CHAPTER - V

FINDINGS AND RESULTS OF THE STUDY
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Findings of the Study.

The investigator analysed the data collected from different persons like Principals, Teacher educators, Student teachers, Office staff, Inspecting officers, Hostel wardens and Management members with the help of proper statistical technique and interpreted them accordingly. Following findings where emerged due to the analysis and interpretation in the form of results. The investigator pooled the opinions of the different personnel involved in the study which are represented in the form of findings.

Major Findings.

1. General Information.

a) There are 131 Primary Teacher Training Institutions (T.T.Is) established in Karnataka State upto 2003

Out of which

Govt T.T.Is and DIETs - 37
Aided T.T.Is - 40
Un-aided T.T.Is - 54

Total - 131
b) There are 26 Women Teacher Training Institutions existing in Karnataka State

Out of which

- Govt Women T.T.Is: 5
- Women DIETs: 2
- Aided Women T.T.Is: 14
- Unaided Women T.T.Is: 5

Total: 26

This clearly shows women T.T.Is are having better financial support as there are 21 W.T.T.Is having government aid. Only 5 W.T.T.Is are Un-aided.

1. The 26 Women Teacher Training Institutions are situated in

- Rural areas: 05
- Urban areas: 13
- Semi urban areas: 08

Total: 26

2. Selection Procedure:

a) Required qualification

i) General merit and others -- Passed PUC II year Arts/Science with 50% and above

ii) SC / ST, Cat.-I -- Passed PUC II year Arts/Science with 45% and above
2. Selection:

Two Types: (a) Govt selection through Centralised Admission Cell

(b) Management selection

(a) Govt selection through Centralized Admission Cell (CAC) procedure through Merit cum Roster system.

GM - 50%, SC-13%, ST-3%, Cat.-I 5%, Cat.-IIA 15%, Cat.-2B 3%, Cat.-IIIA 6%, Cat.-IIIB 6% seats are allotted.

The CAC selects

a) For government T.T.Is and DIETs -100% selection through common admission cell merit cum roster system total seats 60.

b) Aided institutions 75% government seats 45 seats and 25% for management quota i.e, 15.

c) Unaided - Institutions: 50% government allotment i.e, 30 seats and 50% management quota i.e., 30 seats.

4) The Fee Structure

The fees for the Government quota seats is different for different institutions. Usually Government institutions have very less fees and aided institutions have some what more fees, where as for unaided institution students have to pay high fees along with donation; this may run more than Rs.1 lakh.

Government - Rs. 2200=00. Aided Management - Rs. 7200=00, Aided Government Seats = Rs. 3,100, whereas private un-aided Women T.T.Is Tuition fees Rs. 4100/- .The students have to pay nearly 1 lakh to 1,1/2 lakh as a donation.
Identification of the Areas of Problems.

The main aim of present study is to identify the problems pertaining to different aspects (areas) of 26 Women TTIs of Karnataka State. It is well accepted fact that every TTI has its own problems. Hence, these problems are to be identified with the help of people involved in the sample with the help of proper tools and techniques.

Following are the major areas of women TTIs to probe the problems.

1. Location of Institution
2. Infrastructure of the TTI
3. Essential Physical Facilities.
   a) Class rooms    b) Library    c) Laboratories
   d) Auditorium    e) Ladies room    f) Recreation hall
   g) Play ground    h) Toilets    i) Principal room
   j) Staff room    k) Staff cubicles    l) Hostels
   m) Quarters    n) Office room
3. Instructional aspects
   a) Curriculum    b) Co-Curriculum    c) Community activities
   d) Practice teaching    e) Teaching aids    f) Practice teaching
4. Principal
   Organisational aspects, Administrative aspects
The investigator made through the survey and collected information about the problems pertaining to Women T.T.Is in the following aspects.

**Location of Institution**

Most of the Institutions are not located in a proper place. Since, students are ladies and having special problems to travel, it will be very difficult to reach the institution through available transportation. But some of the institutions like Dharwad Government Women T.T.Is, St. Josephs, Mandya, Government T.T.I. Gulbarga, DIET Davangere are located in the town or city and are convenient for the students. The Women T.T.Is of Mysore (J.S.S.), St Convent Belgaum, Bangalore (All. T.T.Is), Virajpet, Shimoga, Udapi, Mangalore (all) are located far away from the city or town. This has created many problems like (a) Attending the practice teaching school on time (b) Attending to theory classes on time (c) Returning to their house or rooms safely transport modes are buses, autos, which are not available for the college work.

**Problems Pertaining to Infrastructure.**

It was observed that, out of 26 Women T.T.Is in Karnataka, 19 T.T.Is are having very poor infrastructure with old building not maintained well and not spacious. Some of them are functioning in a rented / leased buildings. Hence there are problems for repairs and maintenance. Such buildings have no protection...
compound wall and no garden on either side of the building. Some of the buildings are unhygienic. No proper light and ventilation are available. No play grounds and enough space for students to sit out side, most of them are unsecured.

The Women T.T.Is like Captinio Women T.T.I Mangalore, Gandhi Vidya Shala, Bangalore, Government Maharani Women T.T.I. Mysore. Mahila Vidya peeth Hubli are having moderate infrastructure with old building and small garden infront and some of them don't have compound walls.

However, Women T.T.Is like St. Joseph, Women T.T.I, Belgaum, St.Convent, Women T.T.I , Mandya, J.S.S. Womens T.T.I, Mysore and Women DIET, Davanegere have very good infrastructure with imposing building with garden and compound walls. The maintenances of the building and the premises etc. are very good.

III Essential Physical Facilities.

a) Problems pertaining to class rooms

It was observed that most of the Women T.T.Is do not have enough number of class rooms (4). Even the existing class rooms are not specious and not having facilities like, chairs, tables , desks, benches, racks, cupboards and good black board. No proper light and ventilation. In some of the Women T.T.Is electric fittings are not found.

However the Women T.T.Is like Government T.T.I, Dharwad, Vanita Women T.T.Is , Dharwad, St.Joseph Mangalore, Sarvodaya Women T.T.I, Virajapet are having two to three class rooms with inadequate facilities.
But it was observed that the Women T.T.Is like St. Joseph Women T.T.I, Belgaum, St. Convent Women T.T.I, Mandya, J.S.S. Women T.T.I, Mysore and Women DIET Davanegere are having four class rooms with moderate facilities.

b) Problems pertaining to principal chamber

Most of the Women T.T.Is are having separate principal room / chamber. But following problems are observed.

1. Small rooms
2. No enough furnitures
3. No light and ventilation
4. No attached toilets

In some of the Women T.T.Is like Children Education Society, Shimogga, Government Women T.T.I Udupi, Government Women T.T.I, Gulbarga, Women DIET, Illkal and Rosa Mystica, Mangalore are not having principal chambers. A portion of the office room with a partition has been converted into principal chamber.

But, the Women T.T.Is like St. Joseph Women T.T.I, Belgaum, St. Convent Women T.T.I, Mandya, J.S.S. Women T.T.I, Mysore and Women DIET Davanegere are having separate principal room with attached toilet and well kept up with all amenities.

c) Problems pertaining to Office Room

All the Women T.T.Is are having office room. Following problems are observed in this regard.

1. Officer rooms are very small
2. No proper light and ventilation.
3. No enough furnitures.

4. Maintenance of various registers and records are not properly done.

In some of the Women T.T.Is a portion of office room has been converted into principal room. Some of the office rooms do not have fans and drinking water facilities. It was also found that only one or two persons were working in the office.

However it was observed that the Women T.T.Is like St. Joseph Women T.T.Is, Belgaum, St. Convent Women T.T.I, Mandya, J.S.S. Women T.T.I, Mysore and Women DIET Davangere are having spacious and separate office room by the side of the principal room with interdoor connection. The office has kept systematically all the files and records. There is a telephone connection through intercom.

d) Problems Pertaining to Staff Room.

Most of the Women T.T.Is are having common staff room. None of the Women T.T.Is have separate teacher cubicles for teacher educators. The common staff rooms are not properly ventilated and no light facilities. No enough furnitures are available, no separate gents and ladies staff room. It was also observed that none of the Women T.T.Is are having attached toilet for staff room.

f) Problems Pertaining to Library.

All the Twenty six Women T.T.Is are having library but, not according to NCTE norms. Some libraries are very small, no space for reading and reference work. The books are kept in a locked cupboards, no proper light and ventilation in the library hall. In some library books are kept in the open shelves. No proper library registers and index cards catalogue available in the library. Very less number of chairs and tables were found in the library. No enough books are found according
to subject wise, Educational Psychology and Educational Technology. Kannada Medium books are found very few. Similarly very few reference books are found. It was found that old school text books in large number were kept to show that more number of books are there in the library.

No librarian and assistant librarian were found in most of the libraries. Only a clerk was found in the library preferring all the activities of the library. No peon was also found in the library. Modern facilities like Internet, E-Mail and Zerox were not found in any of the Women T.T.Is Libraries.

However, the library of St. Joseph Women T.T.I, Belgaum, St. Convent Women T.T.I Mandya, J.S.S. Women T.T.I, Mysore and Women DIET Davangere are having assistant librarian and some space for reading and reference activities. Books are found systematically placed. Index cards and library registers were found. But no computer, internet, e-mail and zeroxing facilities were found. In some of the institution one of the staff member is entrusted with library work. Only 1 or 2 types of news papers are available. The books and journals are not properly kept and maintained according to subjects wise. In most of the libraries drinking water facilities were not found. Proper time table is not prepared for library work. The teacher-educators do not send and guide the students to the library for the work.

g) Problems Pertaining to Laboratories

It was observed that all the 26 Women T.T.Is are equipped with one or the other laboratories. As per the NCTE norms following laboratory must be present with all amenities, equipments and materials in each T.T.I.

1. Science Laboratory (Physics, Chemistry and Biology).
2. Educational Psychology Laboratory.
Educational Technology Laboratory (All the modern hardwares and softwares).

4. Computer Laboratory.

5. Language Laboratory.

6. Social Studies Laboratory.

1. Science Laboratory

It was observed that, most of the Women T.T.Is have science laboratory but not according to the N.C.T.E. norms. The laboratory halls are not spacious. No enough furnitures and the apparatus, Chemicals are kept in a single cupboard or in almiarh.

Experimental tables were not found, no demonstration hall. The teacher educators used to perform the experiment in the class room, which is not proper. No enough materials or equipments. No proper light and ventilation in the laboratory hall. It was found that in some of the science laboratories no electricity connection was given.

But, it was observed that in Women T.T.Is like St. Joseph Women T.T.I, Belgaum, St. Convent Women T.T.I Mandya, J.S.S. Women T.T.I, Mysore and Women DIET Davangere maintained fairly good science laboratories with good furnitures, equipments and materials.

It was unfortunate to know that, neither the institution authorities nor the government visiting officers had bothered to improve the status of the science laboratories in the Women T.T.Is of Karnataka State.

2. Educational Experimental Psychology Laboratory.

All the Women T.T.Is are having educational psychology laboratory. Most of them are not according to the N.C.T.E. norms. The experimental psychology laboratory halls are not specious. No enough experimental tables, chairs, light
and ventilation facilities are not adequate. All the experiment sets are dumped in a cupboard. It was also found that they were not used properly since long time students used to copy the experimental records from the previous year students journals. Very few experiments were conducted because of such problems.

However, the St. Joseph Women T.T.I, Belgaum, St. Convent Women T.T.I Mandya, J.S.S. Women T.T.I, Mysore and Women DIET Davangere have good psychology laboratory with enough space and other requirements.

3. Educational Technology Laboratory

It was observed that most of the Women T.T.Is are not having well equipped Educational Technology Laboratory. The Educational Technology Laboratory building are not spacious and ventilated. There are no essential furnitures like, tables, chairs and trolleys. No dark room facilities. The essential hardwares like, OHP, colour T.V., V.C.R., DVD, and film strip projector were not found.

In some T.T.Is some of the above materials were found not in working condition (OHP bulb fused, TV not working, Film strip projector bulb fused). No technicians and operators were found in any of the ET laboratories of Womens' T.T.Is. The equipments are kept idle in the laboratory hall.

However, the St. Joseph Women T.T.I, Belgaum, St. Convent Womens' T.T.I Mandya, J.S.S. Women T.T.I, Mysore and Women DIET Davangere are having fairly good Educational Technology laboratory with most of the Educational Technology equipments are in working conditions.

None of the Women T.T.Is are having Internet and E-mail facilities.

4. Computer Laboratory

It was most unfortunate to know that most of the Women T.T.Is are not equipped with computer laboratory as per the NCTE norms (at least 5 to 6 computer with
multimedia and a printer should be present.) None of the 26 Women T.T.Is are having 4 to 5 computer. Only 2 to 3 computers were found without proper specifications and configurations.

No spacious computer laboratory and no proper computer tables and chairs were found. The computers were kept on ordinary tables, no proper light and ventilation. The computer operator was not found. It was observed that, none of the staff members or one of the office clerks know how to handle the computers. It was also observed that, computers were used for maintaining accounts and writing notices and circulars, but not for instructional purposes to the students. Qualified computer teacher were not found in most of the institutions.

However, in the St. Joseph Women T.T.I, Belgaum, St. Convent Women T.T.I Mandya, J.S.S. Women T.T.I, Mysore, Women DIET Davangere and Vanita Women T.T.I, Dharwad are having 4 computers. Two of them multimedia in moderately big hall with essential computer tables and chairs. Trained and qualified computer teachers were found.

5. Language Laboratory

It was most unfortunate to know that, none of the Women T.T.Is are having language laboratory with essential equipments.

6. Social Studies Laboratory

In most of the Women T.T.Is social studies laboratories were not found. In some of the Women T.T.I it was found that, Social Studies Charts were found kept in a staff room. However, the Women T.T.Is like St. Joseph Women T.T.I, Belgaum, St. Convent Women T.T.I Mandya, J.S.S. Women T.T.I, Mysore and Womens’ DIET Davangere are having separate small social studies room with sufficient number of charts and models (Pictures, Globes and Maps, models, etc.)
On the whole it was observed that, most of the Women T.T.ls are not having good laboratory facilities for the Women Trainees neither the managements nor the inspecting authorities put their effort to improve the conditions of the laboratory for the benefit of the student teachers.

Problems Pertaining to Physical Education.

It was observed that the physical education section of all the 26 Women T.T.ls are not proper. The necessary rooms for keeping physical education materials and equipments are not found and no sufficient equipments for the students to play. It was found that only physical exercise at the time of prayer was practised. No indoor and out door games are systematically conducted.

a. Most of the institutions do not have well trained qualified and experienced physical education teachers (P.E) on permanent basis.

b. Most of the institutions have been facing important problems of play ground very few having play ground but not in required size without essential facilities in the play ground.

c. The play ground not plane and also do not have protection of compound wall.

d. The play ground do not have sufficient space for out door games. Some of the institutions even do not have sufficient space for indoor games also.

e. Proper time table is not prepared for physical education for the students.

f. The physical education teachers don't send students to the play ground for the games and sports.

g. Very little time is provided for physical education.

Hence, no encouragements for physical education activities.
Problems Pertaining to Art and Cultural Activities.

a. Most of the institutions do not have separate big halls or Auditoriums for the conducting the cultural activities. Big class room is provided for cultural programmes which cannot fulfill the purpose.

b. The stage was not in a good condition and some of the institutions do not have stage for the conduct of cultural activities, necessary materials.

c. None of the Women T.T.Is are having well trained, qualified and experienced art, music, fine art teachers.

d. Proper time table is not prepared for cultural activities for the students.

e. Most of the institutions one of the existing staff member is entrusted cultural programmes.

f. None of the Womens T.T.Is are don't conduct or have not arrange science fairs and exhibitions in their respective institutions.

Hence, no encouragement for cultural activities

Problems Pertaining to Teaching Aids.

a. Most of the institutions don't have teaching aids like ray diagrams, models, charts, pictures, modernized equipments, like Video, DVD, O.H.P., Film strip projector, Films, Slidomatric projector, Camera, Xerox etc..

b. In most of the institutions even do not have charts, maps, T.V., Radio, Computers.

c. The teaching aids are not in sufficient number and concerned authorities are not allowing the students to use the available teaching aids of the institutions.
d. None of the institutions are having separate teaching aids rooms for keeping the teaching aids properly.

e. The teacher educators are not either using proper teaching aids or helping the student teachers to prepare teaching aids properly.

f. Students are preparing their own necessary teaching aids for practice teaching lessons.

Hence, it was unfortunate to know that no much importance is being given to the preparation, using the necessary teaching aids.

Problems Pertaining to Curricular Transactions.

Since the New Education Policy is adopted for the teacher education at all levels, the primary teacher training programme has totally changed from the following aspects.

a. The admission level is PUC not SSLC.

b. The duration of course is 2,1/2 years.

c. Admission mostly is done by centralized system.

d. The programme is known as D.Ed. rather than T.C.H.

e. The new curriculum involves content cum methodology course which is comprehensive and elaborative.

f. The new pattern of D.Ed., course has created some of the problems in the existing Women T.T.Is.

g. No subject experts, teachers with M.Ed. with 55% are available.
h. Portions are not covered in the required number of periods.

i. Instructional materials are not available according to specification of new syllabus.

j. No proper In-service programme for teacher educators.

k. No proper orientation programme had been arranged to acquaint with new syllabus for the teacher educators. Students find it very difficult to cope up the new syllabus.

l. The new syllabus is vast and exhaustive, proper preparation would have been made for adopting it.

m. Some of the theories and principles are most difficult to understand at the student level.

n. No doubt the subjects are upgraded for the present day need but not with proper preparations.

o. Lack of facilities, materials, books and this leads to lack of understanding on the part of the students.

p. Staff members are also not following or adjusted or not trained to the new syllabus of D.Ed, course.

o) Many different new subjects created confusion amongst the teacher-educators as well as to the students.

p) Either the principal or the staff members are unable to arrange the theory time table within the stipulated time.

q) Even though too many subjects have been introduced, there are no subject experts.
r) Most of the teachers follow lecture method, only in some cases demonstration methods. But no body is adopting methods like project method, individualized instructions, programme learning, etc.

s) Even though computers are provided, new methods like computer aided instructions (CAI), computer manage teaching (CMT) and video lesson were not adopted by the teacher-educators.

t) Micro-teaching practices and team teaching discussion methods were not found adopted by the teacher-educators.

u) Subjects like educational psychology, educational technology, curriculum, educational management needs well qualified and experienced persons. They are not available in most of the institutions.

M) Problems Pertaining to Practice Teaching.

The practice teaching aspect is most important component in the teacher training course. This aspect usually includes practice schools, lesson planning, lesson guidance, lesson observations, use of teaching aids and suggestions for improvement. Following problems were identified in this regard.

☆ Most of the Women T.T.Is are having sufficient number of practicing schools but they are not evenly distributed around the T.T.I. Very few are nearer to the T.T.Is, but more number of schools are far away from the institutions. There are no proper transport facilities for the women student-teachers to attend the practice teaching programme in time. The transport facilities are not proper.

☆ The teacher-educators are not in sufficient number in most of the institution to guide and observe the practice lessons especially for science and mathematics lessons. Very few institution have such teacher-educators. This leads to the problem of guidance in lesson planning and lesson
observation. It was also found that very few teacher-educators have to
guide the student-teachers in all the subjects.

Since the teacher-educators number is not in required numbe,r the
lesson observation and practical suggestions are also hampered.

Due to lack of guidance and suggestions the women student-teachers
are not preparing appropriate teaching aids and even though some
teaching aids were prepared they were not knowing how to use properly.

In the primary schools due to large classes the student-teacher are
unable to maintain class order and class discipline. This is mainly due
to the absence of method masters during lesson teaching.

The student-teachers are unable to prepare the lesson plans properly
since,

a) Lack of Reference books, Encyclopedias etc.,

b) Lack of guidance from the method masters.

c) Lack of subject experts.

d) Lack of Co-operating from the practicing schools.

However in some of the Women T.T.Is like Belgaum, Mandya and Mysore
have better facilities for practice teaching programme. In some other institution
like Davangere, Mangalore, Hubli, Dharwad moderate facilities, but the rest have
problems.

Problems Pertaining to Teaching Staff and Teacher-Educators.

It was found that, most of the Women T.T.Is do not have enough number of
teaching staff. Only few institutions like Government T.T.I Dharwad, DIET
Davangere, St. Josephs Convent Belgaum, St. Convent Mandya, J.S.S. Mysore, Government T.T.I Mysore (Maharani) have sufficient number of staff but well qualified (M.Ed.,) Staff with subject wise were not found. In government institutions the educational officers of E.O Rank were found transferred to women T.T.Is who are not having teaching experience or interest in teaching. In most of the Women T.T.I lady teacher-educators are not found in more number.

Following are the problems posed by them

1. Most of the institutions do not have separate staff rooms.
2. Principal room, office room and staff rooms are situated in single room with partition.
3. Most of the institutions do not have separate staff room for ladies and gents.
4. No separate teacher cubicles.
5. The existing staff rooms are not having proper ventilation, light electricity, fans facilities.
6. The existing staff room are not well furnished, racks, book-shelves, cupboards, chairs, tables, toilets, drinking water facilities and no curtains for the windows.
7. Around the staff room and institution, environment is a very poor condition and situated in highly polluted condition.
8. Most of the institutions are far away from city or town. Situated in most inconvenient places, no proper transport facilities available, and they do not have essential facilities like STD, Xerox, Computer, Internet, Canteen, Hospital, Medical Shop, general Store and book stall etc.
9. They do not have new and spacious building.

10. No enough class rooms. Existing class rooms are not adequate and inconvenient in all respects, and class rooms are not big enough to accommodate all the students.

11. The existing class rooms have no proper ventilation, air, light, electricity, fans, windows, drinking water and no curtains for the windows and blackboards are in a very bad condition.

12. Most of the institutions do not have separate rooms for library and laboratory buildings. Both are situated in an ordinary very small room. Not big enough to accommodate all the students and teacher educators.

13. The library and laboratory do not have any essential facilities like ventilation, light, electricity, an, windows, chairs, tables, benches, racks, book-shelves, cupboards and drinking water, xerox etc.

14. In the library reference books, materials, text-books, general books, general knowledge, magazine, educational journals, research journals, educational magazines, research magazines, dictionaries, encyclopedias, surveys, periodicals, science magazines and journals, recent modernized and new edition books are not in a sufficient number.

15. Only 1 or 2 types of News papers are available.

16. In most of the libraries, one of the staff members is entrusted library work.

17. The books and journals are not properly kept and not maintained according to subject wise.

18. Proper time table is not prepared for library work.
19. Most of the libraries do not have computers, xerox and internet facilities.

20. In the laboratory, experimental apparatus, chemicals, charts, maps, graphs, models, teaching aids, gasses, water, spirit lamp, dissection instruments, microscope, telescope, O.H.P, biological species, organisms, psychological equipments, recent and modernised equipments are not in sufficient number.

21. Most of the teacher educators facing the problems of library books, materials, laboratory facilities, equipments, teaching aids, models, charts, graphs, maps, chemicals etc are not provided in proper time by the concerned authorities to teach the subjects properly (because only few books and equipment in the institution)

22. The management members, principal and non-teaching staffs are not co-operative and not behaving properly.

23. There is no unity between management and teaching staff of the institution.

24. In most of the institutions, no sufficient number of staff are on permanent basis, physical education teachers, art teachers, computer operators, clerks, attenders, peons etc.,

25. There is no medical checkup in the institutions.


27. No job security for the teaching staff.

28. They will be relieved from the duties during the holidays.
29. No encouragement by the management to obtain higher qualification

30. Very less salary Rs. 500-2000 pm and that too, for few months.

Quality of Teachers.

The quality of teachers mean the qualification, experience, job satisfaction, subject competency and proper aptitude for teaching.

Following are the observations made in this regard.

1. Most of the teacher educators working in Women T.T.Is have not obtained M.Ed., degree with 55%.

2. Most of them are not having M.A/M.Sc. with school subjects.

3. None of them are having M.Phil and Ph.D., degree in education.

4. Most of them did not attend Refresher courses, Orientation course in teacher education.

5. Most of them have not attended educational seminars, workshops, conferences and symposium organised at state level, national and international level.

6. Most of them have not got state award and national award.

7. Most of them have not contributed articles to any educational journals.

8. Most of them have not conducted action research for improving students capability and class room climate.

9. Many of them don't have self confidence and competency based teaching in the classrooms.
10. Most of them teaching Kannada medium students and ask the students to refer Kannada medium books only. Hence, wide knowledge in this field will not be obtained.

11. Lack of dedicated mind and positive attitude towards the future and improving themselves.

12. No language mastery and poor vocabulary.

13. No optimistic view toward profession.

14. Most of the teachers are not in the habit of attending library work and prepare lecture instead they refer only Kannada medium books written by ordinary persons.

15. The teacher educators are not taking keen interest in guiding the students either for theory or for practice teaching lessons.

16. They are not observing the practice lessons fully and objectively.

Problems pertaining to Principals

As mentioned earlier there are three types of Women T.T.Is namely government, aided and unaided women T.T.Is. The principals of each of the above management have specific problems like,


1. No requisite qualifications like, M.Ed., 55%

2. No experience in teaching teacher education institution.

3. Problems of recognition as good administration of teacher education institutions.
4. No interest in teaching and administration in T.T.Is.

5. Most of them are male principals, and are not willing to work in Women T.T.Is.

6. Fear of frequent transfers

7. Difficult to convince the staff members and other persons

**Aided Women T.T.Is Principals**

1. Highly influenced by management members for every things. He or she has to ask the management members.

2. Very difficult to convince government and management.

3. Development of Institutions like
   a. Improvement of infrastructure
   b. Improvement of libraries
   c. Improvement of laboratory
   d. Improvement of other resources

4. Unable to appoint required staff for the institution.

5. Unable to convince the staff members in management matters.

6. Some times finds difficult to convince the practicing school teachers.

**Un-aided Women T.T.Is Principals**

1. Totally influenced by management members.
2. No job security, very low job satisfaction
3. Unable to adjust properly with staff members
4. Unable to develop the institution in
   a. Improvement of infrastructure
   b. Improvement of library facilities
   c. Improvement of laboratories
   d. Improvement of other resources
5. Unable to appoint required staff for the institutions.
6. Very very meager salary and lot of responsibilities
7. Some times finds difficult to convince the staff, students and management members.

**Instructional Aspects.**

The instructional aspects include teaching staff, qualified principals, supporting staff like, technicians, librarians, laboratory assistants, physical education (P.E) teachers, art teachers, wardens, computer operators, clerks, attenders, peons, watchmen, security guards and other staffs. Most of the institutions don't have above types of staffs on permanent basis

**Recreation Facilities.**

Most of the colleges do not organise recreation activities for the students. Since it is ladies institution they have cultural and religions activities to be conducted but no scope for such activities. In some colleges some of the activities like drawing and painting, embroidering, tailoring, doll making, SUPW activities are observed.
Academic Achievement of the Students.

Upto 2004 the primary teacher training programme with 2 years duration use - to give T.C.H. certificate (Teacher Course higher) but it is now renamed as D.Ed. (Diploma in Education). The duration is also increased to 2,1/2 years.

If we look into the table-53 it is quite clear that the W.T.T.Is like St Joseph,Belgaum,St.Convent Mandya, J.S.S Mysore and DIET Davangere shown nearly 100% results with more number of distinction and first classes and ranks every year. They get top most rank every year. Where as institution like Belgaum, Mandy, Mysore and Davangere have shown about 80-90% results with fairly good number of distinction and first class rarely. They get lower ranks (5th-10th rank). The institution like captinio T.T.I Mangalore, Mahila Vidyapeeth Hubli, Rosa mystica, Mangalore, Gandhi Vidyashala, Bangalore, Government T.T.I.,Gulbarga, Vanita T.T.I, Dharwad have shown 75-80% of result with less number of distinction and more number of first , second class and third classes, and no ranks. The institution like, Children education society Shimogga, Government T.T.I, Udupi, Women DIET, Ilkal, Government T.T.I, Mangalore have shown 70-75% of results with very few distinctions and more number of first classes, second class and third classes. The institutions like, Alkhaveeb, Bangalroe, Balchandra T.T.I, Bangalore, Fatima T.T.I, Bangalore, Sacred Heart T.T.I, Bangalore, Government T.T.I, Mysore, St. Joseph T.T.I, Mysore and Sarvodaya T.T.I. Virajpeeth have shown 70-75 % of results with very few distinction and first classes,more number of second classes and third classes.

Problems Pertaining to Women Students.

In every T.T.I ,there are 60 first year students and 60 second year students. The selection procedure is done by CAC and management. Almost all Womens'
T.T.I students are facing many problems. The investigator studied the problems of students in the following areas.

1. Admissions to the aided and un-aided women T.T.Is.
2. Problems pertaining to infrastructure and physical facilities.
3. Adjustment with principal and teaching staff.
4. Adjustment with fellow students.
5. Adjustment in the class room.
6. Adjustment and association with library work.
7. Adjustment and association with laboratory work.
8. Problems pertaining to physical education.
9. Problems pertaining to recreation and cultural activities.
10. Problems pertaining to practice teaching.
11. Problems pertaining to internal assessment.
12. Problems pertaining to evaluation and examinations.
13. Problems pertaining to hostels and hostel warden.
14. Personal problems of students and staff members.

1. **Problems Pertaining to Admission**: It was found that to get admission into existing Women T.T.I is not an easy job. For government selection through CAC high percentage of marks in PUC second year (70% and above) is required to get admission into good institution and government institutions where very less fees is lavied. Hence, lot of rush to get admission. Usually science students with
high percentage will not apply for D.Ed., course. Since, they aspire to get admission for engineering or medical courses.

Hence, PUC passed science students with low percentage (50-60 %) will get government seat. Where as the arts students scoring more than 70 % will only get government seats for D.Ed., course.

On the other hand in the aided and un-aided management quota lot of money is involved. A student should give 1 to 1.5 lakh of Rs. as a donation apart from Rs. 15,000=00 tuition fees which will be problem for poor and middle classes family students.

2. Problems Pertaining to Infrastructure and Physical Facilities.

The women student, after getting admission to any one of the institutions faces next problems that is pertaining to infrastructure and physical facilities. The passive atmosphere and the poor building and class rooms will not get any attraction by the students. Especially Women student needs separate ladies room and attached toilet but most of the Women T.T.Is except 3 to 4 are having such facilities. Hence, it will be very difficult for the students to adjust with poor infrastructure. The toilets are being poorly maintained without cleanliness and water made them highly discouraged. Similarly very small class room with less number of desks and lack of light and ventilation made them weak minded. At the same time poorly maintained library and laboratory hampered their aspirations. The recreation facilities are also restricted. No space infront of the institutions, no protection compound wall and no play ground made them passive minded.
3. Problems pertaining to Adjustment with Principals, Teaching Staff and Office Staff.

In most of the government and aided Women T.T.Is, principal will be the dominant person. He keeps autocratic behaviour with the students. Hence, students felt very hard to approach and adjust with the principal. Most of the principal do not ask the difficulties of the students. But in private aided and un-aided colleges, the approaches of the principal are entirely different. The principal is usually very cordial with such students who have paid heavy donations and the behaviors with students of government allotment is not cordial.

Similarly, the staff members are also behaving with passive nature. Most of them will not care for the students' grievances or students' difficulties. They help the management quota students more than the government quota students.

4. Problems Pertaining to Adjustment with Fellow Students

It was found that almost all Women T.T.Is adjustment and co-operation amongst the fellow students (classmates) is very poor especially with management students. Such Women students do not wish to mix up with government quota students. But such seen is not there in government T.T.Is. Same situation is there in the practice teaching programme as well as in the hostel. There is no proper adjustment and association with fellow students. But, it was found that, there will be good understanding and adjustment amongst the management quota students.

5. Adjustment in the Class Room

The students of almost all Women T.T.Is expressed that due to inadequate facilities provided in the class rooms, it was very difficult for them to
adjust in the classroom situation. Small desks made to sit 4 pupils where in only 2 to 3 can sit properly. No proper light and ventilation and no electrical facilities. The teacher educators do not take interest in teaching the subjects. They are not giving proper reference books or giving notes. The blackboards of the classroom are not properly maintained. The walls of the classroom are not kept clean.

6. Adjustment and Association with Library Work

In the library there is no sufficient space and furnitures to sit and do the library work. No enough light and ventilation. Books are not kept systematically. No librarian is available to get required books. No sufficient books on important subjects like educational psychology, educational technology etc., No electrical fans and lights are not properly fitted in the library. No drinking water facilities are provided. Library timings are not matching with academic time tables. No periodicals and Encyclopedias. Internet and E-mail facilities are available. Sufficient educational journals are not there.

7. Adjustment and Association with Laboratory Work

Almost all students expressed that, they are facing lots of problems regarding laboratory of the Women T.T.I.s. They expressed that the laboratory buildings are small and not spacious. Poor light and ventilation. Very less number of materials, equipments and those are not maintained well. Hence, practical aspects of each subject is not so effective. Students are not allowed to perform experiments. No demonstration hall attached to the laboratory. Science teachers are not available in many women T.T.I.s. Proper water and electricity facilities are not provided to some of the Women T.T.I.s.
8. Problems Pertaining to Physical Education

Physical education is also an important aspect of teacher training programme. Most of the Women T.T.Is are not having proper Physical Education section. Usually physical education teachers are appointed on part time basis and will be paid very less salary. Hence, they are not in a position to take more interest in conducting variety of physical education activities. Another main thing is no sufficient play ground and play materials are available in most of the institutions.

9. Problems Pertaining to Practice Teaching.

This is the area in which more number of problems are pertaining with the students. No co-operation from the teachers of practicing schools. In some schools students strength will be very high, so the problem of control in the class room. The school does not provide proper teaching aids and give co-operation to the students. Some times working hours will not match with the working hours of the practicing - teaching (Time table do not match). Due to the absence of method master the lesson observations and the criticism for the lesson will not be there. Hence, no scope for self improvement. Some practicing schools are far away from the T.T.Is due to inconvenient transport facilities. It becomes very difficult to attend the practice teaching work at proper interval time for the women students.

10. Problems Pertaining to Recreation and Cultural Activities.

The recreational and cultural activities are not provided properly to the students. Very few activities are conducted. The local and management quota students are given more importance to such activities. The teacher educators or the principals did not encourage students to take part in such activities.

11. Problems Pertaining to Internal Assessment of the Students.

Lots of students facing problems pertaining to internal assessments. It was
found that the management quota students are getting more marks than the government quota students. Whereas in government institutions, very low marks are given. But, in missionary institutions it is entirely different. They also make some groups in allotting internal assessment. Hence, most of the students are not satisfied with the internal assessment methods.

12. Problems Pertaining to Evaluation and Examinations.

In the practical examination students have some problems like, practicing school co-operation, examiners disparity towards students, the new pattern of evaluation and examination system is not properly understood by the teacher educator. This may lead to wrong assessment of the students.

13. Problems Pertaining to Hostel.

Most of the students who are staying in the hostel are expressing that, hostel facilities are very, very poor. The rooms are not clean and ventilated. Toilets are not kept clean. No enough water is available. The mess is not kept well. The quality of food is very poor. No co-ordination between hostel warden and workers of the hostels. The hostel buildings are very poorly maintained. In some hostels no security arrangement was made. No recreation room and TV, Radio, News papers not found in the hostel.

14. Personnel Problems

The students of Women T.T.Is expressed following personnel problem regarding the course of D.Ed., They are:

1. Very difficult to adjust with the existing infrastructure especially toilets facilities which are very poorly maintained in most of the institutions.
2. No separate ladies room is provided in the institutions.
3. Financial condition of most of the students is very poor.
4. The principal and the staff asked to pay for many activities on and off for which most of them unable to pay.
5. Very less co-operation and adjustment from the fellow trainees with regard to books and notes.
6. The instructional methods of teacher educators are not properly understood.
7. Shy nature and restricted behavior made the individual very passive.
8. Very difficult to adjust in the practicing schools, since teaching is very new aspect for them.
9. Trainees are finding it very shabby to carry teaching aids and black board with particular uniform to practicing schools.
10. Very difficult to adjust in the hostel. No proper medical facilities
11. The water supplied for drinking is not pure.
12. No sufficient water for washing clothes, bath and toilets.
13. No proper arrangement for food and tiffin.
14. The food and tiffin supply is not tasty.
15. No recreation facilities.
17. No free atmosphere
18. Heavy syllabus and lot of work to do

Quality of students.

This means the students abilities, attitudes, aptitudes and interest in obtaining teacher training course in the Women T.T.Is. Those are summed up as follows.
1. Most of the Women students have entered to the D.Ed., course. So as to get teachers job in government service easily (The employment rate is very high at the primary teachers recruitment label) not become to good teachers.

2. The students selected through government CAC are only by merit cum roster but here also the SC, ST students are counted both in GM as well as in SC and ST separately. This will hamper the GM candidates (as suggested by GM women students).

3. The students selected through management quota by payment of heavy donations have very low merit (45% SC, ST and 50% others).

4. Most of the management students are from the arts faculty. Hence, very few science Womens' students are found.

5. Most of them do not have interest to become good professionalist.

6. Most of the Women students are not taking deep interest in practice teaching and preparing good teaching aids.

7. Great disparity between government selected and management selected students in attitudes, adjustment and attachment to different activities in teacher training programme.

8. The government selected students have psychological fear for adjusting and approaching with principal and staff and management members. Whereas management selected students behave normally and did not bother about anything.
9. The internal assignment work done by government selected students are rarely better thus those of management students, but the assessment is not properly done accordingly.

15. Problems Pertaining to Inspecting Staff.

Eventhough government inspecting officers are employed for the inspection purpose. There are some problems, they are

1. No sufficient number of inspectors visiting to the institute.
2. In some of the subjects like science and mathematics, no inspectors off are available.
3. They do not have proper time schedule. Some time the inspection will be done once in a three to four years.
4. The reports of the inspection will not be implemented.
5. In government institution the inspection will be casual do not have any implement. Where as in aided institution it has some meaning. The suggestion will be taken care of by the staff. But in case of un-aided institutions the inspecting officers are being humiliated. Since, they don't have any administrative authority on such staff members. Since, government is not paying to the staff of such institution.

   Hence, the inspectors find lot of problems in dealing with unaided Womens' T.T.Is. The suggestions remains in the records. Because of the floating staff of such institutions.


Usually the aided and unaided Womens' T.T.Is are having active management. Eventhough they collect huge money in the form of donation. They are imposing following problems.
1. Problem of qualified staff.

2. The management people are unable to employ qualified and experienced staff, because of the high salary demands of such staff.

3. The money collected as donation will be utilised by the management member for the some other purposes but not to improve the existing conditions of the Womens' T.T.Is.

4. Sometimes a management members utilise the collected the money for various purposes.

5. They are unable to provide good infrastructure facilities because of heavy investment.

6. The management are unable to purchase the modern equipments like colour TV, DVD, OHP and Computers in sufficient number. Since, the require heavy investment.

7. Every year they have appoint 2 to 3 staff members on temporary basis.

17. Problems Pertaining to Hostel and Hostel Warden.

Out of 26 Womens T.T.Is, only 12 institutions have hostel facilities. But even these hostels are not properly maintained. Hence they are embedded with lots of problems. They are:

1. In adequate and unattractive hostel buildings which are old and full of repairs.

2. The rooms of the hostels are small and congested.

3. No adequate light and ventilation facilities available.

4. In a single room 3 to 4. Some times 5 students are made to stay which becomes more congested.

5. No facilities in the hostel rooms like, cots, chairs, tables, bookshelves, cupboards and racks etc.

6. No proper water facility either for drinking or for the other purposes.
7. Toilets are very poorly maintained dirty and unhygienic.
8. The mess and the dining hall are not kept clean.
9. The food and tiffin supplied are of very low quality.
10. No alternative arrangement when electricity available during the night hours.
11. No proper security arrangement.
12. The workers of the hostels are not working seriously and properly.
13. On and off theft and internal disturbances.
14. No proper medical care and facilities.
15. No recreation facility like TV, Radio, etc.
16. Telephone connection are not there in the hostel.
17. When approached the hostel warden, they expressed the following problems.
   a. No quarters near the hostel for the hostel warden.
   b. No full time hostel warden is appointed. This work is entrusted to one of the staff members.
   c. Ladies warden are unable to work upto late evening and unable to visit duly early morning, where in lots of help is needed in these hours.
   d. No extra honorarium pay is being paid to this work.
   e. No Co-ordination between hostel workers and wardens.
   f. Very difficult to convenience to students. Some times about the food and tiffin.
   g. No proper security arrangement.

Factors affected academic achievement of the students

The main objective of the teacher education programme is to develop component prospective teacher for this purpose T.T.Is have been established. It
is well established fact that ladies are more suited to the teacher profession. Hence, to provide all types of facilities. The Women T.T.Is have been established. In such Women T.T.Is. the lady students are free to interact with principal and staff to develop into model teacher. But the investigator after analysing and interpreting the data came to know that very few lady teachers are coming out with effective teaching and dedicated to the teaching profession. The investigator is already presented the problems pertaining to Women T.T.Is in various aspects. she also analysed the factors affected the academic achievement of the students completed the course (TCH) in all the Women T.T.Is.

Following factors have been affected the academic achievement of the students.

1. Infrastructure and physical facilities of the institutions.
2. Nature of the institutions. 3. Library facilities.
4. Laboratory facilities 5. Administrative behaviour of the principal.
6. Quality of the staff 7. Quality of student
8. Attitude 9. Adjustment

1. Infrastructure facilities

Dull infrastructure with unattractive building (Some are unhygienic) created passive nature among the students. Hence, psychologically the students have developed negative attitude and has affected on the academic achievement of the students. The study revealed that, the women T.T.Is Alkhateeb, Bangalore, Fatima, Bangalore, Balachandra, Bangalore, DIET, Ilkal, Vanita TTI, Dharwad
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Government T.T.I., Gulbarga, Government T.T.I. Mangalore, Sarvodaya Virajapet Farooquia, Mysore, Government T.T.I. Udapi, Children Education, Society, Shimogga due to dull infrastructure, academic achievement of these institutions also low. Even though 95-98 percentage results are there, but number of distinction and first class are less.

Where as the Women T.T.Is with better infrastructure like, Sacred Heart, Bangalore, St. Theresa, Bangalore, Capitani, Mangalore, Government T.T.I. Dharwad., St. Anna, Mangalore, J.S.S, Mysore (U), St. Joseph, Mysore. have shown better results like, 100 percent results with 55 percent distinction. Rest of the 50 percent first class and second classes.

But the Women T.T.Is like, St. Joseph, Belgaum, St. Convent Mandya, DIET, Davanagere and J.S.S., Mysore has very good infrastructure resulted in cent percentage with 80 percent distinction. Rest of the 20 percent first classes.

2. Physical facilities

Lack of physical facilities like inadequate classroom, lack of furnitures and other facilities has also created low achievement of the students. Some of the class rooms so small and not having proper ventilation and light has created passive nature among the lady students.


There are three types of management present among the 26 Women T.T.Is.

Government Women T.T.Is -- 7
Aided Women T.T.Is. -- 14
Unaided Women T.T.Is. -- 5
In government Women T.T.Is no doubt principal and staff are present in full number, but not qualified and are having requisite experience. They are having very low attitude towards teaching profession. Hence their adjustment to the institution is very low. The students are usually merited. Since, cent percent seats are allotted to such institutions. But because of low attitude and adjustment and frequent transfer. Their academic achievement is not so attractive. If we look into the statistic of academic achievement of the student belonging to government institutions, following facts have been noticed.

a. 100 percent results

b. 60 percent passed with first class and distinction.

c. 30 percent passed with first class

d. 10 percent passed with second class

e. On and off get ranks

Aided Women T.T.Is.

In the aided Women T.T.Is 75 percent of the seats from the government selection and 25 percent of the seats filled up by management which means 75 percent merited and 25 percent are not so merited students admitted in such institutions. Those 25 percent of the students have paid heavy donation Rs.1 lakh.

No doubt the principal and staff are having positive attitude and are having good adjustment to the institutions as well as to the students. But such institutions are lagging behind because of dearth of staff members. Since, government has enforced ban on filling up the vacant post because of financial problems. The backlog vacancies are not filled up anywhere. Hence, there are less number of
permanent teaching staff and office staff. Hence, such institutions have to appoint guest teachers who are not having proper attitude and will be less adjusted with each other. Then such institution have better infrastructure and better physical facilities. Positive attitude of principal and staff led to the better academic achievement of the students. If we look into the statistics of the results of aided institutions we find

a) 100 percent results passed

b) 75 percent passed with first classes with distinction

c) 15 percent passed with second class

d) 10 percent passed with third class

e) Regularly get ranks

Unaided Women T.T.Is.

In these institutions 50 percent of the students are selected through merit by the government and rest of the 50 percent selected by management through payment of donation. Most of such students are in between 50-60% in PUC-II where as the merited students are in between 80-60% in PUC-II. This clearly shows the disparity of the status of the students. If we look into the infrastructure and physical facilities one can feel sorry to see the dull infrastructure and less physical facilities created very passive atmosphere among the students. The principal of such institution are the representative of the management. Hence, they have very low attitude towards staff and students. Similarly there are no permanent staff present in such institutions. Every year one can see new faces in the institutions. Some of the staff members including principal are retired persons from government and aided institutions.
Hence, such people have low attitude and adjustment with the institution principal and students. Lack of library facilities, lack of laboratory facilities, lack of curricular transaction, lack of encouragement developed passive attitude among the students. So, they have developed low adjustment to all the persons. So, it has resulted into a very dull results. If we look into the results of such institutions following facts are observed.

Total results 95 -98%

b. First class with distinction - 40 - 50 %

c. First class - 30%

d. Second class - 20%

e. Third class - 8%

f. Failures - 2%

g. Such institutions very rarely get ranks

4. Library facilities

Lack of library facilities affected the academic achievement of the students. Less space in library for sitting and working, less number of books, lack of furnitures, lack of reference materials, no proper working timings of the library has highly discourage the academic motivation of the students.

5. Laboratory facilities

Lack of experimental sets, equipments, essential furnitures and lack of demonstration and guidance in the laboratory has created dissatisfaction among the students.
In the science laboratory no chemicals, no physics experiments, no enough biological specimens, microscopes, charts, models created passive nature among the students. Similarly in the psychology laboratory no psychology tests experiments and no proper space and furnitures developed passive nature among the students.

Similarly in AV laboratory no modem equipments like OHP, colour TV, DVD player, Film strip projector, Slido metric projector, etc. with required softwares created very passive nature among the students.

Similarly in the computer laboratory multimedia computers are very less number with lack of computer operator and computer teacher have developed negative attitude among the students. Above all facts affected the academic achievement of the students.

6. Administrative Behaviour of the Principal

It was observed that, the administrative behaviour of principals working in government institutions found to be more strict and rule minded. They are not bothering about the personnel problems, institutional problems and adjustment problems of the students and staff.

The administrative behaviour of the principals working in aided institutions found to be democratic and are having more co-operative and helping for the staff and students. They are to mix up with the all members of the institutions freely. They also use to help the students to solve the problems pertaining to them in the institutions.

If we look into the administrative behaviour principal of unaided institutions, it was found that they are more undemocratic, self centred, highly motivated by
management. They are having very attitude towards staff and students, but more helpful to management quota students. Such principal used to do all the confidential work of students and institutions by themselves instead of asking the views of staff and others.

7. Quality of Staff of Women T.T.Is.

If we look into the staff pattern of government Women T.T.Is, it was observed that, almost all government T.T.Is have enough staff, but less number of lady persons. If we look into the details it was also observed that, more number of staff members are not qualified as per the NCTE norm (M.Ed., 55%) and most of them are not having PG degrees (MA/M.Sc. with 55%). This has created lack of confidence on the part of staff members and resulted into a very low attitude towards instructional transaction.

If we look into the quality of staff working in aided institutions no doubt there are qualified principal and staff members but not in requisite number as explained earlier. The vacant posts are not filled up including backlog vacancies. This has resulted into the appointment of temporary teachers who are known as guest faculties. Among these guest faculties some are fresh qualified teachers and some are retired teachers. Hence, it will be very difficult for the principal as well as management people to organise the institutional activities properly. But due to the extra effort and interest of the principal and the management, they are showing good result with very good institutional outputs.

If we consider the quality of staff working in unaided institutions very sorry to say that most of them are either fresh qualified persons or retired teacher including the principals. Hence, the institutional organisation will not be proper
because of the quality of the staff. The students also develop very low attitude and get very less adjustment to such staff members.

8. Quality of of Students of Women T.T.Is.

As earlier mentioned in government institutions 100% students are selected on the basis of merit cum roster system, which clearly shows, there are highly merited students. In such institutions another fact is that, there is very low amount of fees for such institutions. Hence, there will be high demand for getting admission to such institution. The percentage of pass of the PUC II year is arts 80-60%, for science 80-50%.

In case of aided institutions there are 75% merit cum roster students and 25% management selected students purely on the basis of donation. The government students PUC-II year percentage is 80-60%. Whereas management quota students PUC-II score is in between 50-60% most of them are arts candidates.

In case of unaided institutions 50% seats from government selection on the basis of merit cum roster system. The PUC-II Yr. percentage ranges from 70-50%, whereas in 50% management quota most of the students paying heavy donation have PUC-II Yr. percentage from 50-60% in arts and science, but most of the students belonging to the arts faculty only. If there are science students percentage of PUC-II Yr. ranging from 50-55%, in the case of SC,ST the PUC-II yr. percentage 45-50% only.

9. Attitude of Principal Staff and Students.

If we look into the attitude of the principal and staff working in government institutions they are having low attitude because of the fact that, they are not liking the teaching profession. Hence, students also have developed low attitude
towards institution principal and staff, which has resulted into the low achievement of the students.

In case of aided institutions the principal, staff and students have high attitude towards the institution, the library, laboratory and instructional transaction etc., which has resulted into high academic achievement of the students.

In case of unaided institutions the principal and staff members and students have very low attitude towards the institution, physical facilities, instructional activities and other activities. Hence, resulted low academic achievement of the students in the final examinations.

10. Adjustment of Principal Staff and Students.

It was noticed that, the principals, staff and the students of government institutions are fairly good adjustment towards the institution, infrastructure, physical facilities, instructional transaction and other activities of the institution which resulted into better performance of the students in the final examination.

If we look into the adjustment of principal, staff and students of aided institutions. It was found that, all have adjusted well with the physical facilities like, library, laboratory, classrooms, instructional activities, co-curricular activities etc., which has resulted in very good academic achievement of the students of such institutions.

If we look into the unaided institutions it is clear that, the principal, staff and students are having low adjustment towards physical facilities like library, laboratory, class room, curricular transaction etc. which has resulted in low achievement of the students of such institution.
11. Job satisfaction of Principal and Staff Members.

The job satisfaction of the government women T.T.I principal and staff is very high. Since they are having secured and permanent job from the karnataka government. Hence, they are freely mixing with each other and also with the students and the staff members. This has resulted into better performance of the students in the final examination.

The job satisfaction of the aided institution principal and staff are also very high, since, some of them are having permanent and secured job. But some of the staff members working as guest faculty are having low job satisfaction. Since they are getting less salary and full work load. Hence, they are unable to help the students with open mind. On the whole, the total atmosphere is fully under control of principal and management who are keeping constant touch on each and every aspect of the institution. Hence, students are performing well in the final examinations. Such institutions are getting the ranks regularly.

In case of unaided women T.T.Is very low job satisfaction of principal and staff members are observed. Since they do not have job security and regular scale of pay. Hence, resulted into low achievement of the students.

12. Organisational Climate of the Institutions

The government T.T.Is are having open and familiar atmosphere, since there are designated principal and sufficient staff members. Apart from this there are good physical facilities and other essential facilities provided by the government no financial problem and space problems for each institution.

In case of aided institution one can find open cordial climate and familiar climate found in all such institutions filled up with dedication and affection. The
principal help the students in solving personal and institutional problems. Both the principal and staff and students working together as a single family with open minded transaction resulting into well adjustment atmosphere leading to good achievement of the students of such institution.

In case of unaided institution undemocratic and autocratic autonomous climate exists because of no adjustment among the principal and staff. The principal are behaving according to the opinion of the management. Whole financial and administrative matters are vested with management people. They are also having high handed interference in the institutional matters also very less scope for the students to interact with principal and staff resulting into low academic achievement of the students of such institutions.