SUMMARY AND CONCLUSION

6.1 Statement of the Problem. As we mentioned earlier the present study was intended to know the problems pertaining to Women T.T.Is of Karnataka State. The problem was stated as

"A STUDY OF PROBLEMS PERTAINING TO WOMEN TEACHER TRAINING INSTITUTIONS OF KARNATAKA STATE."

6.2 Objectives of the Study.

The main objectives of the present study is to know the problems pertaining to different aspects of women T.T.Is of Karnataka state. Keeping this in view following objectives were formulated.

1. To know the different types of Women's Primary T.T.Is of Karnataka State.

2. To know the problems pertaining to infrastructure physical facilities of Women T.T.Is of Karnataka State.

3. To study the Administrative problems pertaining to Principals of Women T.T.Is of Karnataka State.

4. To study the Academic problems pertaining to Principals and Teacher Educators of Women T.T.Is of Karnataka State.
5. To study the problems pertaining to organisation of women T.T.Is of Karnataka State.

6. To Study the Problems pertaining to teacher educators of Women T.T.Is of Karnataka State.

7. To study the problems pertaining to Non-teaching staff of women T.T.Is of Karnataka State.

8. To study the problems pertaining to Management of Women T.T.Is of Karnataka State.

9. To study the problems pertaining to student teachers of women T.T.Is of Karnataka State.

10. To study the problems pertaining to Hostel wardens of women T.T.Is of Karnataka State.

11. To study the problems pertaining to educational inspection officers of Women T.T.Is of Karnataka State.

12. To study the problems regarding practice teaching of students of women T.T.Is of Karnataka State.

13. To study the problems regarding Hostel accommodation and other specific problems of women T.T.Is of Karnataka State.

14. To study the attitude and adjustment problems of principals, staff and students.

15. To study the problems regarding job satisfaction.
16. To study the factors affecting academic achievement of the students.

17. To study the opinions of the principals for getting remedies for such problems.

18. To study the opinions of the teacher educators for getting remedies for such problems.

19. To study the opinions of the management members for getting remedies for such problems.

20. To study the opinions of the student teachers for getting remedies for such problems.

21. To study the opinions of the educational officers for getting remedies for such problems.

22. To study the opinions of the hostel warden for getting remedies for such problems.

23. To study the opinions of the practicing schools headmasters and teachers for getting remedies for such problems.

6.3 Need for the Study.

The constitution of India clearly stated that free and compulsory education to all eligible children of India aging from 6 to 14 years. This means education is compulsory for all the eligible children of India.

The population of India has crossed 104 corers. The number of eligible children for getting education according to census is about 30 corers. This led to open more and more primary schools and appoint more teachers for primary
schools. Girls education is also increased due to awareness developed by large mass of India to educate the girl. Hence, more schools for girls were established regard are other schools more and more baby teachers are being appointed in every states of India. This as created more and more concerned for training the lady teachers for this purpose separate teacher training institutions were opened throughout India.

In Karnataka also the women T.T.Is gradually developed in number. Following table explains the development of women T.T.Is in Karnataka from 1950 onwards.

6.4 Review of Related Literature. The investigator reviewed the following related literature for the study.

3. Establishment of DIETs and Its activities
4. Problems pertaining to T.T.Is in various aspects
5. Problems pertaining to Women T.T.Is in different aspects

6.5 Tools used for the Study

The present study is of survey design and investigator intends to know various problems pertaining to T.T.Is. Hence, following tools are necessary.

1. General data sheet
2. Questionnaires for Teacher-Educators, Students, Office staff, Inspecting staff and Hostel Wardens
3. Check list for School Students
4. Opinionnaire for School Headmasters
5. Adjustment scale for Principal, Staff and Students

6. Attitude scale for Principal, Staff and Students

7. Job satisfaction Questionnaire for principal and Staff

8. IOCDQ for Principal, Staff and Students

The general data sheet is being used to know the infrastructure facilities provided in each of the women T.T.Is of Karnataka State. This also includes the physical facilities like classrooms, principal room, teachers/ staff room, library building, laboratory building and students recreation hall, play ground, reading room, store room, auditorium etc. Similarly nine types of questionnaire were also constructed to know the problems in different aspects of women’s T.T.Is of Karnataka State.

6.6 Sample and Sampling Procedure:

It is important to choose appropriate sample for collecting necessary data. Since the population of the present study is widely distributed throughout the state, sampling for the study becomes inevitable. Following sample have been selected for the study.

1. Selected all the 26 Women T.T.Is
2. Selected all the 26 Women T.T.Is principals.
3. Selected 4 Teacher Educators from each institution and total of 104 Teacher Educators randomly selected.
4. Selected two office staff from each institution randomly.
5. Selected all the wardens of Women T.T.Is.
6. Selected two inspecting officers from each district.
7. Selected four management members from each aided and un-aided institutions.

8. Selected five practicing schools from each institution.

9. Selected one headmaster from each practice teaching school.

10. Selected four teachers from each practice teaching school.

11. Selected five students from each practice teaching school.

12. Selected 10 students of first year and 10 students of second year TCH from each of 26 Women T.T.Is.

6.7 Conclusions

The present study was intended to know the problems pertaining to various aspects of Women T.T.Is of Karnataka State. The investigator personally visited all the 26 Women T.T.Is and collected the required data from the selected sample. The findings clearly show that each and every Women T.T.I is facing many problems. Even though there are 7 government T.T.Is those are also facing problems like improvement of the infrastructure, library, laboratories over and above the teaching staff who are yet to get the requisite qualifications. The NCTE norms or the DIET guidelines for the pre-service teacher education programmes are not followed properly. The government institutions should be a model one to uphold the policies and principles laid down by the Human Resource Development (HRD) of central government. Moreover the Women T.T.Is have been established to provide social justice and principle of equity to eligible women students. The Govt of Karnataka should have taken proper care to improve such institutions. Since they do not have problems of funds as well as human resources.

Aided Women T.T.Is apart from above problems they have dearth of teaching, and non-teaching staff and technical staff. Karnataka government in
recent years laid restrictions on recruitments for teaching staff and other in such institutions. Hence the vacant posts of such institutions due to retirement have not been filled up. If we look into the actual position more than 50% of the posts are vacant in some of the institutions. It is surprise to know qualified principals are not present in some of the institutions. This is one of the major problems of the aided institutions. Such institutions have to appoint guest teachers who are qualified for the lecturers job. Such guest teachers are either fresh qualified persons or retired teacher-educators of TT.Is (There is provision of appointing retired persons upto the age of 65 Yrs). The guest faculties so appointed are paid very less salaries of Rs. 2000-3000 pm, whereas the regular staff are getting Rs. 15,00-2,000pm. Both the teaching staff are having same workload. Sometimes the guest faculties are asked to work more. This disparity has led to the dis-satisfaction and very low job satisfaction of guest faculty members. Even then aided colleges are getting good results. Students are getting more ranks regularly. This may be due to the special efforts put by principal and management members, like constant supervision and good organisation, and other. The reasons may be because of good infrastructure, good physical facilities like better. Library and laboratory facilities provided. Most of the aided institutions are having hostel facilities. They provide educational guidance and counselling services for the students. They organised systematic curricular and co-curricular activities, monthly tests regular checking of assignments. Moreover there are 75% merited students present in such institutions. If we look into the institutions like St. Joseph Mandya, DIET Davangere, Belgaum and JSS, Mysore all have beautiful building, library, laboratories, playgrounds, auditorium. One can feel educative atmosphere in such institutions. Hence, the students work hard and show better academic growth out comes. The management members are also are putting all efforts to improve and develop the institutions. The problems of the
students are being solved by personal contact or by counselling each one of them regularly. Some of the institutions have question banks facilities.

The third type of institutions are of Un-aided Women T.T.Is. They are only 5 in number. In such institutions 50% students are admitted through government by merit and rest of the 50% of students selected by management through payment of donation. The donation amount is just like sour grapes for common man (which ranges from Rs. 75,000 to Rs. 1,25,000), even then there is heavy rush for getting admission to such institutions. This may be because of high job opportunity for TCH certificate holders. Most of the students seek is admission in such institutions really do not want good training but they want TCH certificate, that too, with high percentage of marks. It is quite possible since there are 400 internal assessment marks. If we analyse the IA marks of government students to management students in most of the un-aided institutions, the management students are getting more IA marks than government students. But in theory examination, it is exactly opposite situation is observed. Such institutions have very low, infrastructure, passive atmosphere, less physical facilities like inadequate class rooms without proper facilities in them, laboratories are not spacious and not well equipped. The conditions of the libraries are very grave. No enough space, no enough books, no enough furnitures to sit and work. No light and ventilation. No proper organisation because of absence of librarian and other staff. Students are unable to use the library books according to their convenience. The overall performance of the students of such institutions are very low, may be 95% results are obtained number of First Class, Distinction, are less (50%) First Classes are also less (30%) about 20%, Second class and Third class results with 2+0 candidates failure is observed.

If we consider the organisational behaviour and administrative nature of the principals of Un-aided institution was observed that the principals are the...
pets of management. They follow the guidelines given by the management members. They spare very little time with students. Such principals do not have powers to improve either infrastructure or the curricular aspects. They do not have academic freedom. They are unable to solve particular problems either of the students or of the staff members. They are highly reserve with staff members and could not help them in getting more salaries or increments and other benefits. On the whole one may conclude low job satisfaction, low attitude and highly adjusted to management members and very low adjustment with staff members and students. They have no benefits no facilities like quarters, phones etc. The principals of such institutions are also getting very meager salaries (Rs 3000-5000 pm).

The staff members of such institutions also do not have free hand to mould the students. Since some of them are fresh entrants and some others are retired persons. Both are getting very very low salary (Rs 2000-4000 pm) they will have to sign for regular salary (Rs. 8500 DA+CCA+HRA). This has created negative attitude and very low job satisfaction, which they are hiding because of fear of losing the job leading to the problem of unemployment. Such teacher-educators cannot help the students to improve academically and unable to guide them to become effective teachers in future. Moreover they must give more IA marks to such students who are identified by the management members. They are unable to help deserving other students. The staff members are usually relieved on the last working day and may reappointed with a fresh pay during the beginning of next academic year. Hence, such staff members unable to get salary of 3 to 4 months. There is no scope for academic improvement of such staff members. They have to work throughout the day and get very low salary. No job security, no proper salary, no other benefits, no encouragement for sincere work. Even though, such personal problems are there some of the staff members are discharging...
their duties properly. The academic climate of such institutions has been curbed because of lack of facilities in the libraries and laboratories. The teachers cannot organise co-curricular activities with their own plans and proposals. In organisis every activities they have to seek the permission of the principal and management members. Some times they should involve the management members in such activities.

Women T.T.Is may be of government or aided or unaided facing one or the other problems. Which are given below.

1) Infrastructural and physical facilities
2) Class room and facilities in the classrooms
3) Library space, furniture and required books and other facilities.
4) Organisation of library and library staff.
5) Lack of materials, equipments, chemicals, biological specimens, charts and models in the science laboratories.
6) Lack of psychological tests, experiments and essential furnitures.
7) Lack of AV equipments and required softwares.
8) Absence of laboratory technicians and operators.
9) Less number of teacher-educators and qualified staff members.
10) Guest faculties are not taking interest in teaching and guiding students.
11) New D.Ed., syllabus is very heavy and no orientation course for the staff members.
12) No books and reference materials are available according to new syllabus.
13) Existing teacher-educators are unable to handle the subjects effectively and efficiently. (English medium handling teachers are very less).
14) Very few books available in the market as per the new syllabus (available
books are not so competitive and are difficult to follow)

15) Subjects introduced in the new syllabus are containing exhaustive portions
which requires thorough preparation. But no time for the teacher educators
for such preparations.

16) Most of the teacher-educators follow only lecture method. They are unable
to adopt modern methods like, project method, problem solving method etc.

17) No institution is undertaking small research projects and action research
work to study the problems of the classrooms.

18) Most of the teacher-educators developed low attitude and low job
satisfaction.

19) Teacher educators of government and unaided institutions are having low
adjustment with the students and principals.

20) Many Women T.T.Is do not have hostel facilities.

21) Women T.T.Is having hostel facilities are facing problems like

   a) Small and congested rooms in which three to four students are forced to
      stay in the hostel and share the facilities.

   b) The rooms are situated in un-hygienic conditions no proper light and
      ventilation. Insufficient cots, racks, chairs and tables.

   c) Toilets are not maintained well no proper water facilities. Hence these are
      in very unhygienic conditions.

   d) Bath rooms are also not maintained well.

   e) Drinking water problem is acute.
f) Kitchen hall is very poorly maintained

g) Mess hall is not clean and hygienic.

h) Wardens are not taking proper care of the students in the hostel. They do not have more freedom to do so.

i) No medical aid and telephone facilities in the hostels.

j) No recreation facilities like TV, Radio and games in the hostels.

The academic achievement of the students has hampered because of the above problems.

Some of the suggestions given by principal, staff members and students.

1. The infrastructure and physical facilities of women T.T.Is should be according to NCTE norm.

2. The libraries well equipped with modern facilities. New edition books should be made available in the library. Every year institution should purchase recently published books and reference materials.

3. The library timings should be made convenient to all the students.

4. The laboratories should be well equipped and experiments should be conducted in the laboratories itself.

5. There should be 24 hours water supply in the premises as well as in the hostels of the institutions.

6. Every women T.T.Is should have hostel with essential facilities, there should be tiffin supply with good quality of food with moderate rates.

7. Hostel fees should be reduced. The authorities should provide better facilities.
8. The staff and principal should help and encourage the students in curricular co-curricular and practice-teaching aspects.

9. The management members should provide all the necessary resources required for the institution on and often.

10. The management members should appoint well qualified and experienced staff on regular basis with proper scale salary.

11. Regular inspection by the department and proper follow up of action should be introduced immediately.

12. The impressions and the suggestions given in the inspection reports should be implemented by the management or principals of the institutions.

13. Un-aided women T.T.Is should get grants the teacher should get salaries through government.

14. The 25% of seats given for management persons in the aided institutions should be filled up through merit and roster with low donations.

15. There should be more number of recreational activities in the every institutions.

16. Internet and E-mail should be made available in all the institutions.

17. The essential subjects like, Education, Music, Dancing, Embroidering, Cooking, Gardening, Hours keeping etc., subjects should be introduced in all the institutions, since these are help is the students in their future life.

18. The practice teaching school should be chosen from near by area of every institutions.

19. Such school should help the student teachers in all respects to conduct practice teaching properly. The head master and the teachers of such schools should co-operate with student-teachers.
20. The evaluation system and the internal assessment system should be made more democratic and more meaningful.

6.8 Educational Implications

The study emerged the immediate need to improve most of the women T.T.Is of Karnataka State. This will help the administrators and the government agencies to improve the existing institutions and also giving hints to establish new women T.T.Is in Karnataka State.

1. The women T.T.I established in India and Karnataka are having with moral, social and cultural bindings. It has already stated that the main objectives of establishing separate women T.T.Is are to provide.

   a) Social justice, Equity and to develop cultural heritage to all eligible ladies.

   b) Giving free atmosphere and fair dealings since the institute is meant only for the women students.

   c) Freedom for women students to organise and exhibit their talents of which cannot be shown in the co-education institutions.

   d) Women are having born teachership qualities God has created women with lot of patience over-flowing affection sacrificing nature which are essential features of dedicated teachers. Hence, it will be very easy to mould the lady trainees to become an effective teachers of tomorrow.

   e) To cater the special needs of the women students-teachers.

   f) To train more and more lady student teachers so as to get employment as primary school teachers in the near future.

Keeping in view the above objectives the women T.T.Is were established throughout the country as well as in Karnataka.
But after looking into the present scenario of the existing situation of the women T.T.Is of Karnataka the investigator is at a loss to understand why such things are happening. It is impossible to develop an effective lady teachers with present circumstances. Even though admissions are made regular and the students are attending and completing the course and getting the job as teachers. But if we look at the quality of such teachers one may feel about the inability and in-competency of such teachers who have recently appointed. Such teachers are neither making justice to the society and government nor to the innocent children under their care.

Hence, a system of universal admission and universal fees structure should be adopted, so that candidates with specific interest in teaching may become teachers in future. Merit and roster system should not be the only criteria for selection for D.Ed., course. The Socio-Economic status and the aptitudes for the teaching and knowing professional ethics etc. should be considered. This is only possible by enforcing the common entrance test. The donation system should be abolished immediately. Now-a-days the rate of donation shoted to one and half lack rupees, which has become heavy burden for the common people and hapless situation for poorer sector of the mass. The private management should be instructed to maintain minimum standards as regards to the administration, and academic activities.

This has developed unhealthy competency among the women students aspiring for getting admission to D.Ed., course in un-aided institutions. The treatment of the management and staff of the institute for the government allotted students are very suspicious and untollerable sometimes, they behave very cordially with management quota students. This disparity is clearly visible in the annual results regarding awarding internal assessment marks.
2. The infrastructure of the most of the Women T.T.Is are not according to the accepted norm. Even after several warnings and suggestions given by the authorities like NCTE and DSERT, especially the unaided institutions, are not caring to improve the infrastructure of their institutions. The NCTE has already given time limit (within 3-5 years) to improve the infrastructure but nothing has been done up till now. In case of aided institutions there are some improvements but not to the accepted level. The situation is entirely different in case of government T.T.Is or DIETs. Most of the government women T.T.Is and DIETs are having good old building without proper repairs and maintenance colouring and remolding. This has created lethargic situation among both students and staff.

One should remember only good infrastructure bring about good changes and good development in educational institution. Essential physical facilities like good class rooms and laboratories to adjust properly and improve academically.

Another important feature is that of condition of the libraries of the women T.T.Is of Karnataka State. Thanks to NCTE directions that provided sufficient number of books but, here also the management played dirty role of keeping old and outdated books, they want to show the number but not the quality and variety. Very few titles of books like educational psychology educational technology are available. Similarly latest edition of books in all the subjects are not in adequate number, very few educational journal and periodicals. The another aspect of the libraries are is that of lack of space and other facilities for reading and referring for the students. The issue of books is also not proper timings does not match with the timings of the students. This is academic times of the main reason why the students are depending upon the old notes and guides.

Another important fact is that of new syllabus. According to this syllabus no sufficient books are available for one subject. Students have to refer about 8 to 10
books of high standard which is not at all possible. This is the main reason for low academic achievement of the students.

3. The principals and staff members working in un-aided institutions and in missionary institutions are not having either economic support or freedom for developing educational standards. No security of job. In aided institutions the vacant posts have not been filled up because of two reasons. One is that of backlog posts, another is no approval or sanction by the government to fill up vacant posts. In such cases guest teachers have been employed. These guest teachers cannot do full justice to the students, since they are getting very low salary and no job security. In government institution even though sufficient staff is posted, some are under qualified and do not have experience some others have required qualifications but, no teaching experience all the staff have fear of frequent transfers and change of positions in the government departments. This is also one of the reason for low academic motivations of students in the Govt institutions.

4. The students of women T.T.Is are having lots of problems like problems of admission, problems of payment of donations, adjustment in the institution with problems of libraries and laboratories, problems of recreation. These problems have affected the academic and social growth of the student teachers. The problems of practicing schools affected the professionals growth. In this way such trained teachers, when appointed, will not certainly show interest in teaching. The problems, pertaining to hostel, created passive nature and half hearted feeling among ladies students. Such student cannot either withhold such problems and stay in the hostel or explain them with the higher authorities and protest to provide good facilities. If they do so, they have all the fear to lose impressions which affect the internal assessments. In the case of students admitted through management quota, do not have fears of such above problems. They will not take much pain to adjust in all the situations. The principal and the staff gives lot of
encouragement and help to such students. This will happen in front of the other government allotted students in the institutions. This created lot of dissatisfaction and hate rate feelings about the staff and management.

According to the opinions of the student the selection procedure for all type of admission should be through CET. There should not be any management quota, donation system should be abolished immediately. Since there are only 5 un-aided colleges, they should be immediately made into aided institutions. There should be separate directorate of women teacher training institutions, so as to get permanent and approved staff according to the norms.

The students expressed deep concern about the hostel facilities. Out of 26 women T.T.Is only 16 of them have hostel facilities. Rest of the 10 do not have such facilities which cause serious problems among the lady students of such institutions since they cannot go to town or city to get the room. Another important thing is that of security. A single lady student cannot stay in a room which is at unknown locality in new town or city and may cause lot of problems in the near future. Because, she has to stay in such room for about nearly three years. The expenses are the other problem. The institutions having hostel facilities are facing the problems like dull infrastructure, unhygienic rooms, toilets and bath rooms. Low quality food and tiffin are supplied in the mess. The rooms are not big enough to accommodate students, where 3 to 4 are living together. Hence, problem of staying in hostel have created more hindrance for the academic achievements.

The new syllabus is no doubt exhaustive but very difficult for the students to cope-up with similar problems of practice teaching aspect or also facing many problems mentioned earlier for the students. The internal assessment and the examination system have also created peculiar problems.
According the students views there should be well qualified and permanent staff and free and fair atmosphere in the institutions. The teaching staff should help them in all respects according to the necessity. Each and every institution should have hostel facilities with sufficient rooms and other necessary facilities. The internal assessment should be fair and provide justice to each and every body.

5. The NCTE authorities should undertake review visits and should note down weak points and the problems connected with the women T.T.Is and give strict and time bound suggestions to improve upon the existing situation so as to provide required facilities to the student as well as the staff. The management should also come forward to improve the existing situations. The un-aided institutions are getting huge amount in the form of donations. (About Rs15 lakhs every year) and in the form of tuition fees (another 5 lakhs) in such a huge amount they can give proper salary to the teachers and others and also develop the institution with all amenities. But, they have to make their minds to do Usually it is found that such money collected is being utilised for some other purposes like, the management persons constructed beautiful houses and maintaining cars and became a business person, out of the above funds. Total expenditure for the year including salaries of the staff, maintenance and development of an institute will not be more than 20-25 lakhs, but they are collecting more than 35-40 lakhs per year. In this way they are having sufficient money but the money and not developing the institution.

Hence, a system for common admission with common fee structure and common rules and regulations for all the women T.T.Is should be intended the salaries should be as per the state government, management should provide, job security free and fair dealings with the students proper internal assessment which will bring about proper development of women teachers education in Karnataka. state Other wise the objectives set for developing such institutions becomes vain and unachievable.
6.9 Main contributions of the study

The present study contributed some of the important and facts to the government, government officers, administrators, policy makers, social workers, institutional builders, principals, teaching staff and students regarding the problems pertaining to the women T.T.Is of karnataka state. The investigator pointed out the problems pertaining to government women T.T.Is, aided women T.T.Is and unaided Women T.T.Is with regard to infrastructure and physical facilities problems of class rooms, libraries, laboratories and similarly, problems of principals, staff and students, management members and inspecting staff. She also pointed out curricular, co-curricular, practice teaching problems and the hostel problems of women T.T.Is. The investigator also presented the suggestions given by concerned persons in this regard.

On the basis of the facilities provided in all the 26 women T.T.Is the investigator categorised them as fallows.

a. Very good Women T.T.Is. - 4
b. Good Women T.T.Is. - 4
c. Average Women T.T.Is. - 6
d. Below average Women T.T.Is - 12

Very Good women T.T.Is

1. St. Joseph, Belgaum
2. St, Convent Mandy
3. J.S.S, Mysore
4. Women DIET Davangere

These institutions are having very good infrastructure and physical facilities like good libraries, laboratories, classrooms. The have permanent qualified principals and staff members. The curricular and co-curricular activities are conducted systematically. The principal, staff and students are have positive atti-
tude and high adjustment ratio. The principal and staff are having high job satisfac­tion. Hence resulted in the good academic achievement.

Good institutions


The above institutions are having fairly good infrastructure and other physical facilities. The essential facilities are up to the mark hence are termed as good T.T.Is. But the principals, staff and students have low attitudes and less adjustment and low job satisfaction with each other and also with the institution. Hence, the academic achievement is also good.

Average Women T.T.Is.

1. Sacred Heart, Bangalore. 2. St, Theresa, Bangalore.

The above institutions are not having good infrastructure and required physical facilities like spacious classrooms, libraries, laboratories and other facilities. There are less number of furnishings and other required materials in the institutions. The principal staff and the students are having very low attitude and less adjusted to each other and with the institutions. The staff are having low job satisfaction. Hence the academic achievement is also not so good in such institutions.

Below average Women T.T.Is.

Rest of the 12 Women T.T.Is are very poor in nature with unattractive infrastructure without compound wall and garden with passive atmosphere. The buildings are pretty old and under repair. Some of them are in unhygienic conditions.
tions. The class rooms are not having minimum facilities so is the case of each of the laboratories. Library is also not well equipped. Students are facing lots of problems in the institutions as well as in the practicing schools. No recreational activities for the students no computer education and subjects like Art education, music, embroidering etc. The NCTE and DSERT have instructed such institutions to improve the existing conditions. But nothing has been done constructively. The other outcomes, emerged from the study are summed up as follows:

1. The study findings reveal that there are instructional problems in most of the Women T.T.Is. But some of the Women T.T.Is are having good infrastructure. Hence, the infrastructure such institutions which are not upto the level should follow the norms of NCTE as well look into the institutions of high standard in this respect.

The DSERT and the NCTE both may undertake review visit to know whether the existing Women T.T.Is develop their infrastructural facilities according to the norms within stipulated time, so as to make justice to the students teachers. The facilities of class rooms, libraries, laboratory should be improved immediately. Otherwise the students will get only theoretical knowledge. The Women students should have minimum facilities to show their talents and improve the status. The recreational facilities are not fully provided. Some of the essential courses like tailoring, embroidering, art and drawing, dancing, food technology, house keeping, gardening, interior decoration, fashion technology, should be included in the curriculum.

2. The admission procedure to the T.T.I course is not simple and convenient to all types of students. Hence, social justice may not be expressed out of such type of admission either by CAC or by the management bodies. Common entrance test (CET) should be introduced so that all types of students have easy excess for admission. The private management should remember that collects donations up to Rs. 1 to 1.5 lakhs is not the only criteria. But to provide better facilities for
students. They should also admit poor and merited students with low donation rate. There should also be CET for management quota students also.

3. Another important finding is that of position of staff and principal in the Women T.T.Is. Out of 26 Women T.T.Is. only 6 are having lady principals. Similarly the staff, most of them, are male persons. This is also one type of hindrance for the development of student-teachers.

In aided Women T.T.Is lot of vacancies are not filled because of backlog and financial crunch. Hence, such institutions are taking guest lectures to carry out the work which is not at all effective for the proper development of student teachers. According to the estimation there are 4 to 5 guest lectures in each of the aided Women T.T.Is. The appointment of such lectures will be done later during the academic year and relieved at the end. Hence, such teachers have to work for very meager salary. (Consolidated salary of Rs. 1000 to 1500). In the un-aided Women T.T.Is. there are no sufficient qualified permanent teachers at all. Every year one can see new faces including principal. The management takes full advantage of some of the retired teachers or freshers for very low salary. Hence, there is no job security and job satisfaction for teacher educators working in such institutions. Hence, the government should accord financial facilities to such institutions. Since, only 5 of Women T.T.Is are unaided, they should get financial aid immediately, so that permanent teacher educators will be available. The national objective is to promote female education by providing all sorts of financial help. Hence immediate grant facilities should be extended to unaided Women T.T.Is in the state. Preference should be given to the lady teachers (also for the principal post). In case non availability of such female staff. One can appoint men staff. The teacher educators working in such institutions should attend refresher courses, orientation courses to improve upon the abilities in the profession. Similarly they should under take action research, M.Phil and Ph.D., studies in this field. Attractive salary with job security should be provided so that the teacher
educators may stay at one institution for longer time and serve the institutions with all dedications.

4. The management of aided and unaided Women T.T.Is should not treat the course as money earning and exploiting the students. But should maintain high standard with moral ethical and disciplinary values. The money collected in the form of donation should be utilised for infrastructure development and providing better physical facilities. The money collected through tuition and other fees should be fully utilised for the payment of salaries of the staff. This system will bring about stability in the institutions regarding instructional activities.

5. Another important aspect is that of practice teaching programmes of Teacher Training course. The practicing schools are not co-operating in this respect. The teachers and the head masters are not providing all facilities, guiding and encouraging the women trainees. The school authorities are not providing necessary teaching aids and other facilities to the students teachers. As a result of which the children are not giving due respect to such trainees. On the other hand, the lesson guidance provided by the teacher educators in the institute is inadequate. The lesson observation and suggestions for improvement for the trainees are also not properly done which that hampers the improvement of student teachers.

6. The recreational activities are very improperly organised by most of the institutions. This aspect is very important in case of lady teachers. The handicrafts and architectural activities develops the creative teachers. This is most essential for lady teachers. Singing and dancing are naturally persisted in every women. Hence, such education should be given scientifically and culturally. This adds to the effective teaching in future.

7. The new curriculum introduced for such course is really exhaustive and elaborate. Old TCH course is now D.Ed., course. The duration has 2,1/2 years. This has created more confusion amongst new in coming students. This has been
introduced hurriedly without proper preparations and understanding for the administrators and staff members. The books are not available according to new subjects / units introduced in the new curriculum. The comprehensive and continuous evaluation system has also created confusion amongst the staff members.

8. Another important aspect is that of hostel facilities. Out of 26 Women T.T.Is only 16 T.T.Is are having hostel facilities, rest of the others do not have such facilities. The conditions of the hostels are very poor, no body is there to look upon and improve the conditions. The ladies have no such courage to stay outside in an unknown place. The situation of the Women T.T.Is where there is no hostel facilities is also very grave. The female students have to struggle hard to get rooms for stay which will not be convenient from all respects.

Academic achievement is one of the important aspects. Ultimately this is the deciding factor of any institution to flourish. Hence, the present study contributed much in pointing out the factors affecting the academic achievement of the students. They are____

a) Low infrastructure and passive atmosphere of the institutions.
b) Lack of physical facilities like, classroom
c) Lack of library facilities
d) Lack of laboratory facilities.
e) Lack of proper instructional / curricular and co-curricular activities.
f) Lack of hostel facilities.
g) Lack of good guidance and counselling services.
h) Lack of good attitude of principal and staff.
i) Lack of adjustment of principal and staff.
j) Lack of job satisfaction of principal and staff.
k) Lack of awareness and interest amongst management members.

l) Lack of proper guidance and follow up of work from the government / NCTE authorities.

Hence, it is concluded that the objectives of establishing and maintaining the Women T.T.Is have not been fulfilled. There are problems pertaining to each and every aspect of Women T.T.Is of Karnataka State. Each and every person concerning to teacher educators should work.

6.10 Suggestions for Further Research.

1. The present study is restricted to problems pertaining to Women T.T.Is in Karnataka State. Such studies may be undertaken in the neighbouring states also or on all India basis.

2. Similar study may be undertaken for the men T.T.Is in Karnataka State.

3. Such similar studies may be undertaken for the Co-education T.T.Is of Karnataka state.


5. A study of adjustment and achievement of classroom climate of rural based and urban based T.T.Is of Karnataka may be undertaken.

6. A study of attitudes and academic achievement of government and un-aided T.T.Is of Karnataka State.

7. The study of attitudes and adjustment and academic achievement of aided T.T.Is of Karnataka State may be undertaken.

8. A survey of development of T.T.Is in Karnataka may be undertaken.


10. A study of administrative behaviour of problems of administration of principals of T.T.Is of Karnataka state may be undertaken.