Men teachers and women teachers experience the severity of problems regarding the co-operation of the practicing schools to the same extent.

-- Men teachers experience the severity of problems regarding problems of student-teachers in student teaching to the same extent as women teachers.

-- Men teachers experience the severity of problems regarding observation and supervision of student-teaching to a greater extent than women teachers.
- Men teachers experience the severity of problems regarding evaluation of student-teaching to the same extent as women teachers.

- Arts teachers experience the severity of problems regarding student-teaching to a greater extent than Science teachers.

- Arts teachers experience the severity of problems regarding preparing student-teachers for student-teaching to the same extent as Science teachers.

- Arts teachers experience the severity of problems regarding gaining the co-operation of practicing schools to a lesser extent than Science teachers.

- Arts teachers experience the severity of problems regarding problems of a student-teachers in student-teaching to the same extent as Science teachers.


Objectives of the Study.

- To know the academic problems of the teacher educators of Dharwad.

- To know the academic qualifications and abilities of the teacher educators.

- To know the ratio of men and women teacher educators.

- To know the problem pertaining to medium of instructions.

- To know the problems pertaining to library.
-- To know the work load of the teacher educator.

-- To know the problem pertaining to laboratory.

-- To know the problem pertaining to other activities.

Tools Used for the Collected the Data.

-- Questionnaire

-- Check list

-- Rating scale

Findings of the Study.

In the pursuit of studying the academic problems faced by teacher educators at Teacher Training Institutes in Dharwar District, the researcher gathered information from the individual teachers and also from the Teachers Training institutes two separate questionnaire.

The following are the findings of the analysis an interpretations of the data collected.

-- 60% of the teachers in the Teacher Training institutes have studied in the English medium either in graduation level or under-graduate level. So they find difficulty in teaching the T.C.H. classes in Kannada medium.

-- Most of the teachers have passed their general degree examinations in ordinary class.

-- 50% of the teachers who are in the age group of 30-35 years can make the training programme more successful and meaningful if they are guided properly.
- 53% of the teacher educators are men and 47% are women.

- Only a few teachers know the three languages i.e., Kannada, English and Hindi.

- Most of the teachers have not enrolled as members of the professional organisations. Only 40% of them have enrolled.

- Majority of teacher educators have no proper guidance and opportunities for research work.

- Very few teachers had chance to act as examiners for T.C.H. Examinations.

- 61% of graduate teachers are having basic degree both in general and professional subjects.

- Graduate teachers have been trained for work at secondary level. So they cannot cope up with the work of training the primary school teachers.

- 32% of the teachers are not having minimum teaching experience of 3 years.

- 44% of the teachers are employed on temporary and part-time basis. They do not have security of service.

- Only 25% of the teachers are participating in educational conferences. They are not participating in any of the academic activities of the department.

- Due to 44% of the teachers employed on temporary basis, work-load is not distributed equally among the teachers.
Absence of expert knowledge in the field of education from experts, lack of guidance inadequate content knowledge on the part of trainees, lack of library facilities and professional journals have become serious problems to teachers.

Full time graduate teachers alone are over-loaded with correction of notes of lessons and observation records.

Mostly physical education and craft teachers are employed on temporary part-time basics as such physical education and craft activities cannot be made effective and purposeful.

Since no allowance is being paid to the teachers who go to the practising schools for observation, they go either by walk or by public conveyances to the practising schools. Thus there is an enforced expenditure on them.

Kannada medium classes are more than the Urdu medium classes in the Teachers Training Institutes.

Due to large number of trainees and less number of teachers who go for supervision, discussions of lessons and supervision of classes are not effective.

Among the trainees, the strength of girls is almost nearer to the strength of boys.

Teaching of crafts is adversely effected as almost all craft and music teachers are employed on part-time basis.

All the institutes have their own play-ground to the extent required.

In all the institutes there is provision for physical education and crafts.

Out of seven institutes, 6 are having practising schools attached to them.
Laboratory and teaching aid equipments are inadequate in most of the teachers training Institutes.

In all the institutes library facilities are found to be adequate.

They saying that "Teachers will have more children generally" has been disapproved by the survey. Majority of the teachers are having one or two children only. In some cases no children at all.

Lady teachers remain unmarried even though they have fallen into the age group of 30-35 years.

80% of the teachers are having their spouses employed.

Almost all women teachers take their lunch in the nearby hotels and male teachers bring their food for lunch along with them.

Male teachers are spending their leisure time in reading books and journals whereas the lady teachers have expressed that they spend their leisure time in visiting movies.

The academic problems have been revealed by the survey made and an attempt is made by offering a few suggestions relating to them in the foregoing section.


The study had the following objectives: (i) to find out the priority of perception of the personnel involved on objectives of student teaching; (ii) to study the organisation and method of evaluation of the student teaching; (iii) to identify the difficulties and problem faced by the teacher education personnel; and (iv) to analyse the problems and make suitable recommendations to face the same,
taking into consideration the various suggestions made by the personnel directing the student teaching.

Principals and members of the staff of all the colleges of education in Andhra Pradesh, a minimum of twenty student teachers selected randomly from each of the colleges, headmasters and some senior teachers of the practising or cooperating schools formed the sample. Questionnaire, interview and observation techniques were used to collect the data. Also, the syllabi of the three universities of Andhra Pradesh, lessons plans in different subjects, preforms for assessment, observation and criticism, and reports of training teachers and head teachers of cooperating schools were studied to get the required data. The data were interpreted on the basis of the frequency of responses and percentages.

The following were some of the major findings of the study: (i) Majority of colleges of education were lacking in facilities like accommodation, equipment, etc. (ii) About half of the colleges of education were not having extension services department or unit attached to them. (iii) Lectures on theoretical aspects of student teaching, conducting tutorials, and showing specimens of notes of lessons were found common in all the three universities. (iv) Practice in lessons planning, preparation of aids, school visits were found common in all the colleges. (v) Practice in blackboard work was found in only one college Simulations, screening of films, and micro teaching (use of videotape) were not found in any college. (vi) Except Osmania College of Education, all the other colleges were demonstrating lessons before and after the starting of student teaching programme, fixing the number of lessons at 8 to 122 in the syllabus. (vii) All the colleges were following objective based lessons planning (viii) Student teachers were provided an opportunity for observation and criticism of the lessons given by college method master and other trainees with a proforma for their guidance. (ix) Organisation
pattern of student teaching in all the colleges was found to be similar. (x) Majority of colleges were not having model or practising high schools and they were depending on fifteen to twenty five surrounding schools for this purpose. (xi) Supervision was found to be a joint venture of college method master, staff, tutor of the college, and school subject teacher. (xii) Position of innovation and research in the colleges was not encouraging. (xiii) The record of evidence for the assessment was found to be the same in all the three universities. (xiv) Weightage of marks for various aspects of student teaching varied among the three universities. (xv) The colleges were not having required and qualified staff. (xvi) Student teaching was taken as a formality and ritual just for fulfilling the syllabus prescription, but not in an effective manner to realize its full spirit as outlined in the objectives of student teaching.


The objectives of the study were: (i) to identify the characteristics, both personal and professional, that are considered as the constituents of teacher efficiency by the various levels of educational personnel; (ii) to find out the situational factors that influence the teacher in performing his job to the best of his abilities; and (iii) to find out the implications of the findings for improving the teacher training programme at the primary level.

The study involved headmasters and teachers of primary schools. As a part of the study a rating scale was developed. Fifty primary schools were involved for the main study. Central tendency, Kendall's coefficient of concordance test and chi-square techniques were used for the analysis of data.
The following were the major findings of the study: (i) Twenty-four personal characteristics of teachers, which had an influence on the growth and developments of children, were identified. (ii) Eleven professional competencies, which were linked with the attitude of teachers to 'self-learning' were identified. (iii) The efficiency of the teacher was affected by the presence of certain factors, such as, human relationships. Socio-economic conditions of the teachers, organisation of teaching-learning process, out of school activities assigned to the teacher and socio-cultural setting of the community. (iv) The personal characteristics of the teacher found an insignificant place in the scheme of primary teacher training programmes. The teachers were seldom exposed to experience the various types of social and physical situations which they would face in life situations.


The purpose was to study the existing admission procedures in the teacher training institutions and to suggest a suitable selection procedure so that the best candidates are admitted to the training colleges.

All the teacher training institutions in India both at elementary and secondary levels were requested to send their existing admission rules. Within the country, the questionnaires were sent to as many as 1,131 principals of elementary teacher training institutions and 375 colleges of education. Out of these, 475 (forty-two percent) principals of elementary teacher training institutions and 203 (fifty-seven percent) of colleges of education responded. Interview
schedules were prepared for carrying out of the case studies of some of the institutions.

The findings are as follows: For admission to an elementary teacher training institution, (i) the minimum qualification is matriculation or S.S.L.C; (ii) age limit is fifteen to thirty years for freshens, and up to forty five years for untrained teachers; and (iii) the admissions are given on the basis of credits gained on written tests, interview, academic record and teaching experience. For the admission to the secondary teacher training institutions, (a) the minimum qualification is B.A. with forty to forty five percent marks; (b) age limit is eighteen to thirty years; and (c) over and above the consideration of credits on written tests, interview, academic record and teaching experience, some institutions like to administer intelligence tests for admission.


The main objective of the study was to compare the general teaching competence of student-teachers of a primary teacher training college who were trained in developing certain teaching skills through microteaching and of those trained through the traditional technique. The hypothesis tested was: There was no significant difference in the mean scores of general teaching competence of student-teaches of a primary teacher training college trained in teaching skills through the microteaching technique and of those of student-teachers of a
primary teacher training college trained through the traditional techniques of teacher training.

A pretest, post-test parallel design was followed. There were two groups, microteaching group (MTG) and traditional technique group (TTG). The Teacher Attitude Inventory (TAI) and Madhokar Patels Intelligence Test were the tools used. The Baroda General Teaching Competence (BGTC) schedule was used to judge general teaching competency. The sample consisted of forty student-teachers of the M.B.M. Primary Teachers Training College for Women, Borsad. Two groups were formed at random, each having twenty student teachers.

The main finding of the study was that the microteaching treatment in simulated condition was significantly better than the traditional teacher training treatment in developing the general teaching competencies.


The objectives of the study were: i) to determine the most desirable set of objectives for teacher education in general and primary teacher education in particular, ii) to examine to what extent the existing inputs such as the courses of study, the institutional plan, teachers equipment, etc., were adequate to realize the formulated objectives, and iii) to evaluate the extent of the efficacy of the programme in preparing competent and efficient teachers in terms of selected areas of teachers' efficiency.

Data were collected through questionnaires and a teacher efficiency inventory. The sample for the questionnaire included 200 experts in the field of
education, all the subject inspectors, deputy directors of public instruction, the superintendents of the undergraduate teacher training institutes of Karnataka, and for the teacher efficiency scale, 600 undergraduate teacher trainees. Analysis of the data was based on percentages coefficient of correlation and critical ratio.

The findings of the study were: (i) the general objectives, in the order of preference, considered important for teacher education in general were: to help pupil teachers (a) become conversant with the basic theories of teaching and learning and of the learning process. (b) Become conversant with the foundations of education, c) develop a positive attitude towards the teaching profession, d) acquaint themselves with the meaning of democracy and its implications for education and develop the desire to inculcate these ideas in their pupils. e) Acquire the knowledge of modern evaluation techniques, curriculum planning and development f) realize the importance and significance of guidance in schools and also develop skills to offer guidance to pupils, (g) know different types of school organization and administration. (ii) The objectives considered significant for undergraduate teacher education in the order of preference were: to help pupil-teachers (a) acquire the knowledge of the developmental needs of the elementary school children at the various stages of growth, (b) acquire the knowledge of aims and objectives of teaching school subjects at the primary education in general and the specific objectives of teaching school subjects at the primary level. (c) have an adequate acquaintance with the content of the different subjects of the school syllabus they were expected to teach, (d) develop and use instructional materials including audio-visual aids, (e) realize the need and importance of work experience and acquire proficiency in some crafts, (f) contrive and use a variety of efficiency teaching-learning procedures suited to primary school children, (g) be active participants in community activities like
adult education, PTA, etc., and (h) have the knowledge of various co-curricular activities suited to the primary school children and make them capable of organizing, supervising and participating in such activities. (iii) Seventy percent supervisors and 65 percent superintendents felt that the curricular offerings were only just adequate to attain the objectives. (iv) The facilities provided in the teacher training institutes in respect of teaching personnel, admission procedure institutional plant, time allotment to the teaching of different subjects and practice teaching were not adequate to carry out the curricular programme effectively. (v) The performance of the trainees in the teacher's efficiency inventory showed that the training programme has failed to develop a teacher of desired quality. The area of professional skill and interest, which should get the highest score on the inventory as it was the best measure of the teacher's efficiency, according to the test constructor, got the fourth place whereas the areas of relationship with others, individual qualities, ability for class management and acquaintance with the principles of psychology got the first, second and fifth places, respectively.


The objectives of the investigation were: (i) to evaluate the organisational climates of various types of teacher training institutions existing in Uttar Pradesh focussing on studying the differential characteristics of the organizational climates, (ii) to study how the organisational climate is related to the institution's effectiveness, and (iii) to identify the most characteristic environmental features, key questions and problems which students were most cognizant of and most in agreement with, bringing out the unique and different types of environmental problems that each type of teacher training institution presented to the student.
The hypotheses examined were: (i) The organizational climate of a government training college was different from that of other training colleges. (ii) The organizational climate of the institutions located in the rural areas of the State was different from that of the institutions located in the urban areas. (iii) The organizational climate of large institutions having more than 100 students was different from that of the institutions having 100 or less number of students. (iv) The organizational climate of the men's training colleges was different from that of women's training colleges. (v) The organizational climate of the university departments of education was different from that of the affiliated college departments. (vi) The organizational climate of a teacher training institution affected its effectiveness defined in terms of its students' performance in theory examinations. (vii) Each type of teacher training institution had its own unique characteristics of the organizational climate. The study was conducted in fifteen teacher education institutions drawn randomly out of the forty institutions of U.P. with 1,000 students. The institutions were further grouped as rural-urban, large-small government-private, boys-girls. Organizational climate was measured by an Organizational Climate Questionnaire (OCQ) prepared by the researcher. Kolmogorov-Smirnov test of significance was used to test the hypotheses.

The findings of the investigation were: (i) The organizational climates of teacher training institutions in U.P. were characterized by high level of hindrance factor authoritarianism, high academic emphasis, low overall picture emerging was not impressive and good. (ii) The colleges differed among themselves significantly with of non-government teacher training college's organizational climate indicated high hindrance, high democracy and freedom and high lack of facilities. The stereotype of organizational climate of government teacher training colleges, on the other hand, meant high social support, high authoritarianism, high trust, high academic emphasis, and high discipline and control. It was proved that
significant differences existed between them on all the nine dimensions of OCQ. (iv) In large institutions, the climate was dominated by high authoritarianism, high trust, high academic emphasis and higher degree of discipline and control as compared to small institutions. On the other hand, small institutions' climate was characterized by high hindrance, high democracy and freedom and high lack of facilities. (v) The rural institutions had high level of discipline and control and high academic emphasis as compared to the urban institutions. On the other hand, the urban institutions were high on democracy and freedom and lack of facilities. (vi) The men's training colleges had better social support, greater trust, more academic emphasis and better discipline and control than the women's training colleges. (vii) The trust and academic emphasis were more predominant in the climate of the college departments. But, on the whole, the climates of the two groups of teacher training colleges were similar. (viii) The organizational climate affected the effectiveness of the institution. (ix) Each teacher training institution had a unique kind of climate.


The investigation was designed to find out the effectiveness of the teacher training programmes in the colleges affiliated to Avadh University, Faizabad. The sample for the study included all the ten teacher training departments in the colleges affiliated to Avadh University. Data were collected with the help of questionnaires for forty-five secondary school teachers, 929 teacher-trainees, sixty-four teacher-educators, ten heads of the teacher training departments and two principals.

The findings of the study were: i) the teacher training departments did not have adequate buildings or equipment. (ii) None of them had hostels for girl
students. The hostel facilities for boys were not satisfactory (iii) quite a few teacher-educators were not adequately qualified to supervise teaching practice in the subjects in which they were supervising the lessons. (iv) None of the teacher training departments had provision for extension services. (v) The process of admission was too lengthy and took more than two months for completion. (vi) The duration of the training course had become very short and covered only 118 working days. (vii) None of the training departments had their own practicing schools. (viii) The time spent on practice-in-teaching was too short as schools were not available for a longer time. (ix) The examination for practice-in-teaching had become a farce as the examiners did not observe the lessons for adequate time. (x) The majority of the respondents were not satisfied with the efficiency of the training programmes.


The paper has dealt with the following aspects of teacher education at the primary level.


The author of the paper has opined that the present curriculum with respect to the primary level is really good in the sense that it increases the competencies of the student teachers both in the content and in the methodology. At the same time the author has not been blind to the definitions in the said curriculum. He has pointed out the inadequacy of the number of periods allotted
for language subjects. In science, he has advocated for giving greater provenance to practical work. He has suggested that there should be scope for handling the Audio-Visual Equipment. In mathematics he has suggestions for avoiding ambiguities, in geometrical constructions, including a few more chapters, and enhancing the number of periods allotted. In view of the heavy syllabus in social studies he has suggested an increase in the number of periods. He has been of the opinion that the syllabus in work experience needs a revision and that the contingency grant should be more for the work experience classes. The author has felt that the number of periods for pedagogical subjects is insufficient. He has further opined that the contributions of Vivekananda and Aurobindo towards primary education being philosophical in nature are beyond the comprehension of the present day student teachers. He has suggested the need to associate Health Education with Physical Education instead of with Administration as at present.

On training programme, the author has a good number of very useful suggestions to make Prime among them are practice teaching programme will have to be arranged after the due consultation with the practicing schools; pre-practice teaching training should be prolonged and intensely carried out and the system of giving a special pay of Rs. 30/- p.m. to the teacher-educators for purpose of conveyance to go or practical work in physical training withdrawn from April 1980, should be resumed.

Regarding the evaluation aspect, the author has suggested that the evaluation of answer scripts of the public Examinations should be entrusted preferably to those who have worked in the teacher training institutions.
In the area of administration and organization, the author has suggested that there should be a close contact between the University Departments of Education and the Teacher Training Institutions. He has also urged that the Government should stop the growth of sub-standard teacher training institutions, and that new institutions should be started on the basis of demand and supply. The author has advocated for the need to supervise the work of training institutions by entrusting the work to properly trained persons. He has further suggested that each institution should have a practicing school of its own and the staff should be provided with residential quarters near the institutions.

The author has suggested that a central agency should be appointed to scrutinize the applications for admission to the training course, and the teacher pupil ratio should be 1:8. He has insisted on aptitude tests to find a place in the method of selection. He has upheld the suggestion of the report prepared by the NCERT (1971) that reservation in admissions should not exceed 20% of the available places.

As the staff of the training institutions are prepared for secondary schools they need orientation to do their work efficiently and effectively at the primary level. Hence the author has suggested in service training programmes for the staff.

Another useful suggestion made by the author is that the teacher-trainees should be provided with opportunities to acquaint themselves with the programmes of different development agencies like Adult Education unit so that the trainees would be able to make use of the available resources in working with the community.
A rather ambitious suggestions made by the author is that a few methods of doing research such as action research, observation etc., should be incorporated in the training programme of primary levels. Every teacher training institution should have a research wing and every trainee should be made to conduct a simple research in finding out solution to classroom problems.

Salient Recommendations of "Teacher Education Curriculum* Prepared for National Council for Teacher Education.

Pointing out the importance of the curriculum in Teacher Education Programme, the author has made the following observations.

Strategies and approaches of teaching the children informal and non-formal education will have to confirm to their physical and social environment. Secondary, teacher education programme needs to be flexible so as to bring in relevance to the life needs of the children. Thirdly, there is an urgent need to develop a system which provides continuity between pre-service and in-service education.

The author has suggested that efforts should be made to attempt at interdisciplinary and integrated approaches. He has urged that Education should be recognized as an independent discipline. Further, it is very essential that teacher education programmes become performance based.

The author has seriously felt the need to view internship programme with more seriousness and suggests that a student-teacher should be put through a serious of stimulating situations before he is pushed into an actual class-room. He has recommended semester system to replace the rigid system of the year wise courses.
Regarding evaluation, the author has expressed that internal assessment for both theory and practice teaching is a step which is very vital for reforming our evaluation system and that 'one who teaches also evaluates' should not remain a slogan.

The author has regretted that weakest spot in the entire games of teacher education has been research and experimentation. He has suggested that the teacher trainee should be provided with experience that would develop in him a systematic and scientific way of thinking and looking at the task he has to undertake.

Regarding methodology of Teacher Education the author has opined that there should be more importance for Institutional Planning, Organisation of Theory Courses, Self-Learning, Problem solving, Objective-based instruction, content Analysis and Methods, working with the community, and Organisation, of Practice Teaching including related practical work.

Krishnareddy and etal., "Evaluation of Inservice Training Programme for Primary Teachers in the Selected Government and Aided Teacher Training Institutions, of Andhra Pradesh" A project report sponsored by SCERT, Hyderabad, Andhra Pradesh, 1981.

The objectives of the study were (i) to evaluate the administrative aspect of the function of the science teaching course for primary teachers, (ii) to evaluate the academic aspect, that is, the schedule of work and activities acquired during the in-service training programme, and (iii) to study the relevance of the course content to the objectives of the in-service training programme.

The sample of the study consisted of 500 primary school science teachers who attended the in-service training programme in government and aided teacher training institutes in the twin cities of Hyderabad and Secunderabad. The sample
also included 100 key personnel who were attached to the programme as Co-ordinators, principals and teacher educators. In the study three types of tools were used. The first was a questionnaire for key personnel to assess the training course. The second was a questionnaire for primary school teachers to assess the training programme with respect to administration, course content and activities organized during the course. The third tool was an observation schedule to observe the various types of activities organized during the training programme.

The findings of the study were: 1. The key persons of the course felt that (a) adequate staff was not there, (b) individual attention was not possible in the course, (c) science consultants were not provided, and (d) there were no books through which modern concepts could be developed. 2. The participants felt that (a) there was too much interference from the deputy education officers (b) the headmasters were reluctant to send them to inservice training programmes, (c) there was a lot of paper work which had to be completed for attending the training programme. 3. The participants felt that the training programme was good and helped in developing knowledge about new concepts in science. 4. The participants felt motivated to implement most of the teaching strategies taught during the course. 5. The participants felt that skills to be used during classroom teaching were not adequately practised during the training programme. 6. Adequate stress was laid on the learning of concepts in science rather than teaching of the concepts. 7. The teacher educators laid more stress on pupil participation in the classes. 8. The laboratory techniques employed during the training programme were quite useful but could not be practised in the schools. 9. According to the participants, the teacher educators laid great stress on using environmental resources during teaching science but were not able to use the resources themselves. 10. The participants had the feeling that the course had high academic value but it was not possible to implement many of the activities
because of the heavy syllabus in the primary classes. 11. The key personnel felt that the teachers who were invited to the in-service training programme did not have adequate knowledge of science. 12. Both key persons and participants felt that the budget was not enough for the training programme.


Objectives of the Study

-- To findout the problem face by elementary school teachers.

-- To find out the prevalent practices and opportunities given for the professional growth of teachers.

-- To investigate the general nature of existing social relationships among school faculty.

-- To investigate the nature of relationships between teachers and students and headmasters.

-- To investigate the nature and incidence of problems related to health.

-- To suggest a pragmatic programme for professional growth of elementary teachers.

Findings of the Study

-- The majority of the samples were found to constitute of female teachers.

-- The age of teachers in the sample has been found to range from 22 to 54 years, thus showing heterogenous nature of the sample.
-- 83.64% of the teachers were married and among the unmarried category (1.81% belonging to men and 14.55% were women teachers.

-- 78.1% of the teachers were undergraduate and only two out of 55 were post-graduate degree holders. 87.3% of the teachers were TCH trained and among the untrained sector (i.e. 12.7), 9.09% were stipendiary teachers. Only two teachers were found to possess a bachelor degree in education (B.Ed.).

-- 10.9% of the teachers consisted of headmasters showing a ratio of headmaster and teacher as 1:9. 9.1% of the teachers were found to be working on stipendiaries basis.

-- The study revealed that about 20% of the teachers had 25 to 30 years of experience. 50.91% of the teachers were found to have above 10 years of experience.

-- It was found that 14.54% of the teachers were taken on as probationary teachers.

Smt. S. M. Golsangi, "A Study of the Problems faced by the Female Teacher-Trainees of Primary Teachers' Training Institutions in Karnataka State - with Special Reference to Dharwad District Dissertation", Karnatak University, Dharwad. 1981.

Objectives of the Study

In taking up the present study the investigator had the following objectives:

-- To make an enquiry into the general conditions of the female teacher-trainees of primary teacher training institutions-age-group, marital status, nature of dwelling, etc.,
To make an investigation into the problems faced by the female teacher-trainees of primary teacher training institutions in getting admissions to the training courses

To make an enquiry into the opinions of the female teacher trainees of primary teacher training institutions about the adequacy of the duration of the training course;

To investigate into the problems faced by the female teacher trainees of primary teacher training institutions pertaining to community life in the training institutions;

To make an enquiry into the problems faced by the female teacher trainees of primary teacher training institutions regarding the syllabus prescribed for the training.

To investigate into the opinions of the female teacher trainees of primary teacher trainees of primary teacher training institutions on the ratio of teacher-educator and teacher pupil in the training institutions.

To make an enquiry into the adequacy of qualifications, ability, etc. of the teacher-educators in the primary teacher training institutions;

To investigate into the problems faced by the female teacher trainees of primary teacher training institutions in matters of co-operations, between the teacher-educators, practicing school, co-operating school and teacher-trainees.

To make an investigation into the problems faced by the female teacher trainees of primary teacher training institutions in doing justice to theory and practice teaching in the training programme.

To investigate into the problems faced by the female teacher trainees of primary teacher training institutions pertaining to library facilities in the training institutions;
To make an enquiry into the problems faced by the female teacher trainees of primary teacher training institutions regarding evaluation of their work by the teacher-educators;

To investigate into the problems faced by the female teacher trainees of primary teacher training institutions in matters pertaining to their personality development;

To investigate into the problems faced by the female teacher trainees of primary teacher training institutions in availing of educational aids.

To make an enquiry into the problems faced by the female teacher trainees of primary teacher training institutions regarding other facilities like hostel accommodation, etc.

To suggest remedial measure with a view to solving the problems faced by the female teacher trainees of primary teacher training institutions.

Tools

1. Questionnaire
2. Rating Scale
3. Check List

Findings of the study

-- The T.T.Is are don't have good building

-- The T.T.Is are don't have Infrastructure

-- Don't have well qualified staff
- The T.T.Is are don't have separate Library and laboratory
- Don't have modernised equipments
- Personality development
- Problems of Hostel
- Ratio of teacher educators and teacher pupil in the training institutions


The major objectives of the investigation were: i) Study the nature and extent of the inputs, viz., teacher educator, student-teacher, finance, etc., in elementary teacher training institutions in Punjab, ii) to study the nature and extent of output in elementary teacher training institutions, (iii) to study the relationship between input and output of elementary teacher training institutions, and (iv) to study the effect of significant variable significant (inputs) in predicting the student-teachers' performance (output).

Out of seventeen elementary teacher training institutions located in the twelve districts of the State of Punjab, fifteen institutions were selected for the study. Job was collected using questionnaires. JIM Scale, Socio with Economic Status Scale, Organisational Climate Description Questionnaire, Leadership Behaviour Description Questionnaire and Pureed Teacher Opinionnaire. The data were analysed using percentages volume moment correlation, multiple correlation etc.,
Some of the major findings of the investigation were not (i) the product moment coefficients of correlation between inputs (the quality of teacher-education academic motivation, leadership style, organization climate, teaching methods, physical facilities) and output as the total marks in the examination, were significant. (ii) The product moment coefficients of correlation between inputs (the quality of teacher-educators, the quality of student-teachers, academic motivation, the teacher's morale, leadership style, etc.) and output, as practical marks, were statistically insignificant. (iii) The product moment coefficient of correlation between finance as an input and total marks (theory and practicals) was not significant. (iv) The multiple regression coefficients with eight variables were 0.796, which showed that these factors played a significant role in predicting performance.


The major objectives of the investigation were: (i) to find out the problems of training college personnel, principal of practicing schools, teachers of practicing schools and student-teachers arising out of the programme of student teaching, (ii) to conduct a comparative study of the problems of training colleges of Uttar Pradesh and Gujarat with regard to practicing schools, and (iii) to make a comparative study of the problems faced by the practicing schools of Uttar Pradesh and Gujarat.

The sampling technique used was a combination of random and cluster sampling. It included 730 respondents consisting of 20 principals, 100 teacher-educators, 500 student-teachers, 30 school headmasters, 70 teachers, and 10 educationists. The tools used included questionnaire, a checklist and an
opinionative. Chi-square test, critical ration and percentages were the statistical techniques used.

The major findings of the investigation were: (i) Fifty-three percent of the student-teachers of Uttar Pradesh and 31 percent of Gujarat admitted that they failed to do their responsibilities satisfactorily due to lack of time. (ii) Sixty-four percent student-teachers of Uttar Pradesh and 82 percent of Gujarat opined that demonstration lessons were useful for them. Introducing and dividing the unit in a proper way were the problems of student-teachers of Uttar Pradesh and Gujarat, respectively. The student-teachers stated that teacher-educators generally lacked competence in respect of giving guidance. (iii) Student-teachers of both Gujarat and Uttar Pradesh felt that block teaching system created strain. (iv) Inadequate accommodation in classrooms and absence of follow-up of practice lessons were other problems of the student-teachers in addition to the problem of having self-motivation for practice teaching (v) On the whole, the student-teachers of Uttar Pradesh had more problems to face than those of Gujarat. (vi) Seventy-four per cent of teacher-educators of Uttar Pradesh and 36 percent of Gujarat reported that they failed to perform their responsibilities during student teaching satisfactorily. Of the teacher-educators of Gujarat 76 per cent against 28 per cent of Uttar Pradesh expressed their satisfaction with their supervisory functions. Their most difficult problems were regard to establishing well difficult problems were in regard to establishing good relationship with practicing schools and framing suitable time-tables. (vii) The teacher-educators of Uttar Pradesh and Gujarat admitted that they lacked professional efficiency for satisfactorily guiding student-teachers. (viii) The teacher-educators felt that student-teachers wanted spoon-feeding. They faced the problem of limited periods of practice teaching allowed by schools. Internal assessment was also a problem according to them. (ix) The principals of training colleges felt that they were unsuccessful in realizing
the objectives of student teaching because of lack of cooperation from the schools and inadequate time. (x) The headmasters of practicing schools of Uttar Pradesh and Gujarat were not happy with the teaching by student-teachers. (xi) The school teachers felt that the programme of student teaching upset their plan of work. (xii) The educationists felt that the objectives of student teaching were inadequate, supervision was defective, relationship between colleges and schools was not harmonious and evaluation was defective.


The objectives of the investigation were: (i) to study social cohesion obtaining in the elementary teacher training institutions, (ii) to study the relationship between the sets of social cohesion scores and the sets of student-teachers' mean scores on achievement, attitudes and adjustment, (iii) to compare student teachers' mean scores on achievement, attitudes and adjustment in elementary teacher training institutions with high and low social cohesion, and (iv) to predict student teachers' achievement in theory and practice of teaching room the social cohesion scores and the scores on attitudes and adjustment. The student-teachers' outcomes were taken as measures of institutional efficiency.

The study involved thirty-three elementary teacher training institutions drawn randomly from 185 institutions in the State of Uttar Pradesh. These institutions had 243 teacher-educators and 825 final year student-teachers. The Social Cohesion Assessment Inventory (SCAI) developed in the Department of Teacher Education at the NCERT, student teacher adjustment inventory (STAI) and student teacher attitude to institution developed by Roma Dutt, and Ahluwalia Teacher attitude inventory were used to collect data. Correlations were computed
to study the relationship between different variables. The t-test was employed to compare product variables in institutions with high and low social cohesion. Step-wise regression analysis was used for the prediction of student-teachers' achievement.

The main findings of the investigation were: (i) Social cohesion had significant correlation with the student teachers' achievement in theory as well as practice. (ii) Its correlations with the student-teachers' adjustment and attitudes were not significant. (iii) Social cohesion in the teacher training institutions turned out to be a predictor of student-teachers' achievement in practice teaching explaining 48.23 per cent of the variance. (iv) It was a comparatively weak predictor of student-teachers' achievement in theory explaining merely 11.69 per cent of the variance in achievement. (v) Student-teachers' achievement in theory in institutions with high and low social cohesion differed significantly. (vi) Student-teachers' attitude to teachers (teacher-educators in this case) differed significantly in institutions with high and low social cohesion.


Tools Used for Collecting the Data. Questionnaires

Findings of the Study.

In the pursuit of surveying the academic problems of the teachers working in the Teachers Training Institutes of Bangalore City, the researcher collected the data from the individual teachers and the Teachers Training Institutes by Bangalore City, the researcher collected the data from the individual teachers and the Teachers Training Institutes by using two separate questionnaires. The following are the findings of the analysis and interpretation of the data collected.
86% of the teachers in the Teachers Training Institutes who have studied in the English Medium in their educational career, find it difficult to teach the T.C.H. Classes in Kannada Medium.

58% of teachers who are aged less than 30 years if properly guided and motivated can make the training programme more meaningful.

54% of the teacher educators are men and 46% are women.

Majority of teacher educators are proficient in the three languages Kannada, Hindi and English.

Nearly 70% of the teacher educators are not enrolled as members by the local professional organizations.

91% of Teachers Educators feel they have no adequate incentives and opportunities for writing books and undertaking research projects.

Most of the teachers (61%) have no chances to act as examiners for T.C.H. Examination.

Majority of graduate teacher educators (71%) possess only basic degrees both in general and professional subjects.

All graduate teacher educators are trained for work at the secondary level. Consequently, they are inadequately trained for the work of preparing primary school teachers.

Majority of teachers (69%) possess only third division general qualifications.

Though majority of teachers have sufficient teaching experience still 21% do not possess the minimum teaching experience of 3 years.
More than half of the total number of teachers (110) are temporary and do not have security of service.

Majority of teachers (71%) do not avail the opportunities of participating in the academic activities of the Department except educational conferences.

Work load is not equally distributed among the teachers on account of large number of temporary and part time teachers.

Teachers are facing several serious problems in the Teachers Training Institutes with regard to teaching the Training Classes like lack of adequate library facilities, inadequate content knowledge on the part of trainees, absence of opportunities to receive academic guidance from the experts in the field etc.

Correction of notes of lessons and observation records has been mostly a burden on full-time graduate teachers.

Physical education and craft activities are not made very effective.

Majority of teacher educators go to the practising schools either walking or by public conveyance, which has become an enforced expenditure for them, since no allowance is paid either by the Teachers Training Institute or by the Department.

The supervision and discussion of lessons are not made effective in view of large number of trainees and less number of teachers who go for supervision.

Kannada medium classes are more than the English medium classes in the Teachers Training Institutes.

The effectiveness of instruction is impaired because most teachers handle classes which have both Kannada and English medium.

Among the trainees, girls are more in number than boys.
- Majority of crafts and music teachers are part-time teachers. This affects the teaching of crafts adversely.

- Majority of Teachers Training Institutes do not own their buildings and play grounds.

- All the Teachers Training Institutes have made provisions for teaching physical education and crafts for the trainees.

- The teacher educators in the Teachers Training Institutes do not have any service benefits like pension or provident fund.

- Majority of Teachers Training Institutes have practising schools attached to them.

- Majority of Teachers Training Institutes involve the staff of the practising schools in the training programme, by arranging demonstration lessons and talks.

- Almost all the Teachers Training Institutes neither provide any conveyance nor pay conveyance allowance to the teaches for going to the practising schools.


The main objectives of the research were: 1) to study the relationship of summated social cohesion and its component variables such as interpersonal attraction (IPA), evaluation of the group as a whole (EGW), closeness with the group (CWG), expressed desire to remain in the group (EDG) and perception of leadership and decision-making process (LSDM) with the student-teacher's adjustment to teaching, peers, teachers, institution, and summated adjustment,
and (ii) to study the student-teacher's attitude towards teaching profession (ATP), classroom teaching (ACT), child-centred practices (ACCP), educational process (AEP), pupils (AP), teachers (ATR) summed attitude scores (ATS) and institutions (ATI).

The study followed a correlation design wherein inter co-relations between the variables of social cohesion and the student-teacher's outcomes (attitude and adjusting in Microteaching under Simulated Conditions on General Teaching Competence and Attitude towards Teaching of Student-teachers. R.P. Anada College of Education, Borsad, 1978a (NCERT-financed).

The main objectives of the study were: I) to compare the effectiveness of perceptual and symbolic modeling upon the general teaching competence of student-teachers. (ii) to compare the effectiveness of symbolic and perceptual modeling on the student-teachers' attitude towards teaching, and iii) to compare the retention level of general teaching competence among student-teachers trained through the perceptual and symbolic modeling.

The Baroda General Teaching Competence Scale (BGTC) was use to record the general teaching competence of the teacher-trainees. The scale contained twenty statements covering all possible teaching skills of a teacher in the classroom at different stages of the lesson. The Teacher Attitude Inventory (TAI) was used to assess the teacher-trainees' attitude towards teaching. Culture Free Test (Cattle) was used to measure the level of intelligence of the teacher-trainees. One evaluation schedule was used for each teaching skill during microteaching. One hundred and twenty-eight student-teachers of R.P. Anada College of Education, Borsad. Gujarat formed the population. Twenty male arts graduate student-teachers were selected. The sample was further matched on the basis of different variables for equating both the groups.
The important findings of the study were: (i) the microteaching treatment with perceptual modeling and that with symbolic modeling were not different in developing general teaching competencies. ii) The microteaching treatment with perceptual modeling and that with symbolic modeling were the same on the level of retention. (iii) The microteaching treatment given with perceptual modeling and that with symbolic modeling produced practically identical outcomes in respect of attitude of the student—teachers towards teaching.


The object of this scheme was to initiate a programme of training of primary teaches, especially in view of the enlarged role they would have to assume when elementary education became universal for children in the age group 6-14. The project ultimately focused on, (i) preparation of literature for primary school teachers which could be useful in their in-service training as also in their self-training, (ii) orientation of primary school teachers, teacher educators and extension officers with help of the literature prepared in the project, and (iii) creation of social awareness among primary school teachers for the education of economically and socially backward children.

During the years 1979 and 1980 four different surveys were undertaken by the IIE, namely, a survey of teachers working in Pune Municipal Schools regarding time, energy and money spent by them for coming to school and going back home, a survey of dropouts and non-enrolment of children in the 6-14 age-group, a survey of expectations of primary school teachers in Pune regarding further training, orientation and continuing education, and a review of D.Ed. curriculum, textbooks and question papers.
The outcome of the project were: 1. A set of 16 booklets written in simple language was made available for orientation programmes and self-learning of primary teachers. 2. A new method of orienting primary school teachers had been established. 3. Teachers, particularly from rural areas, were aware of the social, cultural and economic needs of rural society. 4. Teachers understood that development was possible through education. 5. Teachers understood that education was the main instrument of child development and that they had a social responsibility for achieving this development. 6. Teachers were aware of the methods of formal and non-formal systems of education. They knew that, at some stage in the future, they would have to take responsibility for non-formal education. 7. Teachers developed proper attitudes towards the problems of children with high intelligence, education of children from weaker sections of the society and problems of education of girls. 8. Teachers were now aware of the extent and cause of the problems of wastage and stagnation.


The objectives of the study were (i) to develop an instrument seeking to identify and quantify four aspects of innovative proneness of teacher educators, viz., teacher-educators' expressed attitude towards specific innovations, teacher-educators' general attitudes to change or their change-related values, teacher-educators' preferred behaviours in relation to their perception of attitudes of innovations, and teacher-educators' preferred behaviours in relation to their perception of attitudes of innovation of the setting and circumstances in which innovations were introduced, (ii) to design and validate innovative proneness scale, (iii) to study innovative proneness of teacher-educators of primary teachers' training of Gujarat with respect of age, teaching experience,
sex, professional satisfaction, mobility, participation in in-service education, habit of reading professional literature, professional training and academic qualifications, and (iv) to find out the inter-correlations among the components of the innovative proneness scale.

An innovative proneness scale was constructed and standardized and was used for studying innovative proneness of primary teacher educators of Gujarat. There were three sections - Attitude to Innovation Scale, Situational and the Innovation Characteristics scale, and Change-related Values Questionnaire. The study was based on a sample of 200 teacher-educators selected from 64 primary training colleges of Gujarat State. Percentile norms were established. For comparing the innovative proneness of teachers of different age-groups, sex, experience, qualification, etc., the t-test was used to test the significance of differences between the means of any two groups.

Some of the findings were: 1. The mean innovative proneness score of the teachers above 35 years of age was greater than those of teachers under that age. 2. The mean score of the female teachers was higher than that of the male teachers. 3. The mean score of the teachers having more than five years of teaching experience was greater than that of teachers having less than five years of teaching. 4. Teachers possessing M.A. degree gave the highest mean score on innovative proneness, while teachers having a B.Sc. degree gave the lowest mean score. 5. The mean score of the teachers who had not changed institutions was higher than the teachers who had changed institutions. 6. The mean score of the teachers who attended the in-service programme was higher than the mean score of the teachers who had not attended any in-service programme. 7. The mean scores of the teachers having a habit of reading professional literature and teachers having professional satisfaction were higher.
than those of teachers who were not in the habit of reading professional literature and having no professional satisfaction. 8. The components of innovative proneness scale significantly correlated with teachers' personal variables such as age, sex, experience, academic qualifications, professional qualifications, mobility, in-service education, reading habits and professional satisfaction.


The objectives of the study were (i) to find out whether differences in the psycho-sociological factors of the student-teachers accounted for the significant differences in their achievement, (ii) to identify the psycho-sociological factors that significantly predicted the achievement of student-teachers, (iii) to study the contribution of psycho-sociological factors in predicting the achievement of student-teachers singly and jointly, (iv) to select an appropriate predictive test battery from among the tests used in the study and to compute a multiple regression equation to predict the future achievement of student of student-teachers, and (v) to study the attitude of student-teachers towards the training given to them with a view to suggesting suitable changes in the course.

A stratified random sample of 450 student-teachers from the 12 teacher-training institutes of Andhra Pradesh was selected for the study. The tools employed included the 16 P.F. Personality Factors Questionnaire of Cattell Form C, an Attitude Inventory consisting of two attitude sub-scales, viz., attitude towards profession and attitude towards training of student-teachers, constructed by the investigator, a Common Socio-Economic Status Scale for rural and urban areas constructed and standardised by Aaron, et all of Karnataka University and the Personal Data Schedule constructed by the investigator. The variables
studied were psychological factors 16 PF and two attitudinal factors and sociological factors—socio-economic status, age, sex, locality and caste. The dependent variable was studied with reference to achievement. The split-half reliability for the attitude scale was found to be 0.80.

The major findings of the study were: 1. Socio-economic status and caste influenced all the three achievement variables, namely, theory, practical and total achievement. 2. Attitude towards profession and attitude towards training influenced theory and total achievement significantly. 3. Age and locality of student-teachers were found to have significant influence on theory and total achievement. 4. None of the 16 OF factors and sex were found to have any influence on the three achievement variables. 5. Multiple regression analysis revealed that SES, attitude towards profession and training, Factor-B, factor-N and Factor-Q2 were significant predictors of the criterion of achievement in thirty. 6. SES and attitude towards profession were the only significant predictors of the criterion of practical achievement. 7. The conjoint effect of the five predictors, namely, SES, attitude towards profession, attitude towards training, Factor-N and Factor-Q2 on the criterion of total achievement explained only 15.9 per cent of the amount of variance.


The objectives of the study were (i) to identify the selection procedures for teacher-trainees in colleges of education in Maharashtra, (ii) to study the organization of the teacher education programme in the colleges of education in Maharashtra, (iii) to study the pro-forms used by colleges of education for administration in Maharashtra, (iv) to identify the problems of organization and administration in the colleges of education in Maharashtra, and (v) to study the appointment procedure of teaching staff in colleges of education in Maharashtra.
The main hypotheses of the study were: (1) There is no significant difference in administrative problems of the government and private colleges. (2) There is no significant difference in administrative problems of private and university colleges of education.

The study employed the analysis survey method to collect data for study. The purposive random sampling technique was used for the selection of the sample. The data were collected through a questionnaire which included open-ended and close-ended items on various aspects of administration of colleges of education, an interview schedule for their principals, discussion, an interview schedule for their principals, discussion with staff numbers and non-teaching staff in order to get the information about building, library, equipment, classes and playgrounds. Questionnaire duly filled in. All the tools used in this study were developed by the investigator with help of expert principals and eminent persons of the field. The responses were analysed.

The major conclusions of the study were: 1. All colleges of education in Maharashtra followed similar rules for selection of members of the teaching staff, as laid down by the UGC. 2. Office organization and procedure were not satisfactory in the colleges of education. 3. Other administrative pro-forms were neither similar nor adequate in the colleges, which indicated poor administrative procedures and practices in the organization of the teacher-education programme. 4. The selection procedure of student-teachers was similar in all the colleges of education, except for the fact that some colleges used some tests in English and content of school subjects. 5. Colleges of education were confronted with problems of lack of space, classrooms and laboratories which led to poor standards of teacher education programme. 6. Curricular activities were not as well arranged in many colleges as expected for preparing effective teachers.
7. Most of the colleges of education did not use objective and standardized evaluation proforma to assess student-teachers in many practical activities and skills. 8. In most of the colleges relations between the principal and staff members were cordial. As a result, there were no serious conflicts affecting the quality of teacher education. 9. Government, university and private colleges did not show differences in the administrative problems which they had to face in executing the teacher education programmes.


The objectives of the enquiry were (i) to study adjustment differences among different groups according to the different levels of cultural and educational variables, viz., sex, marital status, age, teaching experience, level of teaching experience, educational qualification, faculty, residential accommodation, social status, economic status and status in family of teacher-trained of Gujarat State, (ii) to observe the effect of interaction on income, social status and residential accommodation on adjustment, (iii) to observe the effect of interaction of faculty, teaching experience and sex on adjustment, (iv) to observe the effect of interaction of age, marital status and educational qualification on adjustment, and (v) to study the adjustment differences among the different groups according to different levels of teacher aptitude, self-concept and academic achievement. To study the relationship of the different variables with adjustment, 40 hypotheses were built.

A cluster sample of 1634 student-teachers, 979 male and 659 female, from different universities of Gujarat State, constituted the sample for the study of cultural and educational variables. In the same way, a cluster sample of 419 teacher-students from teacher training colleges of Saurashtra University was taken
for the study of cognitive and personality variables. An adjustment inventory, adopted by researcher from Rotter's FSB, was administered to 1635 teacher-trainees. The Teacher Aptitude Test by Upadhyay and the Self-Concept Inventory by Desai were administered to 419 student-teachers. The tools had high reliability and validity. Critical ratio, analysis of variance, coefficient of correlation, test of linearity and multiple correlation techniques were used for statistical analysis.

The major findings were: 1. Female trainees were more adjusted than male trainees. 2. There was no significant effect of marital status, level of education, status in family and age on adjustment. 3. Socially backward trainees were more adjusted than non-backward trainees. 4. Trainees of different colleges differed significantly in adjustment. 5. Trainees coming from the science faculty had the lowest adjustment. 6. The middle income group was most maladjusted. 7. The group having teaching experience of two years was more maladjusted than the others. 8. The trainees having teaching experience in primary school were highly adjusted. 9. Trainees who resided in hostels were highly adjusted. 10. There was no significant effect of interaction between faculty, teaching experience and sex upon adjustment. 11. There was no significant effect of interaction between age, marital status and educational qualification upon adjustment. 12. There was no significant effect of interaction between income, residential accommodation and social status upon adjustment. 13. There was no significant effect of teacher aptitude and self concept regarding 'me as a student' upon adjustment. 14. Three different groups, according to levels of self concept, differed significantly. 15. There were significant correlations between adjustment and five different elements of self-concept. 16. The multiple coefficient of correlation of adjustment with two elements 'teachers' and 'syllabus'
of self-concept was 0.3394. It was significant at 0.01 level. 17. There was no significant effect of adjustment upon academic achievement.


Problem: It attempts to evolve a programme of teacher education at the +2 stage in Gujarat State.

Objectives: i) To evolve a teacher education programme for the higher secondary school teachers by studying the needs of the pre-service and in-service programmes for the +2 teachers as perceived by teacher education, higher secondary teachers and school principals, (ii) to analyse the pre-service and in-service education programmes for the +2 teachers in terms of types, objectives and curriculum.

Methodology: The relevant data were collected from the teacher educators of the departments of education of various universities in Gujarat State and from some school teachers of the higher secondary stage. Questionnaires were used for identifying the needs of higher secondary teachers. A Job Analysis Scale was used to get details regarding the functions of the higher secondary teachers. Though interviews, experts' reactions to the designed programme were obtained. Some of the data were analysed qualitative while for others, percentages were computed.

Major Findings: 1) A majority of the teacher educators and higher secondary teachers opined that the present B.Ed. programme did not make any specific provision for higher secondary teachers with regard to methodology. They felt that specific training was needed in methodology, guidance and counselling, in use and repair of audio-visual aids, and in techniques of education, etc. for
higher secondary teachers. (2) A majority of teachers felt that the job analysis gave a detailed account of the various functions which a higher secondary teacher is supposed to carry out, and in training teacher's emphasis should be laid on these functions. Although the experts were quite unanimous in their agreement on the overall structure of the components of the model, it was still to be subjected to refinement and regular improvement through classroom research before it could be used widely.


Problems: (i) to trace the historical development of primary teacher education in Assam, (ii) to find out the place of practice-teaching in the total programme of teacher preparation and the method of evaluating it, (iii) to find out the major drawbacks of the present curriculum, (iv) to analyse the problems which are faced by the trainees and teacher-educators, and v) to make suitable recommendations for solving the same.

Methodology: In the present evaluative research, questionnaire, interview and observation were used as tools. A sample survey of 27 primary schools was conducted. Information was collected from old records, documents, books, magazine, periodicals, school annual reports, office registers, office files, newspapers, reports of different committees and commissions, curriculum and syllabi of basic training center and the B.T. Course of Gauhati University and Dibrugarh University. Information was also collected from interviews and from questionnaires circumstances circulated to the Principals, Basic Training Centers, headmasters/headmistresses.
Major Findings: 1) the major findings of the study showed that despite the existence of 22 training centers to train lower primary teachers, there was still a backlog of untrained lower primary teachers in Assam, and the quality of entrants in these institutes was not up to his mark. 2) They also suffered from lack of adequate physical and educational facilities (3) Organisation and evaluation of practice-teaching was not scientific. Supervision of practice-teaching was not satisfactory. 4) The B.Ed. Curriculum of the Basic Training Centre seemed to be practical in outlook but theoretical in practice (5) Trained teachers did not get the chance to apply the techniques to situation as the curriculum of each class of the secondary school was found to be heavy and teachers were expected to complete their courses.


Objective: To study the impact of elementary teacher education programme on the attitudinal change of the elementary teacher-trainees of Orissa towards community involvement.

Methodology: The stratified random sampling method was adopted for the selection of the sample. Two types of samples were involved in the present investigation. One was meant for the purpose of standardization of the scale developed by the investigator and the other type was selected to study the impact of the elementary teacher education programme on change in the attitude of the student-teachers towards community involvement. For the first type of sample, 200 male and 200 female student teachers, and for the second type, 100 male and 100 female student-teachers were selected for investigation. The sample
was selected from 43 secondary training schools of Orissa covering rural, urban and tribal areas. The tools used were the Community involvement Attitude Scale of Sinha and the Social Service Scale of the Vocational Interest Inventory of Samal. The data were treated using chi-square test, t-test.

**Major Findings:**
1) the elementary teacher education programme with the elements of community involvement, both in theory and practice, positively affected the change in attitude of the student. 2) Both the categories of student-teachers were almost equally prone to change in their attitude towards community involvement. 3) Previous teaching experience had no role to play in the change in attitude of student—teachers towards community involvement. 4) The degree of interest in teaching was responsible for accelerating the development of attitude towards community involvement.


**Objectives**
1. To investigate the availability and utility of the physical facilities and financial resources of the DIETs.
2. To investigate the availability of the human resources of the DIETs.
3. To study the institutional climate of the DIETs.
4. To study the administrative behaviour of the principals.
Methodology

Sample.

The present study was conducted on a sample of 12 DIETs. For the various purposes certain sub samples were also selected. To study the nature of PSTE branch 240 Preservice students were selected. In order to evaluate the IFIC branch 60 teachers who participated in the course 600 primary school students were selected. For the purpose of the general evaluation of the inservice courses conducted by different branches such as Educational Technology, Planning and Management, Work Experience and Curriculum Materials Development and Evaluation, 60 teachers each who participated in the inservice courses were also selected. 12 DRU faculties were selected for the evaluation of the DRU branches of DIETs.

Statistical Techniques

The percentage analysis was mainly used for the interpretation of the data gathered by the various tools. Co-efficient of correlation and test of significance of mean difference methods were also used for knowing the efficacy of the IFIC branch. Besides, the results obtained through the above techniques were interpreted qualitatively.

Major findings

i) There are 20 DIETs established in Karnataka State.

ii) Of the 12 DIETs selected 6 are located in rural area and rest of them located in semiurban and urban area.

iii) All the DIETs in Karnataka State have been established between 1992-1995.
iv) All the DIETs are managed by DSERT, Government of Karnataka State.

Formulation of the Problem for the Present Study.

The related studies also revealed the following facts for the formulation of the problem for the present study. The historical development of T.T.Is in India as well as in Karnataka has shown fast progress during 1960-1970. In Karnataka state 20 Women T.T.Is were established during the above said period. Only 6 Women T.T.Is are established from 1970-90, since there was ban on establishing new T.T.Is and B.Ed., Colleges in Karnataka State.

The T.T.Is so established neither maintained proper infrastructure nor academic standards due to problems pertaining to them. Similarly the Women’s T.T.Is were also facing many problems, which were not noticed by the administrators and management and other concerned authorities. This has created a lot of dissatisfaction among women students, Teacher Educators and Principals of T.T.Is of Karnataka State.

The related studies also guided the investigator to set the objectives for the studies, chose appropriate tools for the data collection and correct statistical techniques to analyse the data.

Another important fact realised was that, very few studies (not at Doctoral level) have been reported with respect to the study of problems pertaining to Women’s T.T.Is of Karnataka State. Even though all the 26 Women’s T.T.Is have been functioning in Karnataka State they are facing many problems. Hence, the investigator has chosen the present study.

The exhaustive review may be categorised as follows.

The first type is those of
1. Research papers presented in the National and International seminars on primary teachers training in which they have pointed out certain variables which were to be properly looked into suggested measures to improve the situation. They also suggested immediate changes in the curriculum so as to cater the needs of the present day primary education sector. The main highlights suggest:

   a. Inclusion of Educational Technology in the primary teacher education programme.

   b. Use of computers or developing computer literacy as well as computer assistant instruction purpose.

   c. Giving more importance to practice teaching through making activity based and children centred teaching activities.

   d. Inclusion of work experience such as socially useful productive work.

   e. Establishment of model institutions which cater the needs of pre-service as well as in-service teachers.

   f. Introduction of comprehensive and continuous evaluation system.

   g. Making primary teacher training more objective keeping in view the fast development of the country.

The second type are

The doctoral work undertaken by the students of the various Universities such studies reveal that, there are various problems pertaining to the T.T.Is of India as well as in Karnataka. Some of the investigators undertaken studies on practice teaching aspect, curricular aspect, attitude and adjustment of teacher educators, adjustment problems students, academic achievement, admission problems, job satisfaction, problems of infrastructure and physical facilities,
problems of evaluation etc., which reveal that more of them have undertaken the
problems of women T.T.Is.

The third type of studies are

These studies include project reports sponsored by NCERT, NEEPA, UGC
and DSERT. Since the primary education is the concern of State Government, the
DSERT is sponsoring the persons who undertake primary education related
studies. Following studies have been reported.

a. Progress of T.T.Is in Karnataka State since independence
b. Problems pertaining to practice teaching programmes of T.T.Is in
Karnataka State.
c. Comparative study of attitude , adjustment and achievement of
government , aided and un-aided T.T.Is of Karnataka state.

The fourth type of studies are

Another set of studies comprised of dissertation, research articles , small
research projects and government assessment review on various aspects of T.T.Is
analysed some of the problems pertaining to Womens' T.T.Is Miss Stella (1969) in
her studies problems of Women T.T.Is in conducting practice teaching programmes
. Similarly Miss Golasangi in her studies problems of women T.T.Is of Belgaum
division pointed out few problems with respect infrastructure facilities , problems
of class room, library and laboratory, adjustment problem of the lady students ,
problem of staff of women T.T.Is etc.

The investigator working as a Teacher Educator in one of the Women T.T.Is
(Vanita T.T.I , Dharwad) came across such problems . Hence, she made up her
mind to undertake such studies.
The problem formulated for the study is "A Study of Problems Pertaining to Women Teacher Training Institutions of Karnataka State"

The main areas where the problems are to be identified

1. Problem pertaining to infrastructure and physical facilities.
2. Problems pertaining to administration and organisation
3. Problems pertaining to library and laboratory.
4. Problems pertaining to adjustment in the classroom and curricular aspects
5. Problems pertaining to practice teaching programmes
6. Problems of proper attitude and adjustment of principal, staff and students.
7. Problems pertaining to admission, fees and donations
8. Problems of Job satisfaction of principals and staff
9. Problems pertaining to new syllabus and instructional activities
10. Problems pertaining to internal assessment and evaluation
11. Problems pertaining to academic achievement.
12. Problems pertaining to hostel and mess.