CHAPTER - I

INTRODUCTION

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A lamp can never light another lamp unless it continues to burn its own flames. A teacher can never truly teach unless he is still learning himself.

- Rabindranath Tagore.

The story of education is as old as that of human civilization. Traces of 'teaching – learning process' go deep down even into the savage civilization of mankind. The affair then, of course, was informal. All learning was instinct dominated. The aim of life, though not precisely defined, was obviously very simple, to earn a livelihood, or even very rudely put to survive. Whether taught or not, the basic skills, needed for the survival, were acquired by the human being by instinct. Imitation was the main principle underlying in all learning. To make a long story short, the 'teaching – learning process' was an amazingly non-conscious affair to begin with.

With the widening of the horizon of human experiences, life became organized and more organized. Correspondingly, aims of life changed. Consequent upon the widened aims of life, there arose a need to acquire varied skills as means to those ends. With the development of the faculties of human mind, there peeped a consciousness to guide instincts, giving rise to the concept of teaching. Even then, for ages, this process of teaching was carried down purely as an informal affair. The needs of life being very limited, the informal groups of family and community or tribe were felt sufficient to teach the younger generations to be able to make out a livelihood. Further expansion of human
experiences gradually necessitated in the learning process, the role of one of the important factors in the process of formal education the 'teacher'.

Education is never ending process which is intricately interwoven with life, enriching the individual with a variety of experiences, kindling the flames of knowledge with constant probing into the mysteries of life, within and without. Each education institution should produce educated, intelligent individuals who can think independently, not a mass which can be manipulated. For this the emphasis in education should shift from cramming information to stimulating analytical thinking. Charles E. Silberman in his "Crisis in the Classroom" rightly mentioned "What tomorrow needs is not mass of intellectuals, but mass of educated men to feel and to act as well as to think". Herbert Spencer said "Education is the training for completeness of life; it will bring out the perfection which is latent in man". Education does not mean pouring of a lot of ideas of information into the brain of the individual. It is more a process of drawing from within than putting from without. It means the gradual mental growth and enrichment of man from infancy to maturity.

The world has been designed by competition. Competitive practices touch nearly every aspect of student’s life. This kind of competition usually focuses on self centered efforts to get on to the top, to attain the goals and means that prevent other from fully achieving them. Many peoples accept and repeat the belief that competition of life business, that competition builds good character that it brings out the best in one. One really performs better when tries to beat others. To perform better in their study good learning environment should be provided in the schools.
1.1 The Teacher Education – A Historical Perspective.

Obviously enough, teaching is the oldest, most indispensable and inevitable of all the professions in the world. "No individual can help being a teacher to his fellow members, if he is a member of any group. No group has ever come together, but has made some provision to pass on the social heritage and train the young for future leadership. Not satisfied with such informal arrangements, teaching has been the first area of specialization in every tribe and community. Priesthood, which everywhere arrogated to itself the monopoly of teaching, has always been the first social class to separate itself from the 'common mould' requiring its members to gain special knowledge, learn special skills and undergo a strict discipline.

Plato expressed that "Education is the basis of the State" needs no elaboration. The essence of a nation's life is determined by the educational systems that the nation has envisaged. "Upon the education of this country the future of this country depends" was the unique-vocal and impressive opening lines of the Preamble to the 1944 Education Act, which was hailed as the cornerstone of an edifice of reconstruction that would change the face of postwar Britain. Striking a parallel note, the Indian Education Commission, (1964-66), observed: "The Destiny of India is being shaped in her classrooms".

The strength of an educational system must largely depend upon the quality of its teachers. However enlightened the aims, however up to date and generous the equipment, however efficient the administration, the evaluation of children is determined by the teachers. There is, therefore no more important matter than that of securing a sufficient supply of the right kind of people to the profession, providing them a status and esteem commensurate with the importance and responsibility of their work. With the rapid expansion of
schooling, both in numbers and extent, all over the world, these problems have acquired a new importance and urgency.

There was a time when it was thought that teachers are born and not made. The need for preparing persons for this profession was not felt. In simple terms preparing persons for the teaching profession is 'teacher-education'. With the explosion of knowledge during the present century, there arose a need for preparing persons for the teaching profession. The aim of teacher education is to produce good teachers. What this connotes in terms of qualities, skill and knowledge is not easy to define. Education is now conceived as the total process of helping a child to grow to maturity of the body, mind and soul. The goal is that he may be able to play a full and creative part as a member of the society in which he lives. This is a process that covers not only the few years he is at school but the whole of his allotted span of life. "In order that a teacher can perform the many and diverse functions that such a view of education demands, it is essential that he himself must be an educated person in the enriched sense of the word, a fully developed, well-rounded and many-sided personality, an accomplished craftsman with the dash of an artist in his make up.

There was a time when it was thought to be enough if the teacher knew 'what to teach'. For this, the teacher's 'general education', a mastery of his subject matter was enough. With the explosion of knowledge, the question 'how to teach' became of crucial importance. This demanded on the part of the teacher a mastery of the techniques. Teacher today therefore, needs to be educated and trained. Training is that part of their education which equips them with the 'know-how' of their specific job". It has been customary in the past to separate the general education of a teacher from his professional training and to divide his preparation into two more or less distinct and self contained parts". This rigid demarcation, however, is artificial. A teacher's general education and his
professional equipment need to be interwoven and that constitutes the Education of the Educator.

H.C. Dent observes, "No system of education can rise above the level of the teachers who serve it." Hence the importance of teacher education. The following passage from 'Report of the Central Advisory Board of Education', 1944, quoted by H.C. Dent, further strengthens the point:

"The fundamental requirement of any comprehensive development in the educational system is the provision of an adequate establishment of teachers, and of the necessary institution for training them. The latter ought not only to provide the requisite professional training, but should also inculcate way of life which will attract, and make its mark on the young man and woman who intends to be a teacher".

India today needs good teachers even more urgently than it needs scientists and other specialists. The implementation of free, compulsory and universal education at the elementary level brings masses of learners into our class-rooms, rendering the job of educating them a colossal task.

1.2 Teacher Education and its Importance.

The Education Commission remarks "A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvement in the education of millions. In the absence of other influences a teacher tries to teach in the way in which he himself was taught by his favorite teachers and thus tends to perpetuate the traditional methods of teaching. In a situation like the present when new and dynamic methods of instruction are needed, such an attitude becomes an obstacle to progress. It can be modified only by effective professional education which will initiate the teachers to the needed
revolution in teaching and lay the foundation for their future professional growth. First rate Teacher Training Institutions can thus play a crucial role in the development of Education."

It is true that the commission thought over the problem of teacher education sincerely. In the words of Dr. Adaval "It is gratifying to note that the commission has given recognition to the importance of teacher education in the wider context of qualitative improvement of education in the country."

For the first time in the history of Education in India, the immense importance of the professional preparation of teachers has been only recently realized. It has now been truly realized that teacher education is more crucial for the qualitative improvement of education in general and that adequate financial and administrative provisions be made for it at the state and central levels.

The Institutions of Teacher Education which were so far working in isolation are now being slowly brought into the main stream of the academic life of the Universalizations, of the school life, of the institutions preparing teachers for different stages of education and of the institutions preparing teachers for special fields such as craft, art or physical education. To bring about this change it is being generally realized that education should be recognized as an independent academic discipline at the graduate and post graduate levels. Schools of Education should be established in some Universities to develop programmes in teacher education and studies and research in education in collaboration with other University disciplines. A Department of Extension Services be established as an integral part of every type of teacher education institution. Periodic exchange of staff of the co-operating schools and of teacher education institutions should be arranged. All training institutions be up-graded to the collegiate level to bring all teacher education under the universities and
comprehensive colleges of education and a State Board of Teacher Education be established in each state to co-ordinate the teacher education of all levels and in all fields.

It is now increasingly realized that the quality of professional training can also be improved substantially. The duration of professional course has been increased to 2 years for primary teachers. Steps have been taken to revise teacher education programmes and curricular on sound lines. Special efforts are made to the improvement of teacher education institutions. The qualifications of the teacher educators at the primary level have been enhanced. Recruiting first and second class students for teaching summer institutes, Scholarships, abolishing all tuition fees. Special facilities for women teachers, attaching demonstration school for every Training Institute, providing Hostel facilities and introducing correspondence courses, proper in-service world for spreading education among the poor classes.

The system assumed a scientific shape under the guidance of Dr. Andrew Bell who was appointed as the Superintendent of the Military Male Asylum, Madras, in 1787.

Regular institutions for teachers were first established in the country by the Danish Missionaries and a normal school was set up at Sera pore by Carey. Later on, educational societies, organized in Bombay, Madras and Calcutta appreciated the need for training teachers and they established some centers for this purpose. The Bombay Native Education Society started in 1824, a training class for primary teachers. The course was of three years duration and the curriculum confined attention mainly to science and literature of the West. Normal classes were also attached to the Elephantine Institution, Poona Sanskrit School, and Surat English School. When the Department of Education was created in 1855, there were five normal classes in the Bombay Presidency. The syllabus
included among other subjects the art of teaching. The Calcutta School Society, established in 1819, took early steps to educate teachers of indigenous schools. In 1825, the Court of Directors awarded the Society.

Thus the importance of teacher education cannot be underestimated. At the same time teacher education programme must be sound and should act as a means to bring about qualitative improvement in education. As J.K. Shukla says, “What we need in teacher education is not mere patches of change, but a complete revolution in the training programme, the curriculum, the standards, and above all in the objectives of professional preparation of teachers.”

Teacher education in the modern days is given a new dimension. To quote shukla again “Teacher Education has now to face new challenges, new responsibilities, new procedure, new instructional technology, new courses and new ways of reconciling the demand of content specialization, professional knowledge and professional skill and artistry. The profession of teacher educators must accept the role of training teachers and developing proper perspectives through programmes of research and studies.”

1.3 Development of Teacher Training Institutions in India.

During 1882 Hunter Commission Report has suggested to start Teacher Training Institutions at key places like district head quarters. Accordingly 20 Government T.T.Is were established throughout the country. Similarly Secondary Teacher Training Colleges (STTC) were also established. The Hartag Committee Report 1932 after analysing the wastage of the primary level, suggested to improve the present curriculum of Teacher Training Institutions and also suggested to start new T.T.Is . The committee report stressed need for improving the practical aspect (Practice Teaching) of the course. The Wardha Committee report headed by Zakir Husain suggested to start Basic Training
Colleges at the primary level based on Gandhiji's Basic Education principles. The Sargent Committee Report analysed the problems pertaining to T.T.Is and suggested that along with government T.T.Is private bodies are also given permission to start T.T.Is. Hence, the number of T.T.Is, S.T.T.C were gradually increased. After independence, radical changes in teacher education occurred. Large number of T.T.Is and S.T.T.Cs were established. The T.T.Is were renamed as T.C.H Colleges and that of S.T.T.C, were renamed as B.T (Bachelor of Training), then once again renamed as B.Ed., (bachelor of Education). The following table gives statistics of establishment of T.T.Is in India year wise (according to Indian gazetteer HRD Ministry, Government of India records).

Table - 1
Growth chart of significant events in the Teacher Education in India
(1861 - 2001)

<table>
<thead>
<tr>
<th>Concepts / Themes</th>
<th>Events</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anglo Indian influence</td>
<td>East India Company (normal schools)</td>
</tr>
<tr>
<td>B.T./B.Ed. Colleges</td>
<td>Formal pedagogical training</td>
</tr>
<tr>
<td>National system of Education</td>
<td>Basic Education of Mahatma Gandhi</td>
</tr>
<tr>
<td></td>
<td>Nai Taleem</td>
</tr>
<tr>
<td></td>
<td>Prashikshan</td>
</tr>
<tr>
<td>Identification of Teacher deficiencies</td>
<td>Kothari Commission Report</td>
</tr>
<tr>
<td>Teacher education focussed-values</td>
<td>Ishwar Bhai Pate Commission.</td>
</tr>
<tr>
<td>Concepts / Themes</td>
<td>Events</td>
</tr>
<tr>
<td>-----------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>Teacher education programme priority</td>
<td>1980 Satellite instructional television education</td>
</tr>
<tr>
<td>Teacher Education is a continuous process</td>
<td>1986 NPE:POA 9draft)</td>
</tr>
<tr>
<td>Pre-service and In-service go hand in hand</td>
<td>1992 Revision of NPE POA and PMOST</td>
</tr>
<tr>
<td>Massive Teacher training</td>
<td>1991</td>
</tr>
<tr>
<td>Learning without tests-UEE</td>
<td>1993 Yashpal Committee; Edn., act; NCTE.</td>
</tr>
<tr>
<td>UEE-DPEP Intervention</td>
<td>1995 ESTD NCTE (Regulatory)</td>
</tr>
<tr>
<td>Teacher care and DPEP</td>
<td>1998 UGC scale</td>
</tr>
<tr>
<td>Empowerment of teachers</td>
<td>2000 NCTE priorities ; UGC governance</td>
</tr>
<tr>
<td>New vision -</td>
<td>2001 Teacher Education with vision</td>
</tr>
</tbody>
</table>

Table-1 clearly indicates the development of teacher education in India. The events unfolds the scientific development of teacher education and teacher empowerment in India.
### Table - 2

*Showing the Statistics of Development of T.T.Is in India*

<table>
<thead>
<tr>
<th>Year</th>
<th>T.T.Is</th>
<th>Men</th>
<th>Women</th>
<th>Co-Education</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>1882</td>
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<td>8</td>
<td>--</td>
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<td>16</td>
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</tr>
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<td>1992</td>
<td></td>
<td>400</td>
<td>100</td>
<td>380</td>
<td>880</td>
</tr>
<tr>
<td>2002</td>
<td></td>
<td>750</td>
<td>300</td>
<td>500</td>
<td>1550</td>
</tr>
</tbody>
</table>

Table -2 indicates upto 1934 no separate women T.T.Is established and after that rapid growth of T.T.Is in India during 1964 there were 235 T.T.Is. But during 1984 this number was doubled and still doubled during 1992. But during 2002 there are 1550 T.T.Is which shows rapid growth of T.T.Is in India.

### 1.4 Innovations in Teacher Education.

Various innovations are being tried in training colleges to meet the growing needs and demands of a developing educational system. Teacher Education is facing a challenge on several fronts. Expansion of knowledge, development in methodology, diversification and training of different categories of teaching personnel, increased enrolments of pupils all these developments require the creation of a new teacher personality.
Mathew Miles defines innovation as "deliberate novel, specific change which is thought to be more efficacious in accomplishing the goal of a system. Here we consider any new idea or practice that has come into being as an innovation in teacher education."

Innovations in teacher education may be categorized as structural and functional. The structural changes are the changes in the duration of courses, institution of new types of courses, change in the structural pattern of buildings, class rooms etc. The functional changes are changes in curriculum, changes in classroom practices, practice teaching procedures, co-curricular activities, evaluation procedures and so on. Changes are effected at all levels of teacher education. Innovation in practice teaching occupies a foremost place in strengthening the programmes of teacher education as it is directly related to practice. A few notable ones are reorganization of lesson plans, change in marking and grading of practical work and changes in the final assessment of different aspects of teaching and record work. Much has to be done to rationalize the quantum of record work by trainees and to see its usefulness for later days teaching.

Another innovation is Block Teaching Practice which gives training in classroom participate and allied skills in a natural setting. In co-curricular activities of campus programme has become quite popular. Teacher pupils go to selected schools and participate in all types of school activities both curricular and co-curricular. They teach classes, conduct mock parliament sessions, literacy and cultural programmes, prepare aids, conduct exhibitions etc. Innovations in the field of examinations are also effected.
So teacher education has to break through the traditional practice and embark upon a new adventure. It has to provide the teacher trainees with all equipments required for teaching. The whole idea of teacher education must be The odore Bra meld Suggestions. I suggest as its primary goal that the profession of teaching establishes. Firstly standards of preparation at least equivalent to those of the medical profession. Secondly Good general education, specialized knowledge in the subject and thirdly good practice and lastly the unifying theory. (a philosophy of education that can provide integration and direction for the teacher as proceeds to his years of professional work.)

Hence teacher education is a matter of heavy investment which will pay heavy dividends in the future. To quote again The Odore Bra Meld" "The stronger the investment, the more stability the profession is bound to achieve. Similarly the greater the respect and pride provided by a good teacher education programme the greater the likelihood of permanent identification of that programme.

In spite of the various innovations that have come into picture there's considerable criticism of Teacher Education Programme. All innovations have not taken deep roots in the soil. Some of the innovations that have come from the top or that have come from a foreign background are not easily adoptable. Traditional methods are being followed in various fields of Teacher education programme. We have yet to design an adequate teacher Training programme which can make a strong imprint on the minds of the public in general and students in particular. It is not the question of the inadequate salaries, lack of right type of teachers but it is a question of raising, professional competency of an ordinary trainees with average intelligence. In the present context we need strengthening both
pre-service and in service training programme. We need heavier investment in teacher education both in terms of physical resources and personnel. The teachers training institutions have to work in close collaboration with local schools and community on the one hand and with Universities and Research Institutes on the other.

In the words of Dr. D. Subbarao "Our aim should be to search constantly for better programmes and activities in order to train a new type of teacher for the schools of 1970s and 1980s. The teacher training programme should lead to a better type of teacher capable of delivering goods to the satisfaction of both administrators and community. Then only the innovations that are being currently undertaken by various institutions can stand the test of time and lead to better results."

1.5 Modernization of Teacher Education.

Education is the main force which affects the quality of life. It gives real meaning to democracy in which a common man participates and contributes effectively to the change and development. It has assumed more importance today than ever before because in its present role, it is adding new dimensions to our present and future. Education for reconstruction of our society is a colossal task. It can be achieved only if it is undertaken with honesty and seriousness of purpose and pursed consistently with commitment by all concerned in a co-ordinated way.

The history of human civilization bears testimony to the fact that the schools of its First Phase were established by the best brains in the forests away from human habitation and all the knowledge required for sustenance of society and advancement of mankind flowed from there. The schools of the Second Phase of human civilization were established in the vicinity of human habitations but the
wall of the school distinctly demarcated the two climates where inside the schools, there was civilized climates in which pursuit of socially desirable fund of knowledge flowed unhampered to the fortunate ones and outside the wall there were backwardness, poverty, crime and violence. But in the Third Phase of history of human civilization, the school walls which segregated the fortunate from the law aiding ones were demolished. The common schools of this era to a large extent (specially sponsored by state which is the main trustee of democracy) have lost its edge to cut and carve.

i) Their educative climate is natural in respect of socio-cultural ideals of life which has been the main appeal to human mind.

ii) Establishment and resources hardly match the demands of the school programme.

iii) The sanctity of institutional programmes bows before the pressure from within and outside influences, of unacademic nature.

iv) Dedication to the job and professional commitment are giving way to populist considerations.

The relationship of schools with the community it serves did not remain simple. Today's schools have become a community in miniature with all its shades and complexities of various forces and pressures. Today, the school system derives much more directly from the immediate community in respect of content and methods than ever before in the past.

In the present circumstances, if the schools are hardly able to perform their conventional responsibility of imparting literacy and numeracy, then, how can schools in their present form participate in social change and development?

But if education has to act as an instrument of social change, the schools will have to play a major role.
The ancient wisdom and the experience of the present, both in East and West unanimously agree that teacher is the pivot of the educational system. No reform has ever succeeded against teachers or without their participation (Delor Report 1998). Teachers are the natural role models to the younger generation.

Social Perspective.

Indian society has been the one in which age, experience and maturity have remained the major guiding forces which enriched and re-inforced the traditional character of the society. But during the recent years, the Indian society has witnessed.

- Modernisation in its multiple manifestations,
- Industrialisation,
- Technology in use in a big way in communication/transportation,
- An overall economic growth.

The visible overall progress in society did not come alone, it was accompanied by its own problems like –

- Educated unemployment
- Political instability
- General corruption, crime, and finally
- Mass migration from rural areas and unprecedented rate of urbanization.

Because of Globalization, the nation is open to various outside influences. On international front an overall shift is observed.
— From narrow nationalism to universalism;
— From ethic and cultural prejudice to tolerance, understanding and pluralism;
— From technologically divided world where high technology was the privilege of the few to a technologically united world.

This changed perspective at local, national and international levels has affected the total fabric of social relationships. The experience of age has been rendered irrelevant. The joint families have been the first causalities as they were the main hindrances to modernization, personal autonomy and individual progress.

Within the climates of families, the vacuum created by the absence of older generation, is being filled up by the commercial TV, Radio and Clubs etc. And as a result, the values which were radiated by family climate are replaced by the commercial media projected values of life. What happened over a span of 50 years to the social climate is before us all. An in-built defiance to all authority is seen everywhere. The events where general aggression is weighing heavier over tolerance and humility, competition over co-operation, doubts over gait, impulsiveness over moderation, are not rare sights.

1.6 The Role of the Teacher Training Colleges.

It has not been accepted that the teachers' role in Education is undoubtedly the role of a modifier. It is the teacher who can bring about changes and innovations in the existing state of affairs. As such the role of the teacher is more significant. It is high time now to establish a special agency in each state for providing whole time attention to teacher education programme.
The training colleges have been now looked upon as more ornamental institutions. The pupil teacher has no faith in what he gets during his training when he goes back to school, he once again resorts to the traditional orthodox methods of teaching.

**Why have the Training Colleges Failed?**

The ineffective working of the Teachers Training Institutions has been due to a series of causes. The main among them have been attributed to the following by S.L. Jain.

a) More importance given to the methods of teaching rather than the knowledge of the subject content.

b) Selecting wrong type of teacher educators.

c) Heads of Institutions lacking qualities of challenging leadership.

d) Obsolete syllabus.

e) Faculty method of student selection.

f) Ineffective supervision of Training Institutes.

g) Inadequate attention paid to practice teaching.

It is also suggested that the teacher education programme need not be full time theoretical instruction provided during two summer vacations and a programme of 15 days practice teaching would serve the purpose.

**1.7 Reconstruction of Teacher Education Programme.**

The present state of affairs of the Training Colleges calls for a reconstruction of teacher education programme. As a first step towards this John
John Goodlad suggests that the admission of future teachers into a programme must be a full time commitment. The student accepts the fact that he is entering full time upon a professional programme designed to prepare him to teach in school. After he joins a teaching team in a teacher education center as an apprentice teacher, participates regularly in critiques of teaching taking place daily in their schools, learn teaching and practises them also.

1.8 The National Council for Teacher Education (NCTE).

The NCTE was established in May, 1973 by a Government resolution to advise Central and State Governments on all matters pertaining to teacher education, with its Secretariat located in the NCERT. The NCTE's status and role till 1993 have been purely advisory and it did not have statutory powers to enforce its guidelines. As per the provisions laid down in the NPE 1986 and the Programme of Action for its implementation, the NCTE has been conferred statutory status as per the NCTE Act No. 73 of 1993 passed by the Parliament and assented to by the President. It has come into existence with effect from 17th May, 95. The Act provides for establishment of the NCTE with a view to achieving planned and coordinated development of teacher education system throughout the country, regulation and proper maintenance of norms and standards in the teacher education system and for matters connected therewith.

Programmes and Activities taken up by the NCTE so far include:

- Preparation of a framework for competency-based curriculum for elementary teacher training institutions.
• Restructuring of pre-service teacher education curriculum for all stages.

• Human Rights and National Values preparation of materials and orientation of teacher educators.

• Preparation of a video film on teacher training in physical education.

The Status of the Teaching Staff.

• Preparation of a project proposal on Teacher Education in States/UTs- current status, issues and future projections.

• Development of material for teacher educators on specific subjects.

National Council for Teacher Education (NCTE): Its Impact on Teacher Training Institutions:

The previous section has given a view of the wide spread types of training institutions at different levels. The National Council of Teacher Education Act (NCTE) was established during 1993 by the act of Parliament. NCTE ushered into action after December 1995, phenomenally at a time when Teacher Education had grown in leaps and bounds in the State of Karnataka. In other words, NCTE was a welcome governance of Teacher Education. Since 1995, every training college/institute of any level was requested to seek NCTE recognition. It has laid down the following norms and standards for recognising the teacher training institutions. The norms are very clear about the necessary infrastructural facilities, including several laboratories, staff patterns based on teacher pupil ratio, intake fixed on staff separately, reserve funds, number of journals and books. The norms are fixed separately for different levels of teacher training (Elementary, Secondary and Physical Education), the details of which are enclosed.
Since the norms cover most of the aspects of good teacher training institutions, NCTE has given recognition to only those institutions which fulfill these norms and conditions. It is laudable move taken by MHRD and Government of Karnataka. In the previous section it is observed that as many as 97% of B.Ed. colleges have been recognised, and 98% of the institutions have been brought into the fold of NCTE norms, which was not found earlier to this extent. In the same manner training institutions of Physical Education are also checked and are made to comply with the NCTE norms. Apart from procuring infrastructural facilities to the different teacher training institutions, the service conditions of member of the staff have been improved. Even in an unaided institution, staff members are getting the minimum basic salary as per State Government scales of pay. These two points are the tremendous outcome of the efforts of NCTE.

However, the Principals, Teacher Educators and Experts are of the opinion that the norms could be reviewed from the point of view of the usage of the lab. The norms set forth by NCTE regarding recruitment of teacher educators definitely requires rethinking and reviewing (>70% of Principals have said it.) (norms prescribed by NCTE for the recruitment of teacher educators). The NCTE insists on passing NET as a necessary requirement. This is presenting in reality an obstacle and causing problem in getting sufficient number of teacher educators. This may be due to the difficulty level of the NET or the inadequacy of the professional/pedagogical content at qualifying examination or any other. This requires in depth study. Similarly NCTE norms insist on two masters degree (one in education and the other in the concerned subject) which pose a problem in terms of age factor (eligibility for admission is 33 years, for the general merit (KCSR Act). Thus the norms require reconsideration. However the impact of NCTE in structuring and improving quality of teacher education has been positive. For teacher educator a minimum of 2-3 years school teaching experience was mandatory earlier. In NCTE norm for the lecturers at B.Ed.,, or TCH the school
experience is not insisted upon. In addition to this inadequacy, it appears marks and certificate only are linked with job and not performance which is vital in a profession like teaching. Discussions on NCTE norms require more attention and time.

1.9 Teacher Education: New Dimensions - NCTE Directions.

Teacher education today is undergoing rapid changes in keeping pace with the burgeoning demands of pupil learning and pupil expectations. It also makes a deeper insight into the day-to-day demands of the community and the society at large to make teaching and learning a conjoint and communicated dynamic procedure. The newer avenues of teacher education have, therefore, welcomed all disciplines to come under the fold of education as a science, science being used in the generic sense of the term. Naturally, different disciplines like philosophy; economics, physics, anthropology, geology, etc. keenly of assignments in teaching from time to time in the best way suited to pupil askance and pupil curiosity. As a matter of fact, there is a characteristic and definite paradigm shift in the very aims and objectives of teacher education in recent years, thanks a lot to teacher-pupil attitudinal advancements in setting newer agendas of the explosive and evolutionary demands in the multi-dimensional areas of learning and teaching.

The newer dimensions of teacher education now-a-days are, therefore, related to the ends-in-view as follows.

To enable teachers to be all the time in quest of purposeful, promising and living perspectives of education for ascent and excellence, this should always cater to the enrichment of pupil personality in close communication with the critical approach to every component of teaching.
To accelerate the initial spurt of the teacher to stimulate learner curiosity and judicious learner conceptualization of different items of knowledge and experience.

To inspire the teacher to enable every learner to be alive with and respond to current problems and perspectives of education side by side with prominent issues of education for dissemination of global peace and harmony.

To nurture the essential and obligatory component of how to teach for making a sustained and thrilling adventure into the world of teaching for the promotion of aesthetic sensibilities of love, sympathy, tolerance, compassion, modesty, austerity, simplicity, truth and so on in order to give education a new definition of a real and endlessly prized vehicle of togetherness of humans.

To bring about a radical and revolutionary approach to teaching for the best emancipation of human in consciousness of and spontaneous exercise of spirituality.

To accentuate the spirit of understanding and appreciating teacher education as a science as well as an art in order to make teaching a synchronized endeavor of theory and practice of ideas and experiments.

To make ample room for education by means of the unending exercise of freedom and joy well nursed in the cradle of creativity and critical awareness of the teacher.

Admittedly, the role of the teacher in the context of efflorescence of teacher education has been looked upon as a matter of great importance in moulding the
wishes and expectations of the immediate community, the global community not with standing. As the Delores Commission characteristically suggests: "The importance of the role of the teacher as an agent of change, promoting understanding and tolerance, has never been more obvious than today. It is likely to even more critical in the Twenty-First Century. The need for change from narrow nationalism to universalism, from ethnic and cultural prejudice to tolerance, understanding and pluralism, from autocracy to democracy in its various manifestations, and from a technologically divided world where high technology is the privilege of the few to a technologically united world, places enormous responsibilities on teachers who participate in the moulding of the minds and characters of the new generations. The stakes are high and the moral values formed in childhood and throughout life become of particular importance." (Learning: The Treasure Within, UNESCO, 1996, Pp. 141-42).

Admittedly, the newer dimensions of teacher education have their backdrop in the different functions of the National Council For Teacher Education (NCTE): "It shall be the duty of the Council to take all steps as it may think fit for ensuring planned and co-ordinated development of teacher education and for the determination and maintenance of standards of teacher education and for the purpose of performing its functions under the Act, the Council may

- Undertake surveys and studies relating to various aspects of teacher education and publish the results thereof,

- Make recommendations to the Central and State Government Universities, University Grants Commission and recognized institutions in the matter of preparation of suitable plans and programmes in the field of teacher educator.
Co-ordinate and monitor teacher education and its development in the country.

Lay down guidelines in respect of minimum qualifications for a person to be employed as a teacher in schools or in recognized institutions;

Lay down norms for any specified category of courses or training in teacher education, including the minimum eligibility criteria for admission thereof, and the method of selection of candidates, duration of the course, course content and mode of curriculum;

Lay down guidelines for compliance by recognized institutions, for starting new courses or training, and for providing physical and instructional facilities, staff pattern and staff qualifications;

Lay down standards in respect of examinations, leading to teacher education qualifications, criteria for admission to such examinations and schemes of courses or training.

Lay down guidelines regarding tuition fees and other chargeable by recognized institutions;

Promote and conduct innovation and research in various areas of teacher education and disseminate the results thereof;

Examine and review periodically the implementation of norms, guidelines and standards laid down by the council, and to suitably advise the recognized institutions;

Evolve suitable performance appraisal system, norms and mechanism for enforcing accountability on recognized institutions;
Formulate schemes for various levels of teacher education and identify recognized institutions and set up new institutions for teacher development programmes;

Take all necessary steps to prevent commercialization of teacher education; and

Perform such other functions as may be entrusted to it by the Central Government.

To regulate standards of teacher education is a very delicate and critical activity, which demands whole-hearted and sincere assistance and involvement of teacher education. As a matter of fact, teacher education awaits an altogether new line of approach for its all-pervading promotion of accelerating certain positive steps of qualitative improvement where the following terms of reference characteristics newer aspects of teaching learning under a conjoint nod communicated atmosphere:

The favorable conditions for smooth functioning of education for teaching as well as research in teaching should be prioritized by means of maintenance of desirable and scientific teacher pupil ratio and creation of special
cells to monitor teacher development and training programmes for teacher discharging their duties and responsibilities in vulnerable areas.

* The existing systems of evaluation programmes in teacher education necessitate a renewed thinking and radical shifting with view to ensuring greater and more dependable transparency.

* The qualitative improvement of teaching teachers essentially rests upon a new line of approach where finer techniques and latest strategies of teaching should be given due attention.

* Maintenance of norms and standards in teacher education is a very ticklish and delicate issue. It very often invites misunderstanding and misapprehension, which can only be very satisfactorily negotiated in the event of occasional holding of dialogues among teacher educators and others directly or indirectly associated with teacher education. With regard to recent developments contributing to this particular issue of maintenance of norms and standards, here is a poignant account "Certain recent developments have added new dimensions to maintenance of norms and standards in teacher education, the increase in the demand for teacher education and its diversification has led to its commercialization. The teacher education programmes have become popular due to their 'utility' to both the organizers and the beneficiaries. Throughout the country private agencies have come into teacher education under self-financing scheme. Teacher education, which began initially by payment of stipends to entrant teachers, as thinking that a teacher's role was significant to the society, but now it depends on collection of high fees from students. Instances of charging of donations/ capitation fees are also rampant. The entry of private initiatives in teacher education can be attributed to the potential of generating money by
running teacher education courses with comparatively small investments compared to professional courses in engineering and medicine. This seems to have been facilitated by the space made available by the State by gradually withdrawing from its responsibility of running institutions both under its direct control as well as aided it, as per the norms and standards of the NCTE.

Teacher education also encapsulates a new frontier of disseminating and re-cultivating finer sense and sensibilities and softer visions of life and work well nurtured in the glorious methos and moorings of India. A vibrant vision of 'let noble thoughts come to us from every direction'- be the touchstone of our newer plans and programmes of development of teacher education. Let the crisis of confidence related to consolidation of valid, reliable, dynamic and effective strategies for advancement of teacher education be eliminated through a rationale emerging from a steadfast and penetrating probe into every item or problem, however apparently insignificant. Improving the motivation and quality of teachers from time to time is a great challenge and pointer to excellence in teacher education. Are we ready to be justified in our plans, perspectives and programmes of teacher education poignantly catering to the advancement of teaching and learning?

1.10 Teacher Education: VIII Five year Plan Perspective.

Emerging Demands on Teacher Education.

It is the quality of teachers which creates excellent students. Since time immemorial the transaction between "guru" and "shishya" has been perceived as a process that produces educated and well-informed citizens for the nation, cultured and ideal members for the family, civilized, well-behaved, welfare-oriented and hard working members for the society.
When India attained freedom, the then existing educational system including teacher education was accepted as such. Since then efforts were being made to build a national system of teacher education based on India's culture ethos. And it was felt that a sound programme of professional education for teachers is essential for the qualitative improvement of education.

The purpose of teacher education is to produce teachers who have professional competencies. Because the teacher education is meant for preparing future teachers who will lead society and the nation, the responsibilities of teacher's education increases manifold. Now, the role of the teachers is no longer confined to teaching alone. They need to be thorough professionals, fully equipped with high academic standards, pedagogical and practical skills and ethical and moral values. Teacher education has the special role to prepare socially responsible teachers of high values and morality, conversant with the unique features of cultural heritage. The Jacques Delores Commission in its report "Learning": The Treasure Within" has identified seven tensions, three crises, four pillars and four issues before education (UNESCO, 1996). The global view of perspectives in education, presented in the report, also highlights challenges that are to be responded to by teacher and teacher preparation system. Teacher education must, therefore, create necessary awareness among teachers about their new roles and responsibilities.
Table No.- 3

Progress as on 31 March, 1996

Progress of Teacher Education Schemes in VIII Plan

<table>
<thead>
<tr>
<th>Sl. No</th>
<th>Item</th>
<th>Target</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Programme for Orientation of School Teachers (1986-90)</td>
<td>2.0 million</td>
<td>1.76 million</td>
</tr>
<tr>
<td></td>
<td></td>
<td>teachers</td>
<td>teachers</td>
</tr>
<tr>
<td>2.</td>
<td>Establishment of DIETs VIII Plan</td>
<td>425 by the end of</td>
<td>424</td>
</tr>
<tr>
<td>3.</td>
<td>Upgradation of Secondary Teacher Education Institutes Into CTEs/IASEs</td>
<td>135</td>
<td>107</td>
</tr>
<tr>
<td>4.</td>
<td>Strengthening of SCERTs</td>
<td>29</td>
<td>18</td>
</tr>
<tr>
<td>5.</td>
<td>Special Orientation Programme of Primary Teachers (SOPT) During 1993-97</td>
<td>1.8 million</td>
<td>0.4 million</td>
</tr>
<tr>
<td></td>
<td></td>
<td>teachers</td>
<td>teachers</td>
</tr>
</tbody>
</table>

Table- 3 explains clearly indicates that the progress of teacher education at various level are very slow. But establishment of DIETs have been achieved effectively. Similarly upgrading the STEI to cTEs and IASC,SCERTs in to DSERTs. The SOPT programme was also not so propogated.

The Centrally Sponsored Scheme of Restructuring and Reorganisation of Teacher Education introduced in the VII Plan and continued during VIII Five Year Plan has six components:
♦ Establishment of DIETs to provide quality pre-service and in-service education to teachers and Adult Education/Non-Formal Education instructors, to provide academic and resource support to the elementary and adult education systems and to engage in action research and innovation in these areas.

♦ Upgradation of selected Secondary Teacher Training institutions into CTEs and IASEs to provide similar facilities for the Secondary School System. The IASEs are expected to take up training of elementary teacher-educators besides emphasizing research and innovations.

♦ Strengthening of SCERTs by conferring independent and autonomous status with responsibility to supervise and guide the functioning of DIETs, District Resource Units (DRUs) and other teacher education institutions.

♦ Strengthening the Departments of Education in universities so that they can provide academic support to the network of training institutes set up at various levels.

♦ At the national level statutory status to be given to NCTE in order to:-

(a) Determine and maintain standards of teacher education.

(b) Regulate institutions of teacher education with a view to phase out malpractice and substandard institutions.

(c) Lay down norms, standards and guidelines for the programmes of continuing education and professional development of teachers and teacher educators.
(d) Advise the Central Government, State Governments, Universities and other agencies in all matters relating to teacher education.

As can be seen from above, the major aspects of the new approach have been:

(a) Emphasis on teacher education as a recurrent and continuous process.

(b) Creation of institutional support structures to initiate, implement and monitor quality improvement in teacher education at National, State and district levels.

(c) Net-working of institutions for continuous and effective action.

India has a large system of teacher education comprising of about 1300 teacher education institutions for elementary teachers and nearly 700 colleges of education/ university departments to prepare teachers for secondary and higher secondary schools (Selected Educational Statistics, 1996-97, Ministry of Human Resource Development, Govt. of India, New Delhi). In recent years teacher education in India has been criticized for being unsuccessful in obtaining its objectives and being conventional in its nature and purpose. It has not been proved serious and professional but casual and liberal. There are so many students who lack aptitude and consequently no interest in teaching profession. If they have no other option, the students were seen to prefer B.Ed. due to having one year duration. Teachers are prepared in those competencies and skills which to a great extent not necessarily equip them for becoming professionally effective. Their familiarity with latest educational developments remains insufficient. The system still prepares teachers who do not necessarily become professionally competent and committed at the completion of initial teacher preparation programme. Several of the skills acquired and methodologies learnt are seldom practised in actual school system.
In 1986, National Policy on Education (NPE) was formed in which a major step was taken by the Government of India to enhance the professional capacity of a large number of teacher education institutions. Nearly 430 District(s) Institutes of Education (DIET) have already been established by 1997-98 (Selected Educational Statistics, 1996-97, MHRD Govt. of India, New Delhi). The DIETs have the responsibility of organizing pre-service and in-service programmes in addition to being the nodal resource centers for elementary education at district level. Colleges of Teacher Education (CTEs) and Institutions of Advanced Studies Education (IASE’s) have been given the responsibility of introducing in teacher education programmes at the secondary and higher secondary stages and in vocational education.

In 1993, National Council of Teacher Education (NCTE) came into existence with the objective of effective improvement in the quality of teacher education and to check the widespread commercialization of education throughout the country. NCTE has a set of clearly stated functions with enormous statutory powers with which it can ensure quality of teacher education.

1.11 NPE and POA on Teachers and Teacher Education.

The NPE, 1986 calls for a substantial improvement in the conditions of work of teachers and the quality of teacher education. The policy also emphasises Teachers’ accountability to the Pupils, their parents, the community and to their own profession. POA, 1992 envisages following measures to achieve the broad policy objectives of NPE:

♦ Strengthening of centrally sponsored scheme of teacher education

♦ Creation of SCERTs as autonomous and independent bodies.
♦ Special Orientation Programme for School Teachers and Creation of Teachers Centers.

♦ Setting up of National Council for Teacher Education (NCTE)

♦ Strengthening of the Departments of Education of Universities.

♦ Programme support to other teacher training institutions.

♦ Laying down of norms for accountability of teachers.

♦ Evolution of code of professional ethics for teachers.

Other measures to ensure quality and motivation among teachers, indicated in the NPE are:

♦ Streamlining of the system of recruitment, transfer/posting and evaluation of teachers;

♦ Pay and service conditions commensurate with their responsibilities and as uniform as possible; through out the country;

♦ Adequate promotion opportunities, incentives for good performance and disincentives for non-performance; and

♦ Professional freedom and full involvement in formulation and implementation of educational programmes.

♦ In addition to the above, the POA also envisages special measures for providing housing facilities for teachers in urban as well as rural areas.
For expanding training facilities in addition to regular and pre-service Courses, the Correspondence Courses were also recommended.

After 20-years of the National Education Commission (1986), National Education Policy (1986) was placed on the floor of the Parliament.

The National Policy of Education Review Committee (NPERC) listed a number of propositions regarding content and process of Teacher Training Programmes (R.No.s 278-283). The major recommendations are the following:

i. Theory and practice should be integrated for situational applications.

ii. The programmes should promote qualities and values such as empathy to children from educationally backward sections of society and right attitude towards profession and society.

iii. The programme should cover concepts and methods relating to child-centred approach, multigrade teaching, continuous and comprehensive evaluation, development of content on the basis of minimum level of learning, linkages with ECCE and adoption of playway and activity based approach in primary education.

iv. In-service programmes should be related to the specific needs of teacher growth evaluation and follow-up.

v. Innovative strategies and pilot trial of significant activities should be encouraged.

vi. Distance education system in service education should be developed using radio, TV and print media.
The NPERC feels that the conventional approach suffers from several deficiencies; it is isolated from the ground realities, linkages between theory and practice are weak and infrastructural facilities inadequate. The NPERC made a strong plea for the internship model of teacher training (R.Nos 284-285) where the training starts with a brief theoretical orientation at teacher education institutions. This phase is followed by internship in a school for a 3-5 year period. Each trainee would be attached as an intern to an experienced and skilled teacher who would function as a real model. In the second and third years, the supervision may become less frequent and the trainees left to function more independently. During this phase of teaching, trainees would be required to attend short sessions in the teacher education institution. The trainee would be certified as a trained teacher only after 3-5 years on the basis of continuous evaluation by supervisors and senior teachers.

In response to the long pending demand of the profession, National Teacher Education was instituted with statutory powers in 1995. The question of professional status and professional commitment was deliberated at length in a UNESCO sponsored Conference organized by NCTE in Bhopal in 1995. Its major recommendations highlighted:

- Transformation of all pre-service educational programmes into truly professional initiation, thus overhauling and restructuring the whole of pre-service education system.

- Greater weightage to practice teaching followed by internship before Eligibility for degree.

- Co-ordination between Pre-service and In-service programme.

1. Improving the quality of recruitment

2. Improving training of teachers which means study training process and evaluation programme;

3. Conditions of work of teachers, and lastly;

4. Social status of teachers.

The Commission took a position of considering teacher as a pivot of all education and expressed the need of a fresh look on teacher education.

In respect of Quality of Teacher Education programme, a curriculum framework has been developed by a curriculum drafting committee appointed by NCTE (1998). The Committee, for the purpose recognized the four ground realities.

— Democracy as a way of life,

— Pluralistic and heterogeneous nature of Indian Society,

— Sarva Dharm Sum Bhav, and

— Social Justice.

In addition to the realities which are going to stay for long, there are other concerns related to the present day circumstances such as disturbances in social dynamics, and crisis of values and morality.
The Committee recognized that (i) Too much dependence on Western sources and examples, (ii) Poor educational research in respect of relevance and quality, (iii) Lack of Correspondence in research and practice, and (iv) Lack of professionalism and commitment, highlighted some added emphases to teacher-education programme.

In respect of the goals of curriculum, the Committee presented three guidelines as follows.

- Social realities-social change and modernism.
- Professional Commitment.
- Sensitivity about newly emerging problems and rational thinking.

The major concerns that were determined about the content for teacher education curriculum were.

- Indian heritage.
- Latest developments in the field and support systems.
- Use of communication technology.
- Practical training of teaching skills.

In respect of transacting curriculum the guidelines were

- The use of multiple methods
- Prescribed course is just essential component but not sufficient.
- For economy of time, media must be employed in spirit of multiple forms.
1.12 Gaps in the Existing Programmes of Teacher Education.

In the teacher education programmes that exist in the country, by and large, there has been a gap between the nature of education of teachers and the actual needs of the schools where the trained teachers are required to serve. The working of many of these institutions is mechanical in terms of their schedule of work; their methods and curricula are stereotyped and are in the grip of a curricular inertia and their approaches are largely theory-oriented and they lacked empirical sanctity. It is rather painful for those working in the field of teacher education to observe these gaps helplessly.

The Education Commission (1964-66, p.125) has identified the weaknesses of teacher education institutions at primary and secondary levels in the country to have remained isolated from the main stream of the academic life of the universities, as well as from the daily problems of schools. It has characterized these institutions to have remained with a few exceptions, to be either mediocre or poor. Lack of competent staff in them, lack of vitality and realism in their curricular programmes of work and rigidity in their teaching practice were still some more weaknesses that were identified by the Commission (NCERT, 1970).

However, even after a lapse of 30 years from the time the Commission made these comments, the observations made by the NCTE (1998, p.1) on teacher education in the country also portray a dismal picture thus: "consequently education including teacher education largely remained isolated from the needs and aspirations of the people. During the last five decades certain efforts have been made to indigenous the system. The gaps, however, are still wide and visible" (Ministry of Human Resource Development, 1986).
While the programmes for primary level teachers have been the diluted replicas of the programmes meant for secondary level, both these programmes have hardly responded in meeting the required training needs generated due to the ever expanding roles and functions of teachers. "There are nearly 5.98 lakh primary schools, 1.76 lakh elementary schools and 98 thousand higher secondary schools in the country, about 1300 teacher education institutions for elementary teachers and nearly 700 colleges of education, university departments preparing teachers for secondary and higher secondary schools. Out of about 4.52 million teachers in the country nearly 3 million are teaching at the primary, elementary level. A sizeable number of them are untrained or under-trained. In certain regions like the North-East, there are even under-qualified teachers. As far as in-service education is concerned the situation is not very encouraging. It is estimated that on an average 40% of the teachers are provided in-service teacher education once over a period of five years" (NCTE, 1998, p.1). For teachers at non-formal, special and at adult education levels, there are teacher education programmes that have hardly created an impact.

1.13 Centrally-sponsored Scheme of Teacher Education for the Tenth Five-Year Plan period [2002-07]. Guidelines

Background

Pursuant to the adoption of National Policy on Education [NPE] in 1986, with renewed emphasis on quick achievement of Universal Elementary Education [UEE] and qualitative improvement of secondary education, a number of centrally-sponsored schemes /innovations were launched soon thereafter e.g.

I. For Elementary & Adult Education
   1. Operation Blackboard [OB]
2. Revised scheme of Non-formal Education [NFE]
3. Improvement of Science Education
4. Integrated Education of Disabled Children
5. Environmental Orientation to School Education
6. Educational Technology
7. National Literacy Mission, with special reference to Total Literacy Campaigns [TLCs] and Jan Shikshan Nilayams [JSNs], and
8. Mahila Samakhya

II. For Secondary Education
1. Improvement of Science Education.
2. Computer Literacy & Studies in schools [CLASS], and
3. Vocationalization of Secondary Education.

Since competence of school teachers and instructors of Adult/Non-formal Education was vital for achieving the NPE objectives in general, and of the above Schemes in particular, a Centrally-sponsored Scheme of Teacher Education was also launched in 1987-88 with, inter alia, the following components.

1) Establishment of district Institutes of Education and Training [DIETs] - by up gradation of existing Elementary Teacher Education Institutions [ETEIs] wherever possible, and establishment of new DIETs where necessary.

2) Up gradation of selected Secondary Teacher Education Institutions [STEIs] into :
   a) Colleges of Teacher Education [CTEs] and
   b) Institutes of Advanced Study in Education [IASEs], and
   c) Strengthening of SCERTs.
During Seventh, Eighth and Ninth Five Year Plans, Central assistance for the first two components was provided on 100% basis, and for the third component on 50:50 basis. Slight modifications were also made in the Scheme for the VIII and IX Five Year Plan periods. Continuation during the IX Plan period also envisaged execution of M.O.U. between Central and State Governments binding the latter to fulfil certain commitments relating to adoption of appropriate personnel policies, and expeditious filling up of posts, completion of civil works and procurement of equipment.

Upto the end of the IX Five Year Plan, Central assistance had been sanctioned for a total of 481 DIETs, 85 CTEs and 37 IASEs in the country. A few more DIETs, CTEs and IASEs have been sanctioned during the Tenth Plan period between April 2002, and December, 2003, with the result that their numbers, as on 1.1.04, are 498, 86 and 38 respectively. In addition, sanctions were also accorded for strengthening of SCERTs of 19 States and 1 UT. A statement giving State-wise number of projects sanctioned under the above three components of the Teacher Education Scheme, as on 1.1.04, is given in Annexure-I.

Many new developments have taken place in recent years necessitating a fresh look at the Teacher Education Scheme. A District Primary Education Programme [DPEP] was launched in 1994 for universalizing primary education in selected districts. The programme, at its peak, covered 273 districts in 18 States. It has now ended in most of these districts and will soon end in others. However, a new programme for Universalisation of Elementary Education (UEE) called Sarva Shiksha Abhiyan [SSA] has been launched in 2001 to cover the whole country. Besides, the earlier Centrally-sponsored Scheme of Non-Formal Education has been replaced with a new scheme called "Education Guarantee Scheme and Alternative and Innovative Education [EGS & AIE]" in 2000, which has
subsequently become a part of SSA. A new scheme called "National Programme for Education of Girls at Elementary Level [NPEGEL]", as a component of SSA, has also been launched in September, 2003. Training of teachers and EGS instructors is an important component of DPEP, SSA, EGS&AIE as well as NPEGEL. DPEP and SSA also, inter alia, envisage establishment of Block Resource centres [BRCs] and Cluster Resource Centres [CRCs] for providing academic support to teachers.

Modalities of the National Literacy Mission have also undergone certain changes in the last ten years or so. Total Literacy Campaigns [TLCs] are over in most districts, and they have since moved on the Post-Literacy Programme [PLP] and Continuing Education Programme [CEP] for neo-literate. As on 1.1.04, number of districts under TLC, PLP and CEP were 167, 191 and 238 respectively. Also, schemes of Education Technology and CLASS are being merged into a combustive scheme of information and Communication Technology [ICT] in Upper Primary and Secondary schools.

Taking into account the above contextual aspects, Central Government has decided to continue the three components of Centrally-sponsored Scheme of Teacher Education mentioned in para 1.2 above, during the Tenth Five Year Plan period [2002-07], subject to guidelines spelt out hereafter.

Objectives.

Main objectives of the Teacher Education Scheme during the Tenth Five Year Plan would be:

1. Speed completion of DIET/CTE/IASE/SCERT projects sanctioned but not completed upto the end of the IX Plan period.
2. Making DIETs, CTEs, IASEs sanctioned [and SCERTs strengthened up to] the IX Plan Period, optimally functional and operational.

3. Sanction and implementation of fresh DIET/CTE/IASE/SCERT projects to the extent necessary.

4. Improvement in the quality of programmes to be undertaken by DIETs, etc especially those of pre-service and in-service training, so as to enable them to effectively play their nodal role of improving quality of elementary and secondary education in their jurisdiction, as measured in terms of levels of learner achievement.

1.14 District Institutes of Education and Training [DIET].

Role and Functions.

DIETs are meant to be nodal institutions for improving quality of elementary education in the district. Originally, the Teacher Education Scheme envisaged establishment of one DIET for every district. This remains the goal. However, there are certain small districts in the country, which neither require a full-fledged DIET, nor can be served effectively by DIET of a neighboring district. For such districts there has been a provision for setting up smaller sized or "tele-scoped" DIET, which would now be called District Resource Centres [DRCs]. DRCs may not conduct pre-service courses, but will undertake in-service courses and all other activities related to quality of elementary education. Thus, a State may choose to locate its pre-service programmes in a specified number of DIETs set up in the large districts, and establish DRCs in the rest.

DIETs have so far generally confined themselves to preparation of elementary teachers. They will now be encouraged to run pre-service training programmes
for pre-school teachers also. Further, they would be expected to strengthen their
courses for elementary teachers so as to adequately equip them to teach at the
upper primary level.

DIETs and District Resource Centres would be expected to undertake:

- initiatives to upgrade the quality of teaching-learning process in the district's
elementary schools - levels of learner achievement being the ultimate
  index of such quality.

- preparation of elementary and pre-school teachers through pre-service and
  in-service education [DRCs may not undertake pre-service education].

- preparation of district plans for universalisation of elementary education.

- development of district-specific curricula and teaching learning material.

- support to resource centres at sub-district level i.e. to BRCs and CRCs.

- research to build an improved understanding of elementary education in
  the district.

- activities to improve and support community involvement in elementary
  education.

- support to training programmes in adult education.

- strengthening of their own capacities.

DIETs would be expected to undertake their own context-specific activities to
meet the goal of UEE, especially of its qualitative aspects. States would be
expected to strengthen DIETs to enable them do so.
Structure

Structure of DIETs and DRCs is left to the States, apart from some broad maximum limits given below. It is expected that States would evolve structures to suit state- and district-specific needs. For instance, a DIET/DRC in a tribal district or a district with especially low female literacy, may have a branch or unit working on issues related to tribal or women's/girls' education, districts with a large number of out-of-school children may have units specially catering to the needs of such children, and so on. Over time, different DIETs/DRCs may also develop expertise in selected areas and provide resource support to other institutions in those areas.

1.15 Teacher Education in Karnataka - Structure, Growth concern, Achievements and gaps.

Teachers have enjoyed a prestigious position in this great land of ours. A teacher was a scholar, with a commitment to bring up the aspiring student by dispelling the darkness of ignorance of not only knowledge but helping him to live a life of esteem also. Epistemologically, guru connotes this: Gu-Karo and akarascha RU Karaha / Sanskrit saying could be in italics tannivartha the. From this high pedestal the teachers in the past five-six decades have descended down gradually to the narrow role of Partot teaching (course completion and certificate despatching) business. What a steep fall and great concern it brings about! NPE (1986) records with concern that “the status of teachers has had a direct bearing in the quality of education and many of the ills of the latter can be ascribed to the different manner in which society has looked upon the teacher and the manner in which many teachers have performed their functions. The reasons for this state of affairs are many: the isolation with which teachers work, the phenomenal expansion of educational system, lowering standards of teacher preparation, changing value system, not coping with tremendous growth of information
energy and so on". NPE places complete trust in teaching community. The policy calls for a substantial improvement in the conditions of work and the quality of teacher education besides emphasizes the teachers' accountability - to the pupils, their parents, the community and to their profession. Since 1986 onwards the subsequent commissions (4 of them) have been suggesting reforms in the field of teacher education and has brought out many changes in the organisational and administrative pattern of functioning. The time chart gives an overview of the changes from pre-independence of data.

1.16 Growth of Teacher Training Institutions in Karnataka.

Karnataka has an impressive growth of Teacher training institutions only after independence and after the re-organisation of states and formation of Vishal Karnataka during 1957. Teacher education has never attracted the persons with necessary scholarship, commitment and aptitude (professional zeal). It has had all along a low profile. Till 1956, number of teacher training institutions of lower grade 9tcl), (TCH) certificate higher, B.Ed., CP. Ed all put together were only 47. Among these Dharwad has the recognition of starting very first Teacher Training Institute (present TCH) as early as 1857 that apart 2-3 government colleges in the erstwhile Mysore state Madras-Karnataka, and Mumbai-Karnataka existed here and there. By 1948-49 and 1957-58, 14 B.Ed., colleges and 47 training institutions including Physical education courses were found. It is during III five year plan period, a tendency to start more private colleges/institutions came into existence. The government institutions at secondary training level even as on today are only 6 in number, one central government run institution namely Regional Institute of Education (RIE) at Mysore and University college of Education Dharwad is another making the total 8.
### Table- 4

**Growth chart of significant events in Teacher Education In Karnataka.**

<table>
<thead>
<tr>
<th>Event</th>
<th>Year</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>KOU</td>
<td>2002</td>
<td>Mysore</td>
</tr>
<tr>
<td>(QIP) Task Force</td>
<td>2001</td>
<td>Teacher Education Sector study</td>
</tr>
<tr>
<td>RVTC</td>
<td>1997</td>
<td>IASE</td>
</tr>
<tr>
<td>Estd. of In-service Institution</td>
<td>1996</td>
<td>DIETS, CTE's</td>
</tr>
<tr>
<td>DES closed</td>
<td>1975</td>
<td>DSERT</td>
</tr>
<tr>
<td>Inst. of correspondence course</td>
<td>1969</td>
<td>Mysore</td>
</tr>
<tr>
<td>K.U.</td>
<td>1962</td>
<td>M.Ed.,</td>
</tr>
<tr>
<td>Vacation Course</td>
<td>1959</td>
<td>B.Ed., (Karnatak University)</td>
</tr>
<tr>
<td>Evening colleges</td>
<td>1959</td>
<td>TCH and B.Ed.,</td>
</tr>
<tr>
<td>In-service DES</td>
<td>1954</td>
<td>Mysore, Belgaum, Bangalore</td>
</tr>
<tr>
<td>Hindi Shikshak Training</td>
<td>1954</td>
<td>Mysore, Belgaum</td>
</tr>
<tr>
<td>DES</td>
<td>1947</td>
<td>QIP, M.Ed., Belgaum</td>
</tr>
<tr>
<td>Certificate course</td>
<td>1940</td>
<td>CP. Ed.</td>
</tr>
<tr>
<td>Training compulsory</td>
<td>1940</td>
<td>GOK</td>
</tr>
<tr>
<td>B.T.</td>
<td>1939</td>
<td>Belgaum</td>
</tr>
<tr>
<td>BT</td>
<td>1937</td>
<td>Mysore</td>
</tr>
<tr>
<td>TTI's</td>
<td>1925</td>
<td>Mysore</td>
</tr>
<tr>
<td>LT Courses</td>
<td>1916</td>
<td>Maharaja College (LT)</td>
</tr>
<tr>
<td>First Sec. Tr. Training</td>
<td>1906</td>
<td>Elphinstone college, Madras</td>
</tr>
<tr>
<td>TTI</td>
<td>1859</td>
<td>Madras - Karnataka</td>
</tr>
<tr>
<td>TTI at Dharwad</td>
<td>1857</td>
<td>Mumbai- Karnataka</td>
</tr>
</tbody>
</table>

The growth of Teacher training institutions in Karnataka initially at low pace, but reflects all types of training institutions. The neighbouring states have influenced Karnataka in starting of TTI's especially in starting Physical teacher training, Hindi Shikshak training.
Table - 5
Distribution of Training Institutions in Districtwise and Management wise in Karnataka (NCTE recognised).

<table>
<thead>
<tr>
<th>Code</th>
<th>Districts</th>
<th>TTIs.</th>
<th>Women TTIs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>G A U T</td>
<td>G A U T</td>
</tr>
<tr>
<td>1.</td>
<td>Bagalkot</td>
<td>1 1 0 2</td>
<td>1 0 0 1</td>
</tr>
<tr>
<td>2.</td>
<td>Bangalore</td>
<td>1 7 13 21</td>
<td>0 4 2 6</td>
</tr>
<tr>
<td>3.</td>
<td>Bangalore Rural</td>
<td>1 0 4 5</td>
<td>0 0 0 0</td>
</tr>
<tr>
<td>4.</td>
<td>Belgaum</td>
<td>1 5 5 11</td>
<td>0 1 0 1</td>
</tr>
<tr>
<td>5.</td>
<td>Bellary</td>
<td>1 2 0 3</td>
<td>0 0 0 0</td>
</tr>
<tr>
<td>6.</td>
<td>Bidar</td>
<td>1 0 1 2</td>
<td>0 0 0 0</td>
</tr>
<tr>
<td>7.</td>
<td>Bijapur</td>
<td>2 2 0 4</td>
<td>0 0 0 0</td>
</tr>
<tr>
<td>8.</td>
<td>Chamarajanagar</td>
<td>0 0 1 1</td>
<td>0 0 0 0</td>
</tr>
<tr>
<td>9.</td>
<td>Chikkmangalur</td>
<td>1 0 0 1</td>
<td>0 0 0 0</td>
</tr>
<tr>
<td>10.</td>
<td>Chitradurga</td>
<td>2 2 0 4</td>
<td>0 0 0 0</td>
</tr>
<tr>
<td>11.</td>
<td>Coorg</td>
<td>1 0 2 3</td>
<td>0 0 0 1</td>
</tr>
<tr>
<td>12.</td>
<td>Dakshina Kannada</td>
<td>2 3 0 5</td>
<td>1 3 0 4</td>
</tr>
<tr>
<td>13.</td>
<td>Davanagere</td>
<td>1 1 0 2</td>
<td>1 0 0 1</td>
</tr>
<tr>
<td>14.</td>
<td>Dharwad</td>
<td>2 4 2 8</td>
<td>1 2 0 3</td>
</tr>
<tr>
<td>15.</td>
<td>Gadag</td>
<td>0 1 0 1</td>
<td>0 0 0 0</td>
</tr>
<tr>
<td>16.</td>
<td>Gulbarga</td>
<td>4 0 3 7</td>
<td>1 0 0 1</td>
</tr>
<tr>
<td>17.</td>
<td>Hassan</td>
<td>1 0 3 4</td>
<td>0 0 0 0</td>
</tr>
<tr>
<td>18.</td>
<td>Haveri</td>
<td>0 0 1 1</td>
<td>0 0 0 0</td>
</tr>
<tr>
<td>19.</td>
<td>Kolar</td>
<td>1 1 14 16</td>
<td>0 0 0 0</td>
</tr>
<tr>
<td>20.</td>
<td>Koppal</td>
<td>1 0 1 2</td>
<td>0 0 0 0</td>
</tr>
<tr>
<td>21.</td>
<td>Mandya</td>
<td>3 1 1 5</td>
<td>0 1 0 1</td>
</tr>
<tr>
<td>22.</td>
<td>Mysore</td>
<td>2 4 1 7</td>
<td>1 2 2 5</td>
</tr>
<tr>
<td>23.</td>
<td>Raichur</td>
<td>2 0 0 2</td>
<td>0 0 0 0</td>
</tr>
<tr>
<td>24.</td>
<td>Shimoga</td>
<td>2 1 0 3</td>
<td>0 1 0 1</td>
</tr>
<tr>
<td>25.</td>
<td>Tumkur</td>
<td>2 4 1 7</td>
<td>0 0 0 0</td>
</tr>
<tr>
<td>26.</td>
<td>Udupi</td>
<td>1 1 0 2</td>
<td>1 0 0 1</td>
</tr>
<tr>
<td>27.</td>
<td>Uttar Kannada</td>
<td>1 1 0 2</td>
<td>0 0 0 0</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>131</td>
<td>26</td>
</tr>
</tbody>
</table>

G=Government, A-Aided, U=Un-aided, T=Total
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>01.</td>
<td>Al-Khateeb</td>
<td>Aided</td>
<td>1980</td>
<td>Urban</td>
</tr>
<tr>
<td>02.</td>
<td>Sacred Heart</td>
<td>Aided</td>
<td>1985</td>
<td>Urban</td>
</tr>
<tr>
<td>03.</td>
<td>St.Theresa's</td>
<td>Aided</td>
<td>1984</td>
<td>Rural</td>
</tr>
<tr>
<td>04.</td>
<td>Fatima</td>
<td>Aided</td>
<td>1987</td>
<td>Urban</td>
</tr>
<tr>
<td>05.</td>
<td>Balachandar</td>
<td>Un-Aided</td>
<td>1988</td>
<td>Urban</td>
</tr>
<tr>
<td>06.</td>
<td>Gandhi Vidyashala</td>
<td>Un-Aided</td>
<td>1986</td>
<td>Urban</td>
</tr>
<tr>
<td>07.</td>
<td>DIET Davanegere</td>
<td>Govt.</td>
<td>1979</td>
<td>Urban</td>
</tr>
<tr>
<td>08.</td>
<td>Children Edn.</td>
<td>Aided</td>
<td>1989</td>
<td>Urban</td>
</tr>
<tr>
<td>09.</td>
<td>DIET Ilkal</td>
<td>Govt.</td>
<td>1981</td>
<td>Urban</td>
</tr>
<tr>
<td>12.</td>
<td>Vanita DWD</td>
<td>Aided</td>
<td>1977</td>
<td>Urban</td>
</tr>
<tr>
<td>16.</td>
<td>Capitanio</td>
<td>Aided</td>
<td>1982</td>
<td>Rural</td>
</tr>
<tr>
<td>17.</td>
<td>Rosa Mystica</td>
<td>Aided</td>
<td>1981</td>
<td>Rural</td>
</tr>
<tr>
<td>19.</td>
<td>Sarvodaya Virajpet</td>
<td>Aided</td>
<td>1986</td>
<td>Urban</td>
</tr>
<tr>
<td>21.</td>
<td>Govt. Maharani</td>
<td>Govt.</td>
<td>1979</td>
<td>Urban</td>
</tr>
<tr>
<td>22.</td>
<td>Farooquia</td>
<td>Aided</td>
<td>1986</td>
<td>Rural</td>
</tr>
<tr>
<td>23.</td>
<td>J.S.S. Mysore (A)</td>
<td>Aided</td>
<td>1982</td>
<td>Urban</td>
</tr>
</tbody>
</table>
Distribution of TEI's in Karnataka

B.Ed  TCH  NTI

Govt  ○  △
Aided  ⊕  ⊗
Unaided  ⊙  ⊠
1.17 Primary Teacher Training Curriculum: (TCH/D.Ed.,).

At this stage, Karnataka has teacher training for 2 years duration. In both the years practice in teaching is compulsory. Beyond this, content enrichment is included in the first year along with some pedagogical foundation whereas in the second year more pedagogical theory, methodology in language and other subjects and practicals are general theory but no reference to pre primary or lower primary level teaching observation or stage specific reforms happening in Karnataka or in the country. So the TCH trainees are all embedded with same theoretical inputs and the popular Herbartian steps (5 or 6) are emphasised which do not suit the present context of giving "Education for all". Surprisingly even in special training programme based on SOPT "the indigenous/ non-formal approaches available in the country. Several non formal techniques evolved are: Valley School Technique, Shantiniketan approach, Gurukula approach, the DPEP (focussed), Ekalavya of Bihar, Lok Jumbish of Maharashtra, Shiksha Kurmi Yojana of Rajasthan, Nali-Kali of Karnataka, and the methodology evolved by Gujarat Nai Talim. A deliberate focus on problems of elementary education in the country and how it is tackled both in the country and in Kanrataka needs to be focussed as an important part of theory rather than reading the western philosophy, western psychology and many models of teaching that have no relevance to the elementary stage nor to the profession as it is functioning in this country and particularly the State.

The TCH syllabus is currently revised in 2000-2001, changing the course title as Diploma in Education (D.Ed.,) instead of TCH. The team quickly reviewed the syllabus and found that the content enrichment paper is limited to l-VII syllabi rather than the PU content bound earlier. But the pedagogical theory is replica of B.Ed., and M.Ed., theory put NCTE framework envisages more of community involved indigenous non formal techniques to be taught at this stage to meet "Education for All".
The D.Ed., syllabus speaks of subject specialization in two subjects at primary level and focuses on information oriented adult learning techniques like Group dynamics, Personality development, lecture method, models of teaching, Adolescent psychology and development tasks and a great number of western philosophies, Sociological theories leaving being the age specific Indian experiments and philosophy, as quoted earlier under pre primary stage as well as in the earlier part of this analysis, there is a need to revamp the syllabus to suit the present requirements and social and academic changes taking place in the country and in the State.

Primary Education is on the fore front and in the priority field for the State of Karnataka and the country. In their attempt at UEE, several good pedagogical interventions are launched in Karnataka. Many of tests are structured, theorised and the Indian efforts and experiences have brought out rich information as well as, functional and feasible techniques. These should be on focus in the curriculum. D.Ed., should be a true reflection in giving training to prospective elementary education stage specific specializations. This could have been followed. The ratio of theory in B.Ed.-M.Ed. to practical presently is 4:1 whereas the envisaged ratio of NCTE is 4:6. The TCH syllabus revised requires a critical examination and has to fit into 60% of practicum and 40% theory and should be made functional for 1-VIII teachers.

Examination and Evaluation procedures of competency based evaluation and the continuous comprehensive evaluation techniques are given lesser focus, whereas it is very necessary to have training in Continuous Comprehensive Evaluation (CCE) in the present context.
1.18 Need for the Study.

Analysis of the Status of Teacher Education in Karnataka:

Teacher Education in Karnataka as has been described above is an interesting saga of physical growth of training institutions and to some extent infrastructural growth among institutions. A survey of Teacher Education institutions shows that teachers are trained at different stages for different faculties like education, physical education, art, languages, music, yoga, tailoring, etc., But a study of these courses and course content show inadequacies in terms of capacity building among teachers at different levels. So to say, the essential competencies needed to be developed to perform effectively at stages like Pre-primary, Primary, Elementary, Secondary or Higher Secondary has not been focussed in the course content (discussed in detail in future section).

Secondly, the training institutions have grown in number enormously at primary teacher training level only in certain districts like Bangalore, Kolar, Mysore. Thirdly, non-government institutions are permitted to start training teachers. The private management finds it a viable proposition to run 1 year training programmes virtually conducting classes (theory only) for 3-4 months and the professional training (practice teaching is squeezed for a month. The existence of such teacher training institutions are questionable, they are not producing professionals. The point of concern here is not that government institutions are doing better but the unaided institutions commercial inclinations should be avoided. Fourthly, the National council of teacher education has taken up this issue and has attempted to regulate infrastructural inadequacies, NCTE has recognised and given permission to 90% of institutions. Fifthly, these training institutions have sprung up with perhaps the only vision of producing certificate holders (faked certificate) and has not viewed teacher training from capacity building or development of “teachers” point of view.
Naturally Primary teacher training programmes and institutions are on priority and it is alarming to observe the status of pre-service for early childhood education or pre-primary education. The teacher training which is needed mostly at pre-primary is not properly streamlined; nursery teacher training has not been given importance and an age old theoretical input exists and since the teacher fitness certificate is not required to become a teacher at pre-school level, the crucial training programme is neglected. National Policy of Education (1986) and the right of the child to learn and live are only neglected (12 NGO's for the entire Karnataka run per primary training strength being poor). The inadequacies observed are:

i) lack of motivation and streamline of pre-school teacher training or early childhood care and training.

ii) trained teachers have not been effective since there are many unemployed trained teachers.

iii) distribution of training institutions among districts is not balanced.

iv) There is visible violation of norms and standards by the un-aided institutions but they are more in number at all levels. Does this not imply that quality is affected because of these institutions?

This suggests need for some kind of regulation more and better academic control than what is got from NCTE. Above all, there seems to be adequate coverage of districts for primary teacher training and the number of colleges of education are found to be adequate too. On the whole the following observations summarise the analysis:

1. The spread of teacher training institutions districtwise shows clearly greater concentration of institutions in the districts of Bangalore, Belgaum, Kolar, Mysore and Tumkur.
2. More number of teacher training institutions at elementary education level are observed (129) whereas 67 B.Ed., colleges and 5 Hindi Shikshak B.Ed., colleges are functioning at secondary teacher training level. These two levels of training have shown growth. Both Elementary and Secondary Teacher Education have greater number of aided and unaided institutions. B.Ed., course is run in different modes.

3. Pre-primary teacher training is run only by unaided institutions (12) with the recognition of NCTE and State Government. PPTTI certificates are not necessary condition to become a teacher in pre-school. More certificates are not necessary condition to become a teacher in pre-school. More number of PPTTI are needed.

4. Physical education (certificate courses) are also not many, only 11 for BP.Ed. and 41 /TEI's for CP.Ed.,

5. Hindi medium training programmes are only 5 at B.Ed., level and 28 at undergraduate training. This is inadequate.

6. Attention given to the vocational certificates like Music, Drawing, etc., is inadequate. teacher training level and M.Ed., level, the modes are:

- Contact mode-person to person (regular-formal)
- Correspondence mode / distance mode with contact programme briefly is built.
- Vacation modes/during vacation contact programme.
- Open University / distance mode and tele-mode (IGNOU).
There is an attempt to give teacher education through the ET mode also.

8. Teacher education in Karnataka is mostly conducted in Co-education institutions. In TCH there are 26 women institutions and 5 only for men.

9. Medium of instruction is bilingual or Kannada. English medium institutions are relatively few.

Above all the structural governance of different teacher education institutions in Karnataka is found as in map below.

Fig.-I, Map of Governance of Teacher Education in Karnataka.

GOK

(CPI+DSERT)
The review of the growth of teacher education institutions in Karnataka clearly reveals slow pace of teacher education institutions all along. It is only in the eighth plan period, there is a sudden increase. The alarming growth of training institutions and training colleges run on commercial basis, necessitated the government to exercise control.

The Government of Karnataka sprung to action and took into fold the infrastructurally poor institutions and tried to close them down and stopped the influx of students from neighbouring states with the onset of Central admission cell and quota system for kannadigas and non kannadigas. This was a welcome move and simultaneously the institutions. Since 1995 the infrastructural norms of NCTE are applied and quantitative growth of institutions are yet to be stopped. But there is a long way to go as far as "Quality" of teacher education is concerned. Teacher education in Karnataka has opened its eyes on the regulatory and academic aspects during 2000-2001.

The Karnataka Education Act 1983 explains curriculum as a set of curriculum and co-curricular activities arranged for a course of studies. Further, the Act entitles Government to prescribed curriculum and review the same with periodic evaluation and assessment of the societal need at that point of time.

Accordingly Karnataka State Government has prescribed curriculum at all levels of teacher education. Some of them like Nursery Teacher Training is found to be existing from several decades without revision. Since the fifth plan period (1974) the UGC panel on teacher education had been insisting on the need for revising the pre-service and in-service teacher education programmes. The need based on the basis of proposed curricular renewal are as follows. "Revising the curriculum of elementary and secondary teacher education so as to repeat new demands of the school curriculum, such as relating to the school work ,
developing proper attitudes and values, integrated approach to teaching, improvisation of aids, enlisting community help, exploitation of available resources to the best advantage, continuous evaluation etc. State departments of education were also required to take action immediately and serve. In 1978 National revision committee further reiterated the need for curriculum change and giving greater weightage to the pedagogical and professional preparation for teachers. Again in 1983 National commission on Teachers-I (Chattopadhya commission) emphasised the urgent attention needed for training of Teachers. NCERT and Regional Colleges of Education started 4 year integrated curriculum of Teacher.

Education in addition to existing one year B.Ed. for secondary and two year course for elementary education, during 1988, there was a revision on curriculum based on NCTE curriculum framework. The Policy perspective in Teacher Education, NCTE 1988-1989 to some extent brought out the revision framework the restructuring principles, but a real break through in Teacher Education Curriculum came in pursuance of the NPE 1986. The plan of action 1991 indicated re-organization of elementary and secondary education. The curriculum included working with community and use of technological inputs. The curriculum inputs of a teacher education programme separately for pre-school, primary and secondary were suggested. The curriculum at different levels of teacher education in Karnataka has been a set of traditional theories and none of the trends of NPE, or tried out techniques in reality in the state are ever given enough focus. Society is dynamic. In the field of teacher education there are several organizational changes taking place. Constitutionally we have accepted to give conceptual frame work needed about grass root level. The kind of children whom they have to deal with, the techniques that suit our country and our children in their contexts, the way of planning evaluating children continuously and using
community resources are important factors. None of these have references in a practical way in PTTI, TCH, B.Ed., or M.Ed., levels. The weightage given to theory and practice in the framework of NCTE as well as stage relevant specialisation including working with community are not followed in the existing curriculum in Karnataka. Universities in Karnataka are following different syllabi. Most of them do not have a close resemblance to the National Curriculum framework even now. The interpretations are varied in every state,

As could be seen in the framework there are 3 broad aspects of pedagogy at all levels. They are:

1. Foundation courses (hardly 20%-25%) for theory weightage.

2. Stage relevant specialisation in 2 subjects - 30%

3. Additional socialization to give scope for latest developments in teacher education and practicum for 40% including internship - 50%.

There is a general feeling that the curriculum of teacher education is overloaded with theory components rather than practical components, and is not updated in tune with the happenings in the country.

They do not even study the national policy of education and - POA (1990) Hence, the study team took an intensive analysis of the existing curriculum at five levels viz., Early childhood stage (pre-school), 2. Primary stage 3. Secondary stage 4. Physical Education, 5. M.Ed., Level (PG level)

The revised curriculum framework (1988) titled "Curriculum Framework for Quality Teacher Education" gives a consolidated and general framework of the different levels of teacher education.
The necessity of establishing Women's T.T. Is in India.

India is a country where in more than 100 crore of people with different culture are living together. Secularism is our main moto. Nearly half of the population is of feminine. But in Indian societies unfortunately male dominated society. Right from vedic period to modern period, we see that, the women of India eventhough having lot of aspiration, abilities and patriotism nature. Over and above scarifies nature never be forgotten. Hence, we call it mother India even then due representation and due respect is not given to the women in the Indian society uptill 1950.

Our constitution clearly states equal rights to Women and Women of India. Establish to social, political educational developments as the mens are doing.

Hence, the new view of respecting ladies and giving due respecting every aspect of life began. Unfortunately illiteracy and ignorance of ladies in India has become the hurdle for such advancement of ladies in India. Following statistics gives very unfortunate situation of ladies with respect to literacy.

Table No.- 6

The below Table statistics gives very unfortunate situation of ladies with respect to literacy.

<table>
<thead>
<tr>
<th>Year</th>
<th>% of Literacy rate of Ladies in India</th>
<th>Literacy rate of India</th>
</tr>
</thead>
<tbody>
<tr>
<td>1930</td>
<td>5%</td>
<td>20%</td>
</tr>
<tr>
<td>1940</td>
<td>5%</td>
<td>25%</td>
</tr>
<tr>
<td>1950</td>
<td>15%</td>
<td>30%</td>
</tr>
<tr>
<td>1960</td>
<td>25%</td>
<td>40%</td>
</tr>
<tr>
<td>1970</td>
<td>30%</td>
<td>48%</td>
</tr>
<tr>
<td>1980</td>
<td>35%</td>
<td>51%</td>
</tr>
<tr>
<td>1990</td>
<td>37%</td>
<td>54%</td>
</tr>
<tr>
<td>1996</td>
<td>42%</td>
<td>58%</td>
</tr>
</tbody>
</table>
If we look to the national literacy rate we will come to know the difference between total literacy and literacy of women in India.

This clearly shows the ladies administration and educationists did not bother about the female literacy in India.

Reasons for Female Illiteracy in India

1. Poverty

2. India is a country full of villages

3. The village people are living in traditional and unscientific way of life.

4. No encouragement of parents or society

5. The villages are unable to accept the new scientific changes

6. Highly traditional and belief in superstitious facts.

7. Child Marriages

8. The girls and women are made to work in the house like cooking, housekeeping, baby rearing and cleaning and supporting formal activities.

9. The ladies after marriage should stay in the house, work for the betterment of the family, give birth to any number of children and perform all the ritual functions in the house only.

10. The girls are not allowed to go to the school. Since, most of them were married are without the responsive of the house.

11. No separate girls school

12. No lady teacher
Following statistics gives number of lady teachers at the primary level in Karnataka State.

Table No.- 7

The below statistics gives number of lady teachers at the primary level in Karnataka State.

<table>
<thead>
<tr>
<th>Year</th>
<th>% of lady teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950</td>
<td>5%</td>
</tr>
<tr>
<td>1960</td>
<td>15%</td>
</tr>
<tr>
<td>1970</td>
<td>20%</td>
</tr>
<tr>
<td>1980</td>
<td>25%</td>
</tr>
<tr>
<td>1990</td>
<td>30%</td>
</tr>
<tr>
<td>1996</td>
<td>33%</td>
</tr>
</tbody>
</table>

This clearly shows Women Teacher’s representation is very low.

Measures taken to provide educational facilities for the Female Literacy.

1. Establishment of girls primary schools.
2. Establishment of girls pre-primary schools.
3. Appointment of more and more lady teachers.
4. Establishment of ladies welfare developments.
5. According furnishing the established female development board.
6. New ministry known as women welfare and child welfare ministry.

7. To cater to the needs of the ladies.

8. Ordinance for prohibiting child marriages

9. Prohibiting through law the dowry system

10. Making people aware about the importance of women literacy through dramas, traditional plays, folk songs, motion pictures and radio programmes.

11. Including ladies in the political position and appointing lady officers in all the departments.


13. Raising the age of the marriage for ladies to 18 years.

14. One wife law.

As a result of above measures the general public started thinking about giving education to the girls and forbidding child marriages. But unfortunate thing in India is that of traditional village culture. Even at this age of computer science and technology still child marriages are going on without any hindrance.

But, both central and state governments encouraged the Indian society to establish female education institutions. The government provided immediate grants to such schools meant for girls only. Then, necessity of appointing more and more lady teachers but, very few trained lady teachers were available.

Hence, lot of untrained lady teachers were appointed. There was necessity to establishing Women T.T.Is with following objectives.
1. To provide social, moral, ethical and educational justice to the Women of India.

2. To make every Woman of India educated and become strong in all the fields for the development of India.

3. To provide moral support and encourage the Women to show their talents for lifting.

4. The Saam Veda, Yatra Naari poojyathnu thatra deshi sukha medhati. Which means, where there is a respect for women there we find full of prosperity to fulfill this providing special care and help for ladies come forward.

5. To provide teacher training effectively for women.

6. To develop effective Women Teachers.

7. To provide special training like lesson planning, lesson teaching, child handling.

8. To cater the special needs to women teachers.

9. To encourage the higher education for Women.

10. To provide opportunity for women to participate in all the teacher education activities actively.

11. To maintain gender equality in providing teacher education.

12. To increase the number of women teachers at various levels.

13. To help them to show the special talents of women as teachers.
14. To provide the women students with free atmosphere to develop into effective teachers.

15. To make them to stand on their own principles and philosophies.

16. To provide them to develop to encourage to face the problems of education most effectively.

17. Since, every Woman has genetic nature of universal teacher developing the same through individual guidance.

With respect to Karnataka State earlier to 1964 the Karnataka State was distributed into Hyderabad Karnataka, Bombay-Karnataka and Kerala-Karnataka. But after 1964 New Karnataka State was formed with 19 districts. Following is the statistics with development of T.T.Is in Karnataka State.

**Table - 8**

*Showing the statistics of development of T.T.Is in Karnataka as mentioned in the Karnataka Gazetteer Ministry of Education, Government of Karnataka.*

<table>
<thead>
<tr>
<th>Year</th>
<th>Men</th>
<th>Women</th>
<th>Co-Education</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1982</td>
<td>1</td>
<td>---</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1903</td>
<td>2</td>
<td>---</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>1922</td>
<td>6</td>
<td>---</td>
<td>6</td>
<td>12</td>
</tr>
<tr>
<td>1934</td>
<td>10</td>
<td>2</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>1944</td>
<td>12</td>
<td>4</td>
<td>20</td>
<td>36</td>
</tr>
<tr>
<td>1954</td>
<td>20</td>
<td>8</td>
<td>20</td>
<td>48</td>
</tr>
<tr>
<td>1964</td>
<td>22</td>
<td>15</td>
<td>30</td>
<td>57</td>
</tr>
<tr>
<td>1986</td>
<td>40</td>
<td>26</td>
<td>65</td>
<td>131</td>
</tr>
<tr>
<td>1996</td>
<td>40</td>
<td>26</td>
<td>65</td>
<td>131</td>
</tr>
<tr>
<td>2000</td>
<td>40</td>
<td>26</td>
<td>65</td>
<td>131</td>
</tr>
</tbody>
</table>
From the above table it is quite clear that after 1986, no single TT.I is established. This is because of ban on establishment of T.C.H in Karnataka State.

Causes of rapid growth of T.T.Is in Karnataka State.

The National Policy of Education (1986) clearly stated to start a primary school in every village where the population is 2000. Hence, the recruitment of primary school teachers gained importance. Another important aspect was single teacher schools large number of schools having single teachers. Hence, recruitment of primary school teachers became inevitable. Following table gives the rise of teacher appointments due to the demand.

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Teacher Existed</th>
<th>No. Teachers are demanded</th>
<th>No. of Teachers appointed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1964</td>
<td>22350</td>
<td>3100</td>
<td>1100</td>
</tr>
<tr>
<td>1974</td>
<td>23500</td>
<td>18200</td>
<td>3000</td>
</tr>
<tr>
<td>1984</td>
<td>33000</td>
<td>30,000</td>
<td>4500</td>
</tr>
<tr>
<td>1994</td>
<td>39000</td>
<td>55,000</td>
<td>8900</td>
</tr>
<tr>
<td>1998</td>
<td>42,000</td>
<td>55,000</td>
<td>10,500</td>
</tr>
<tr>
<td>2000</td>
<td>82,000</td>
<td>30,000</td>
<td>12,000</td>
</tr>
</tbody>
</table>

This clearly shows still there is a need of about 30,000 teachers. Hence, the candidates completed T.C. H are in high demand. The aided and unaided T.T.Is knowing this phenomena started demanding the government to allot more students and also demanded to start new T.T.Is. Following table gives a rapid growth of T.T.Is in Karnataka.
The following table gives a rapid growth of T.T.Is in Karnataka.

<table>
<thead>
<tr>
<th>Year</th>
<th>Existing T.T.Is</th>
<th>Newly opened</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1974</td>
<td>45</td>
<td>5</td>
<td>50</td>
</tr>
<tr>
<td>1984</td>
<td>50</td>
<td>50</td>
<td>100</td>
</tr>
<tr>
<td>1996</td>
<td>100</td>
<td>31</td>
<td>131</td>
</tr>
</tbody>
</table>

This clearly shows from 1974 to 1996 number of colleges increased nearly three times and they had increased donation. Following table gives the rate of donation in the aided and un-aided T.T.Is.

<table>
<thead>
<tr>
<th>Year</th>
<th>Aided</th>
<th>Un-Aided</th>
</tr>
</thead>
<tbody>
<tr>
<td>1974</td>
<td>1000</td>
<td>2000 Per Course</td>
</tr>
<tr>
<td>1984</td>
<td>10,000</td>
<td>25,000</td>
</tr>
<tr>
<td>1996</td>
<td>50,000</td>
<td>1,00000</td>
</tr>
<tr>
<td>2000</td>
<td>50,000</td>
<td>1,50,000</td>
</tr>
</tbody>
</table>

This clearly shows that the heavy rush to the T.T.Is during the above period. As a result of this the quality of the T.T.Is suffered a lot. Neither the government nor the management bothered about the quality assurance in such T.T.Is. The growth of such institutions referred as mushroom growth without any facilities. Students bothered about certificates. The teacher educators bothered about their salary and job protection. The management bothered about collection of donations and other fees. Hence, the quality suffered. Nobody bothered about quality of teacher education.
Establishment of National Council for Teacher Education (NCTE).

An important event took place during 1986. An act was passed anomalously in the party need to establish a statutory body with independent a distance for improving the quality of teacher education. This was named as NCTE.

The objectives of this council

1. The quality assurance and quality improvement of T.T.Is.
2. Re-construction and Re-organisation of T.T.Is at all levels.
3. Fixing intake for Teaching Training Course
4. Fixing qualification of Teacher Educators and Principals of T.T.Is.
5. Suggestion of minimum qualification for Teacher Education courses.
6. Organisation of National Level and State Level Seminars and Conferences for quality Teacher Education.

Publishing the policies and fundamental rules and regulations, infrastructure facilities and the essential requirement to start the new T.T.Is.

Visit to the existing T.T.Is for suggesting proper fundamental developmental aspects.

The NCTE, established 4 regional centres throughout the country. The South regional centre of NCTE was established during 1990 at Bangalore with Three jurisdiction of Karnataka, Kerala, Andhra Pradesh, Tamil Nadu and Pandi Cherry.

The NCTE Team (Experts appointed by NCTE ) visited each and every T.T.I and noted down the following weaknesses.
1. Most of the T.T.Is have poor infrastructure except few.

2. Library and Laboratory facilities are very poor

3. No recreational facilities

4. The teacher educators are not adequate in number and many of them not having required qualifications.

5. The teachers are very poorly paid.

6. The practice teaching aspect is not properly organised and supervised.

7. The management is not keen to improve the status of the T.T.Is.

8. The government inspecting body is not taking care to improve the situations.

9. Some of the institutions having hostel facilities are not properly maintained

10. The existing syllabus is not catering the needs of teachers.

Some of the observations regarding women’s T.T.Is made by N.C.T.E

1 No proper infrastructure

2 Hostel facilities are very poor

3 Library and Laboratory are not in a good position

4 No recreation facilities

5 Practice teaching not properly done

6 No lady teacher educator in most of the institutions
7. Managements are not bothered for improvement

Some concession given by N.C.T.E. As N.C.T.E. newly established and started its scrutiny to know the position of the quality and quality of T.T.Is and levelled short coming and weaknesses. The management members approached the south regional centre of N.C.T.E. and requested to give some time limit to improve their short coming according following concession were given by the N.C.T.E.

1. Three years time year marked for improving the infrastructure and physical facilities. They had also instructed to follow DIET guidelines and visit near by DIETs to develop the infrastructure and physical facilities like Library and Laboratory etc.

2. In the library minimum 2000 books should be made available with different subject titles and at least 10-12 types of journals, Encyclopedias both in regional language and English should be made available. Every year about 500 new books should be added.

3. More and more importance should be given to Science and Mathematics Subjects. If possible separate science T.T.Is should be opened.

4. Hostel Facilities especially for Women T.T.I should be improved immediately.

5. Student recreating facilities should be provided immediately.

6. There should be government body to recruit for T.C.H Course with following ratio.
Table -12

Following table gives to recruit for T.C.H Course with following ratio.

<table>
<thead>
<tr>
<th>Institution</th>
<th>% of Seats Allotted</th>
<th>Total Management Seats</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>100%</td>
<td>—</td>
<td>60</td>
</tr>
<tr>
<td>Aided</td>
<td>75% 25%</td>
<td>25%</td>
<td>45 :15</td>
</tr>
<tr>
<td>Un-Aided</td>
<td>50% 50%</td>
<td>50%</td>
<td>30 : 30</td>
</tr>
</tbody>
</table>

The 25% of aided seats and 50% Un-aided seats should be recruited as per merit cum roster system.

One should see that 50% Arts Seats, 50% Science seats should be recruited

The government organisations for selection of candidate through CAC (Centralised Admission Cell) should conduct common entrance test for recruiting for T.C.H course.

Reaction by the different management about the NCTE directions.

It is a well known fact that the NCTE direction is mandatory to all teacher education institutions. At the same time the NCTE has given sufficient time to improve their conditions but unfortunately the NCTE directions were not taken seriously by most of the managements of the T.T.Is including government T.T.Is. If we take one by one institutions we will come to know the present scenario.

1. Government T.T.I: There are 18 government T.T.Is and 19 DIETs imparting Primary teacher education programme in Kanataka. If we look into them the NCTE observations and directions seem to be pending because of the following reasons.
Frequent transfers of the staff of government T.T.Is and DIETs are not recruited by open recruitment system, but are posted from the education department either from executive post (DDPI Educational Officers) or from Secondary Schools and Junior Colleges. Such staff do not have proper outlook towards teacher education. Similarly the principal because of the frequent transfer the improvement will remain envying.

2. **Aided Institutions**: In such institution certified teacher educator, teacher, non-teaching staff get salary from the government and no development grants are received from such institutions.

Such institutions are ask to maintain from the tuition fees and developmental fees and donations collecting from 25% of seats but the management does not bother to do so. But most of the aided institutions improved the library facilities and repaired the building, etc., but major problems of quality improvement remained as it is.

3. **Unaided Institutions**: The name itself indicates that such institutions are not getting any financial aid from the government. The institution has to run from the tuition fees, developmental fees and donation given by the student.

Hence, the managements do not bother about the quality of development or improvement of infrastructure and physical facilities. The teachers working in such institutions are very poorly paid (Rs. 1000-2000 per month) which lead to dissatisfaction of the teacher educator. The NCTE direction were not properly looked into and improved the situations.

Another important reason is that of apathy from government department. The government educational officers did not stress the need of improving the quality
and other facilities, as per the directions of NCTE. As a result of this no improvement is seen in most of the existing T.T.Is.

The report of NCTE and DSERT sponsored project carried out by Dr. T.K. Jayalakshmi (1999) "Teacher Education Quality concern" in Karnataka State, clearly indicates the following observations.

1. Teacher Education institutions are available at relevant levels in Karnataka—such as nursery, pre-school, primary, secondary, physical education, Hindi shikshak, music/dance, drawing, typing, computer training and so on.

2. Most of these are run by Private Organisation/Trust or NGO groups.

3. Quantity wise Elementary Teacher Education institutes and Secondary Teacher Education Institutions are more in number than other levels.

Teacher Education at the Elementary Level has many inadequacies.

4. Duration of Teacher Education at primary level is sufficient to develop certain skills and content knowledge among trainees. Inspite of control room NCTE, some of the Aided and Unaided TTIs are not having proper infrastructural facilities. NCTE norms for selection of Teacher Educators is very rigid and impractical. Posts are not sanctioned by the Department of Education as per NCTE norms. Hence, Teacher Pupil Ratio is 1:2 and vacancies are there in the institutions. Unaided institutions are not protecting the service conditions of teacher educators. Hence an appeal to seek grants for them.

5. The standard of trainers and trainees in the prerequisite content knowledge is very poor even when they are selected on the basis of merit. (capabilities of teachers). Academic year of T.T.Is and Primary schools are different and this
has affected the teacher education programme especially from the point of view of practice teaching. The Central admission has with it the problem of posting a trainee from outside his native place. Trainees are unwilling and experience language problem. Poor coordination among the concerned incise CAC, DSERT, DIET and KSEE Board, resulting in certain confusion calendar of events and the conduct of the course. Practice-teaching which forms the vital component of TTIs cannot be satisfactorily covered because of late admissions and non-cooperation of the practising schools. This raises issues like, should eligibility level increased from PUC to Graduation?

5. Teacher education curriculum is loaded with theory as well as number of assignments. Curriculum requires reviewing. Language especially English and Methods of teaching English is inadequately focussed and has presented difficulty. Lack of demonstration lessons in non-formal, multi-grade teaching, peer learning techniques, participatory approaches, competency based teaching trainees express lack of good books on pedagogy in Kannada. The recent revision of curriculum 2001 still suffers from information load is not focussed on capacity building.

6. Teacher Educators of all TTIs are not involved in the special programmes like DPEP, IED and are deprived of good experiences of them. Value orientation and ways of infusing this among primary school children are not focussed in pre-service / in-service.

7. No organised academic supervision of the TTIs especially unaided and others resulting in very poor quality of teaching-learning in TTIs. Supervision of practising lessons, correction of lesson plans are done in a very casual manner.
Defining the Problem.

As already noted in the need of the study and significance of the study, the investigator made exhaustive survey of related literature and formulated her problem and defined according to the necessity and severity of the present study. Hence, the present problem is defined as the attempts to know the problems pertaining to different aspects of Women T.T.Is - like infrastructural facilities, admission procedure, physical facilities, libraries, laboratory, physical education, class room instructions, curricular transaction, qualities of teachers, qualities of students, hostels, recreation facilities, adjustment and attitude problems pertaining to both staff and students. Some of the inspecting authorities, managements and noted educationists were to be consulted to know the problem as well as to get some suggestions. Hence, the objectives of the study are set up;

1.20 Objectives of the Study.

The main objectives of the present study are to know the problems pertaining to different aspects of Women’s T.T.Is of Karnataka State. Keeping this in view following objectives have been 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 facilities of Women’s T.T.Is of Karnataka State.

3. To study the Administrative problems pertaining to Principals of Women’s T.T.Is of Karnataka State.
4. To study the Academic problems pertaining to Principals and Teacher educators of Womens T.T.Is of Karnataka State.

5. To study the problems pertaining to Organisation of Women's T.T.Is of Karnataka State.

6. To Study the Problems pertaining to teacher education of Women's T.T.Is of Karnataka State.

7. To study the problems pertaining to Non-teaching staff of Women's T.T.Is of Karnataka State.

8. To study the problems pertaining to Management of Women's T.T.Is of Karnataka State.

9. To study the problems pertaining to student teachers of Women's T.T.Is of Karnataka State.

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

11. To study the problems pertaining to educational inspection officers of Women's T.T.Is of Karnataka State.

12. To study the problems regarding practicing teaching of students of Women's T.T.Is of Karnataka State.

13. To study the problems regarding Hostel accommodation and other specific problems of Women's T.T.Is of Karnataka State.

14. To study the opinions of the principals for getting remedies for such problems.
15. To study the opinions of the teacher educators for getting remedies for such problems.

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

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

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

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

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

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

22. To study the problems regarding job satisfaction.

23. To study the factors affecting academic achievement of the students.

1.21 Definitions of Some Important Terms.

1. T.T. I --- Teacher Training Institution:

A teacher education institution supported by a State or Municipality, or by private funds for the purpose of training teachers for its elementary schools.
2. **Student Teacher**

The student-teacher is a college student or teacher training institute student assigned to student teaching experiences. The term is used by the investigator applies to a student-teacher of a T.T.I.

3. **Block Teaching / The Internship**

An advanced level student-teaching in which the Intern teachers a major portion or all of the day, supervised mainly by co-operating teachers and guided by the method masters.

4. **A Co-operating School**

A school used by the college or the T.T.I to provide professional laboratory experiences, but not administered by, staffed by, or under the major legal jurisdiction of the colleges.

5. **Co-operating teachers:**

A regular teacher is a co-operating school in whole classes student-teachers observe, participate or do student teaching.

6. **Practising School:**

A primary school used for practice teaching by the student-teachers of a primary teacher institution and which is controlled by the training institution.

7. **Practising School - Teachers.**

Here Teachers are working in the practising school.
1.22 Limitations of the Study.

1. The study is limited to problems pertaining to Women’s T.T.Is of Karnataka State only.

2. The study is also limited to Karnataka State Women’s T.T.Is.

3. The study is also limited to the teacher educators serving in Women’s T.T.Is in Karnataka State only.

4. The study is also restricted to Women’s student teachers getting training in Women’s T.T.Is of Karnataka State.