CHAPTER I
INTRODUCTION
Education is a powerful influence for unfolding the latent capacities of educand and its major function consists in providing optimum conditions for the realisation of this end. Education is the basis for leading a purposeful life in the world. It lends beauty for every human being and confers secret wealth on him. It throws wide open the closed doors of mind. It endeavours to prepare one for life and not merely for living. Instead of being subject of nature, man through education, can acquire the knowledge and skills to utilize the forces of nature in his favour. The primary aim of education should be to enable the educated person to lead a meaningful and honourable life. Education must award self confidence, the courage to depend on one's own strength. However, education today has become mechanical. There is no place for the development of skills and creativity. With the development of science and technology, a dangerous trend of sharp decline in human values has started, threatening the very existence of man. Knowledge is expanding at an exponential rate. Television and computers have already crossed the ambit of classroom. There is now provision for video counselling. Inter-net services are now being introduced to make available library material lying anywhere in the world. In the present scenario teacher has not to act as mere store house of information but as an initiator of novel knowledge. Formal education, which although spreads over a few years, plays a vital role in one's life and the most important 'institution' of formal education is the 'Teacher'. Therefore orientation and training of the teacher is important so that he understands and accomplishes his changing roles effectively.
The contention that teachers are born and not made can be true only in a few cases. Although it cannot be contended that training by itself is sure to make a good teacher, it is however a general observation that a teacher with training becomes more mature and performs his task more confidently and efficiently.

1.1 Teacher Education: Historical Perspective

In the earlier course of development of civilisation man felt the need of evolving special institutions for imparting knowledge and skills of teaching. Only those persons endowed with special qualities and genuinely interested in teaching used to take up the responsibility of teaching. ‘Rishis’ and ‘Dharmacharya’ in India, Plato and Aristotle like thinker-philosopher in west laid the foundation of teaching with their own traditions. These traditions set down norms for teacher and teaching.

In ancient India a formal system of teacher education did not exist. ‘Monitorial System’ in which senior students were put in charge of their schools during the temporary absence of their teachers was prevalent. This method of entrusting teaching work to brilliant students had a great educational value. It placed a high incentive before the students. It afforded opportunity to intelligent students to learn the art of teaching and thus indirectly performed the same function as Teachers’ Training colleges discharge today.

Missionaries played a very important role in the training of teachers during the early days of the rule of the East India Company. In 1716, a Danish missionary
Ziegenbalg established an institution for training of teachers at Tranquebar. In 1802 William Carey, a missionary, established a Normal School for the training of teachers. In 1826, 24 teachers were trained by the Native Education Society Bombay. Training comprised knowledge of contents, methods of instruction and the practices of teaching. In the same year, a training school for superior teachers was established at Madras.

The first training college was established at Madras in 1856. The second training college for secondary teachers was started in 1881 at Lahore with B.T. and S.A.V. classes.

Mysore instituted the Faculty of Education in 1925. During 1936-37, there were about 478200 teachers in primary and secondary schools out of whom about 43.3 per cent were untrained. The first training institution for basic teachers was the training school at Wardha which was opened in 1938. This was followed by Basic Training course at Jamia Millia, Delhi. In 1946-47, out of about 566,400 teachers, 217,900 teachers were untrained.

Cultural, economic, political and social changes witnessed by the country after independence necessitated redefining of aims and objectives of our education. This gave a new meaning and direction to teacher training in India. Efforts were made to relate it to national aspirations and needs. Central Institute of Education at Delhi was established in 1942 for strengthening the base for teacher education.

In 1948-49 the University Education Commission made specific
recommendations regarding remodelling of teachers’ training courses and practice
teaching. Secondary Education Commission (1952-53) also gave various
recommendations to improve the quality of teacher training. Establishment of
National Council of Educational Research and training (NCERT) in 1961 was a
milestone in the history of teacher education. It established three regional colleges
in 1963 at Ajmer, Bhubneshwar and Mysore and one at Bhopal in 1964. These
colleges were specially designed to provide a model of teacher training at secondary
level. Indian Education Commission (1964-66) observed that of all the different
factors which influence the quality of education and its contribution to national
development, the quality, competence and character of teachers are undoubtedly the
most significant. The commission thereof recommended better pay scales, stimulating
conditions and a sound programme of professional education of teachers. Third
National Survey of Secondary Teacher Education in India (1971-72) highlighted the
sorry state of affairs of Secondary Teacher Education in India. All India Seminar on
Teacher Education (1981) felt an urgent need to reorganise and revitalise the National
Council for Teacher Education, the apex body concerned with teacher education in
the country and to make it more functional, independent and goal oriented agency.
National Policy on Education (1986) has expressed its serious concerns over the
diminishing status of teachers which adversely affects the quality of education and
many of the ills of the education system can be ascribed to it. The document,
therefore, strongly recommended the introduction of reforms in the selection of
teachers in planning and management of education, improvement in the living and working/service conditions of the teachers. It also highlighted the need for creation of opportunities and atmosphere to promote autonomy and innovations among teachers. For ensuring the quality of Secondary Teacher’s Education Institutions the document assigns the responsibility of academic aspects to the universities in cooperation with NCTE.

Ramamurthy Committee (1990) reviewed the NPE 1986 and recommended on overhauling teacher education system. It suggested that selection of trainees should be regulated through stringent aptitude and attainment tests and not merely on university or grade work. The training should be competence based and there should be an integration of theory and practice for situational applications. It further suggested that first degree in teacher education should not be given through correspondence education.

In 1995 there were about 840000 primary, middle and high schools (Sr. Sec. included) in the country. About 43,00,000 teachers were engaged in the task of imparting education to the children under their charge. In 1990 there were about 600 college of education including colleges with B.Ed., L.T. departments, university departments of education and independent institutions for teacher preparation, at secondary education in India. Out of these nearly 500 institutions had only B.Ed., 70 had both B.Ed. and M.Ed. programme, 48 are having B.Ed., M.Ed., M.A. (Education), M.Phil. and Ph.D. programmes. Eighteen institutions had only M.Ed.
B.A. (Education), M.Phil. or D.Lit. programmes, 2 colleges had B.Ed. and Ph.D. programmes. These institutions conducted one year courses for elementary teacher training and one year B.Ed. course for secondary teachers' training. Pre-service education at the B.Ed. level was also imparted through distance education mode by 12 universities.

However, for improving the quality of teacher education, NCTE took stringent measures and many institutions imparting pre-service training to secondary teachers were derecognised. As per the latest information given by NCTE (1997) there were only 304 colleges/university departments in the country which were recognised by this body.

Teacher education at the secondary level is under the academic control of the universities, which prescribe the curriculum, conduct the examinations and award degrees. These institutions may be under Government or private management. Some of the colleges of education are also managed by the universities.

State Boards of Teacher Education have been constituted in many states which are functioning as advisory bodies without discharging any executive functions.

Keeping in view the importance of quality teacher education, central government started four regional colleges of education at Ajmer, Bhubneshwar, Bhopal and Mysore which are now redesignated as Regional Institutes of Education. Respective states donated hundred acres of land for the colleges, later a demonstration school was also started in each of the campuses.
These institutes are not teacher training institutes in the limited sense of the term but constitute part of a programme launched by the NCERT to improve and enrich primary and secondary education in the country.

Development of innovative programmes of pre-service teacher education is one of the major concerns of the regional institutes. They have been engaged in: (i) formulation and implementation of research and experimental studies related to curriculum, methodology of instruction, educational evaluation and administration at the school stage, (ii) development of instructional materials for the use of teacher-educators and teacher trainees, and (iii) training and extension activities related to different aspects of school education and teacher education.

The regional institutes were providing the following courses:

- B.A. (Hons.) B.Ed.
- B.Sc. (Hons.)/(Pass) B.Ed.
- B.Ed. Arts (Elementary/Secondary Education)
- B.Ed. Science (Elementary/Secondary Education)
- B.Ed. (Agriculture/Commerce/Social Science)
- B.Ed. (English/Hindi/Urdu)
- B.Ed. (Summer School-Cum-Correspondence Course)
- B.Ed. (Elementary/Secondary Education)
- B.Ed. (Physics/Chemistry/Mathematics/Life Science)
- Ph.D. Education.

However, presently except the courses of BA (Hons.) B.Ed., B.Sc. (Hons.)/(Pass) B.Ed. and Ph.D. Education, all other courses have been suspended.

Many state institutes of education were also set up in different states for
research in elementary education, organisation of conferences and seminars and to provide extension services to training institutions for elementary teachers.

Integrated approach to teacher education is also being provided at selected places i.e. in RIE's.

Objectives of Teacher Education

According to the Approach Paper which was discussed at a national Conference on Teacher Education in February 1977, objectives of teacher education are summarised as follows:

General Objectives of Teacher Education

The future teacher should:

1. Develop Gandhian values of education such as non-violence, truthfulness, self-discipline, self-reliance, dignity of labour, etc.

2. Perceive his role as an agent of social change in the community.

3. Perceive his role not only as a leader of the children but also that of a guide of the community.

4. Act as liaison between the school and community, and employ suitable ways and means for integrating community life and resources with school work.

5. Not only use but also help in conservation of the environmental resources and preservation of historical monuments and other cultural heritage.

6. Possess warm and positive attitude towards growing children and their academic, socio-emotional and personal problems and skills to guide and counsel them.
7. Develop an understanding of the objectives of school education in the Indian context and awareness of the role of the school in achieving the goals of building up a democratic, secular and socialist society.

8. Develop understandings, interests, attitudes and skills which would enable him to foster all round growth and development of the children under his care.

9. Develop competence to teach on the basis of the accepted principles of learning and teaching.

10. Develop communication and psychomotor skills and abilities conducive to human relations for interacting with the children in order to promote learning inside and outside the school.

11. Keep abreast with the latest knowledge of the subject matter he is teaching and the techniques of teaching the same.

12. Undertake action research and investigatory projects.

**Objectives of Teacher Education for the Secondary Stage**

The secondary teacher-trainee should:

1. Possess competence to teach subjects of his specialisation on the basis of accepted principles of learning and teaching in the context of the new school curriculum.

2. Develop skills, understandings, interests and attitudes which would enable him to foster all round growth and the development of the children under his care.

3. Possess sufficient theoretical and practical knowledge of health and physical education, games and recreational activities and work-experience.

4. Develop skills in identifying, selecting, innovating above mentioned general and special subjects.
5. Develop understandings of psychological principles of growth and development, individual differences and similarities, and cognitive, psycho-motor and attitudinal learning.

6. Develop skills in guiding and counselling the children in solving their personal as well as academic problems.

7. Understand the role of the home, the peer group and the community in shaping the personality of the child, and help to develop an amicable home-school relationship for mutual benefit.

8. Understand the role of the school in changing the society.

9. Undertake investigatory projects and action research.

1.2 Importance of Teacher Education

President Johnson in his presidential address (1965) emphasised the dynamic role of teachers: ‘We must demand that our schools increase not only in the quantity but the quality of American Education. For we recognise that nuclear age problems, cannot be solved with horse and buggy learning. The 3R’s of our school system must be supported by the 3T’s i.e. teachers who are superior; techniques of instruction that are modern; and thinking about education, which place it first in all out plans and hopes’. For the realization of these objectives, proper education of teachers is the first requisite.

Walker (1967) writes that the function of teacher education is to produce good teachers. The good teacher is one who produces good result in meeting the central, persisting needs of life in whatever social context. Smith (1969) stated that if a
student is to be prepared for the evolving world, then an essential attribute of
effective teacher is awareness of the realities of the world.

UNESCO document, "Learning to Be" (1973) has said, "Pedagogical training
must be geared to knowing and respecting the multiple aspects of human personality".
It has emphasised that "What once was an art-the art of teaching-is now a science,
built on firm foundations, and linked to psychology, anthropology, cybernetics,
linguistics, and many other disciplines". Its 18th recommendation states, "Conditions
in which teachers are trained should be profoundly changed so that essentially, they
become educators rather than specialists in transmitting pre-established curricula; the
principle of a first, accelerated training stage, followed by in-service training cycles.
should be adopted".

1.3 Inadequacy of the Existing Programmes

The University Education Commission (1948-49) was seriously disturbed about the
poor quality of training imparted by teacher training colleges in India. The
commission, in this context observed:

Our main criticism of the existing courses is that too little time is
given to school practice, too little weight is given in assessing the
student's performance and conditions of school practices are often unsatisfactory.

In 1963, The Study Team of the Committee on Projects on Teachers Training,
Planning Commission, Government of India observed,
The training college teachers have not been contributing much to the educational thinking in the country, the general directions, coming either from the Government or persons without pedagogical training, are accepted uncritically. Lack of laboratory facilities and teaching equipment is another factor which discourages the members of the staff to take research projects. Very few institutions have got well qualified staff and some record of research publication.

Unfortunately the pace of progress in reorganising teacher training programmes have rather been slow. The education commission 1964-66, went to the extent of pointing out that the existing programmes of teacher education are largely traditional, rigid and divorced from the realities of schools and existing or proposed programmes of educational reconstruction. The Curricula and programmes at all levels of teacher education need thorough revision in the light of national values and goals.

Chaurasia (1966) drew very dim picture of teacher education in India. He stated, "Teachers' colleges are mainly existing in a dream world. They dread any intellectual contact with any other university discipline; their theory is pedantic and a poor imitation of foreign concepts and beliefs".

The NCERT document entitled, "Teacher Education Curriculum: A Framework" (1978) has made an important observation regarding improvement in all aspects of teacher education - that a fundamental change be effected in all aspects of teacher education i.e., objectives, structures, staffing pattern, administrative machinery and control of teacher education in the country.

Uday Shanker (1984) has observed that in such a short time how could one
expect to inculcate in the trainee a ‘teacher personality’ with proper outlook, attitude, teaching skills and faith in the profession.

‘The Challenge of Education’ (1985) described the deteriorating situation of teacher education as “...... but unfortunately, the process of updating the curricula of teacher education has been very slow. Much of teacher education is irrelevant even to contemporary requirements, leave alone those of the future”.

The National Commission on School Teachers (1983-85) lamented that “What obtains now in the majority of our Teachers Colleges and Training Institutions are woefully inadequate and in the context of the changing needs of India today”. Major drawbacks and problems of the present system of teacher education were enumerated as follows:

1. Faulty method of selection because of system being influenced by political, social and personal considerations.

2. Inadequacy of one-year B.Ed. course.

3. Lop-sided curriculum.

4. Obsolete and irrelevant methodology of teaching.

5. Neglect of study of education as a discipline.

6. Inadequate training in practical skills.

7. Insufficient time and attention paid to the actual practice teaching.
8. Isolation between the colleges of education and the schools.

9. Insufficient training in the art of communicating with the community.

10. Meagre training in the art of organising co-curricular activities.

11. Ineffective supervision of the teaching practice by the supervisors.

12. Faulty methods of assessment of teacher trainees work.

13. Unqualified teacher educators.

14. Lack of physical facilities.

15. Shorter working hours.


1.4 The Focus

An effective teacher education programme should focus on (i) development of teaching knowledge, (ii) development of teaching skills (both pedagogical and interpersonal), and (iii) development of self through self awareness. This focus has been the guiding principle for the present study. The course curriculum which is basic to the development of teaching knowledge, teaching skills and the attitude towards profession which in fact, is a measure of self development in relation to teaching profession are the issues which have been dealt in detail in the present work.
1.4.1 Curriculum

Curriculum is the base on which the subject, activities and the experiences of the trainees are planned with a view to achieve the objectives. It is more than a textbook, more than subject matter or course of studies. It includes totality of learning experiences to which the students are exposed during their study in the institution.

The challenge to curriculum comes from the perennial problem of its obsolescence due to explosion of the knowledge, scientific and technological advancements. The knowledge, and skills acquired today become quite redundant in a few years unless they are constantly reviewed, enriched and modified. The use of common gadgets and sophisticated appliances necessitate acquisition of new knowledge and skills for their working and upkeep.

A teacher is expected to acquire new knowledge, learn new skills, study new methodologies in order to exert a healthy influence on his students. This objective can be achieved through the flexible and relevant curriculum of teacher education which meets the ever changing needs of the society.

In teacher training programme pupil teachers are exposed to areas related to the development and growth of children, theories of learning and transfer of learning, motivation, personality, intelligence, individual differences and optimum conditions for teaching-learning process. They are made to acquire necessary teaching skills of teaching. They gain knowledge about aims and objectives of education in a free
democratic country. They develop in them sensitivity and ability to express and appreciate. They are provided training experiences in shouldering responsibilities and participation in decision making processes. They are provided experiences beyond study of textbooks.

The curricula and programmes at all levels of teacher education need thorough revision in the light of national values and goals. Curriculum of education has changed a lot at school level. Corresponding changes and improvements in the teacher education curriculum are urgently called for. A document of National Council of Teacher Education (NCTE), namely, Teacher Education Curriculum: A Framework (NCERT, 1978) states, "It has been observed that, although nomenclatures have changed, such as "Education" instead of "Training", the system in practice has, by and large, remained unchanged".

Some attempts have recently been made in the country to improve the teacher education curriculum. The draft teacher education curriculum of the NCTE has resulted in various discussion groups, seminars etc., to consider its recommendations. While the NCTE framework on teacher education curriculum could serve as a guide for this purpose but it is not the last word in teacher education. In the All India Seminar on Teacher Education held in 1981 at Jammu it was felt that "the structures and the syllabi suggested by the NCTE need to be re-evaluated and modified to allow more flexibility, diversification, innovations and autonomy to suit different demographic conditions at individual, institutional, departmental, state and national
levels". Strategies have to be evolved for improving certain aspects of teacher education curriculum, viz., by restructuring theoretical courses; integrating ‘methodology courses' with subject content; and by thoroughly reorganising student-teaching and other practical aspects of teacher education curriculum.

(a) Restructuring Theoretical Courses

Theoretical courses may be broadly classified into core subjects and special subjects. Core subjects are considered to be highly essential as they ensure mastery over the teaching process. The cultural, social, geographical and other related aspects of community influence the teaching process to a certain extent. The knowledge pertaining to cultural and social aspects is contained in core subjects. This is where the teacher education curriculum requires flexibility.

(b) Integrating Content and Methodology Courses

The relationship between theory and practice has remained weak. The proponents of theory driven model argue that it is highly doubtful that any clear articulation between theory and practice can be achieved within a programme of teacher education which is firmly tied to certification of teacher competencies and skills when it is practice driven. The proponents of practicum focused model argue that practicum experience should be designed to bring theoretical and practical aspects into a clear and interacting type of relationship and to aid students in applying what they learn theoretically to simulated and actual situations. The lack of any strong relationship between performance in theoretical course work and practice has many
implication for teacher education programme development and improvement. Theoretical courses have to be examined closely in relation to practical aspects. Bringing pedagogical experiences closer to the immediate environment of the learner may help them to internalise the learning and to pursue the desired pedagogical practice and tradition.

The NCTE document has strongly recommended that the new curricula of teaching various subjects should be thoroughly integrated and the NCERT has provided guidelines for developing such an integrated curriculum.

The first attempt in our country to integrate content and methods was undertaken by the four Regional Colleges of Education in the one-year B.Ed. Course and the Four-Year Integrated B.Ed. Courses in 1963. Due to the explosion of knowledge it is necessary to upgrade the content knowledge of student-teachers along with the study of methods and techniques of teaching. The teacher education “framework” has suggested an approach of not only integrating the content with methodology but also with practice teaching and related practical work organised in the training institutions.

(c) Reorganising Student Teaching and Practical Work

Teacher educators fully agree that the teaching practice should be thoroughly reorganised. Methods and techniques suggested in the syllabus are only adoptions from other countries like England and USA, tried by the teachers in different setting altogether. These methods, the student teachers learn only as a theory that never
guide any practice. Surprisingly, they are never trained to put in practice. The limited time at the disposal of the students teacher and the rigid time table system in the schools, the classroom situation and the lack of enthusiasm on the part of the teacher educator and teachers do not permit serious attempts to implement these methods. Generally, a student teacher delivers 20 to 30 practice lessons during his training. All the lessons are, mostly, stereotyped with no scope of interest and enthusiasm among the students. Thus colleges of education are producing only ineffective teacher, ill equipped with suitable pedagogical skills, neither resourceful nor creative. Short period of training is supposed to be the main reason for this ineffectiveness.

Micro-teaching, more teaching practice and effective internship of trainees can help in making this aspect of teacher training more meaningful.

Simulation can also be of much help in training of teachers. The training of teachers bears a heavy pressure on schools and probably on teachers also. Batches of trainees can simulate a classroom by acting as pupils while fellow trainee teaches. It is helpful for the trainee to overcome the initial inhibitions in teaching and it also reduces the demands of the teacher training institutions on the school. This will make them familiar with total picture of a school.

In the present work an attempt has been made to assess the inadequacies and relevance of the existing curriculum. However, this information has not been collected from the experts of education but from the practising teachers. It was
considered pertinent to ascertain what components of theory are being integrated with practices in reality.

1.4.2 Teaching Skills

In a classroom situation a teacher makes use of many observable activities to bring home to the students an idea, a thought or a point to bring about desired change in pupil behaviour. These activities are called 'teaching skills'. Jangira and Singh (1982) defined teaching skill as a set of interrelated component teaching behaviours for the realization of specific instructional objectives. Consequently the component teaching behaviours of a skill are a set of interrelated atomistic teaching behaviours contributing to the realization of some aspect(s) of the instructional objectives aimed to be realised by the component teaching skills. Passi and Shah (1974) and Jangira (1979) have given similar interpretation of teaching skills.

A number of attempts have been made to analyse the teacher's classroom behaviour into various activities called teaching skills. Allen and Ryan (1969) have suggested fourteen teaching skills. Jangira, Singh and Matoo (1979) have also suggested a list of different teaching skills.

The teaching skills are applicable at all levels of teaching. If the teaching skills suggested by various researchers are examined thoroughly, it appears that they are nearly the same. At time the researchers have subdivided a skill into two or more skills while on other occasions, two or more skills have been combined to make a
single skill. Since teaching has been accepted as an act of behaviour which is observable and hence can be analysed. Therefore it is possible to reinforce weak points and master new skills. Teaching improvement is possible through practice based on proper feedback. Various teaching skills have been identified which help in effective teaching. After reviewing the literature and consulting the experts following skills were identified for use in the present study:

i) Writing Instructional Objectives

This skill focuses at writing of explicit statements about the expected instructional outcomes in behavioural terms. Gagne (1965) has given reasons for writing instructional objectives. First, objectives provide guidance in planning of instruction, secondly performance can be assessed, thirdly objectives are more related to students as compared to teacher. According to DeCecco and Crawford (1977) there are three types of objectives namely school objectives, teacher objectives and student objectives. Teacher objectives relate to subject matter, materials and activities in planning a lesson, classroom instruction and field studies. Student objectives encompass options and plans expressed and used by students. The teacher and student objectives are termed as instructional objectives.

According to Gagne (1974) instructional objective is an expression for learning outcome in action terms within specified situation. Mager (1963) describes objective to be an intent communicated by a statement indicating a change in learner when he has accomplished the learning task. DeCecco and Crawford (1977) have divided
instructional objectives into behaviour and non-behavioural. In behavioural objectives final behaviour is measurable and observable but in non-behavioural objectives only general description of learning outcomes is identified. The verbs used in the behavioural objectives include action verbs like ‘define’ and ‘write’ etc., while non-behavioural objective verbs used are ‘understand’ and ‘know’ etc.

Mager (1963) specifies three requirements for writing instructional objectives. Firstly it should specify observable terminal behaviour, secondly conditions under which this behaviour will take place be specified and thirdly it should specify the level of acceptable performance by describing how well the learner must perform as to be considered acceptable. Martuza (1977) emphasises that instructional objectives should provide -- firstly a clear specification of target behaviour, secondly a specified standard of performance and thirdly a description of the conditions which will be present at the time student’s achievement of objectives has to be assessed.

ii) Set Induction

Set is an arrangement or a process which induces a pupil to attend and learn. Schuck (1985) defines set induction as the process of focussing pupil attention on some commonly known experimental orientation which becomes a mechanism by which the teacher makes the passage from the known to the new material and builds continuity from lesson to lesson. Induced set lends meaning to new material through the use of analogy rather than by simple association and encourages pupil involvement in the lesson as judged by the teacher.
Techniques of pausing, looking around the class and waiting until the class is ready, selecting an event, object, process or putting different questions. Set can be induced in the beginning of the lesson or while changing to other topic.

Its main purpose is to develop cognitive rapport between pupils and teacher to obtain immediate involvement in the lesson (Gage 1972).

iii) Introducing Lesson

It is that classroom activity of the teacher on which his future teaching commences. It aims at preparing students for the ensuing learning experiences and it motivates them into classroom activities. It helps teacher to ascertain entering behaviour of students. There are different approaches to introduce a lesson - by story telling, by showing or telling things, asking suitable questions or citing some event. Introduction should be relevant and meaningful and up to mark. It should make students ready for learning and present a background of subject matter to be learnt.

iv) Explaining

It is a set of interrelated statements made by the teacher relating to a concept, phenomenon, event or idea which helps the pupil understand that point. The function of explaining is to relate a set of facts with another set of facts for better understanding. There are three categories of explanation (Ennis 1969) - interpretive, descriptive and reason giving. Interpretive explanation clarifies central meaning of a term or statement. Descriptive explanation refers to processes, structures and
procedures while reason giving explanation refers to principles, motives or values and include causes (Brown 1978).

Explanation will be effective if it is understood by the explainees. Brown (1978) has suggested seven points for preparing and designing explanations (a) Decide precisely what are you going to explain (b) Identify the hidden variables (c) Pick out the main points and their relationship (d) Design the keys (e) Summarise the main points (f) Design the orientation and (g) write down your design.

Main features of effective explanation are brevity, relevance, fluency, teacher movement, teacher voice, teacher gesture and discussing all relevant features. Teaching aids and relevant examples help in wholesome explanation.

v) Stimulus Variation

Attentiveness of students in a class is a major factor which determines learning in a class. Thus teaching can be effective if students are attentive. If teacher uses same activities for a longer time it may bring boredom in students. Thus various means can be used by teacher to sustain pupil attention. This can be done by introducing an element of variation in teaching. These behaviours on the part of the teacher which he uses to secure and sustain pupil’s attention in teaching learning situation refers to the skill of stimulus variation.

Lynn (1966) states that change in stimulation heightens the arousal of learner by affecting the reticular activating system of the brain stem. Stimulus variation can
be achieved by movements, gestures, change in voice, focussing, pausing and through pupil’s physical participation. Teacher’s movements have to be meaningful. Gestures and nonverbal cues used to express feelings and which emotions and consist of movements of head, hand, eye and facial expressions are useful. Change in voice refers to changing the pitch, tone and speed of communication by the teacher. Focussing means using directly some behaviours that focus pupil attention on a particular object, word or idea. Focussing can be verbal, gestural and verbal-cum-gestural. Pausing is introduction of momentary silence during talk. Pupil’s physical participation refers to students’ physical involvement in teaching learning process. It may refer to writing on blackboard or handling of apparatus by a student.

vi) Questioning

Any statement which tests or creates knowledge in a learner is a question. It requires a student to report or recall information, reasoning, analysis or evaluation and to formulate an opinion. This skill includes structuring and distribution of questions and managing pupil’s responses.

Question should be framed with characteristics of precision, clarity, relevance and grammatical correctness. Precision means use of suitable ideas while framing questions. Clarity refers to simple and understandable language. Relevance is with respect to instructional objectives of lesson and covered content. Grammatical correctness includes using correct tenses and appropriate word arrangement. Questions with ‘yes’ or ‘no’ answer should be avoided. questions are structured at
different levels - memory level, interpretational level, understanding level, application level, analysis level and evaluation level.

Verbal questions in the classroom should be structured and delivered effectively. The speed, the modulation and audibility of voice and pausing are important components requiring attention while delivering a question. Speed is related to time taking in speaking questions to the pupils. Modulation encompasses suitable use of tone, stress and pitch of the voice so that student can easily listen the voice. Pausing refers to short period of silence following delivery of the question. Questions are delivered in comparison to cognitive development, power of understanding and learning ability of the students under question. Questions should be evenly distributed among the class students.

Management of pupil's responses has also important place in questioning skill. When a question is asked there may be no response, wrong response, incomplete response, partially correct response, inappropriately structured response, inappropriate language of response and correct response. Teacher's reaction in such situation may be to accept or reject or he may not react as per situation. Promoting is done in no response or wrong response situations. Redirection may be used to give proper direction to student along desired point.

vii) Classroom Management

Kounin (1970) defines classroom management in terms of high level of student work involvement and low level of disruption depending upon teacher’s ability to
monitor and guide complex classroom system. Teacher to be a successful manager should be aware of what is happening in the classroom and should be able to handle two or more simultaneous events. Doyle (1979) considers task of classroom management as gaining and maintaining the cooperation of a group of students in activities that fill the available time.

Classroom management consists of organisation of physical setting, establishing and maintaining classroom procedures, monitoring pupil behaviour, dealing with deviant behaviour, keeping students accountable for work and conducting lessons. There are two types of activities that contribute to better managed classroom. Firstly the teacher must establish standards for behaviours to discourage disruption. Secondly teacher must create conditions to engage and maintain student's classroom activities.

McCarthy (1977) suggests following important aids for teachers desirous of growth in classroom management:

(a) Decide what type of environment you want and what behaviours are desired for the students

(b) Treat students with respect

(c) Be consistent and fair

(d) Ask for students attention only when necessary

(e) Keep dignity
Separate a child's imprudent behaviour from the child himself

Be honest with the students

Try to keep the classroom atmosphere positive

Help each child to feel that he is important to the group

Establish certain procedures for routine and for care of materials.

This skill is attained by personal and environmental experiences.

**viii) Reinforcement**

It is the process of increasing the frequency of a low frequency behaviour or maintaining the frequency of occurrence of a high frequency behaviour. Thus it is the use of technique for influencing behaviour of individuals in the desired direction.

Brown (1978) states that reinforcement is any technique which modifies or changes behaviour. Here reduction of an organic need or satisfaction of drive stimulus increases the probability of organism emitting a given response of behaviour on subsequent occasion (Singh 1979). According to Jangira and Singh (1982) the skill of reinforcement refers to the effective use of reinforcers to modify behaviour in the desired direction.

Through reinforcement learner is stimulated to achieve more. Pupil attention is increased, desirable behaviour is strengthened and optimum level of motivation is maintained.
Reinforcement is provided either by involving participation in the desired behaviour with presentation of a satisfying event or involving participation in desired behaviour with removal of aversive events or removal of threat of such events.

Reinforcement can be positive or negative. A positive reinforcer is any stimulus whose presentation increases the probability of a response to recur in future while a negative reinforcer is any stimulus whose withdrawal strengthens that behaviour. Positive verbal reinforcers are verbal expression like saying 'good', 'very good', 'right', 'correct', 'yes', 'carry on' or 'continue' etc. after pupil has responded correctly. Positive nonverbal reinforcement are use of gestures and performative behaviour to reinforce student behaviour such as nodding and smiling, giving a friendly look and moving towards the student. Negative verbal reinforcers are statements like 'wrong', 'no', 'foolish', 'not true', 'nonsense' etc. Negative nonverbal reinforcers are exhibited by frowning, staring, nodding the head and avoiding the student. Extra verbal cues which are given in the form of 'hmm' 'aha' 'uh-uh' etc. when the responses of students are lengthy and repeating and rephrasing in which teacher repeats the correct response of the student.

Effectiveness of use of reinforcers should be within following guidelines:

(a) Use positive reinforcers with suitable schedule and avoid negative reinforcers.

(b) Avoid frequent use of reinforcement otherwise its effectiveness is lost.

(c) To avoid monotony use different reinforcers.
(d) Do not reinforce high achievers for each success. Praise helps low achievers to greater extent.

(e) Present reinforcement immediately after the pupil's response.

ix) Promoting Pupil Participation

It involves using nonverbal cues and silence, calling upon student's physical participation, encouraging and responding to student's questions, using student's ideas, varying interaction and pausing. These components are used in such a way that student's participation is maximized. The student's ideas may be simply acknowledged, accepted with enthusiasm, restated, summarised at the end of discussion or compared.

x) Using Teaching Aids

These are materials used by the teacher in classroom to supplement his teaching. According to Verma (1978) teaching aid is any tool, device or machine which through the media of sight or sound extends the scope and effectiveness of the teacher's work. Aids help in making learning meaningful and interesting. They help in making learning comparatively easy, simple and understandable. Teaching aids motivate students, break monotony in instruction, stimulate critical thinking and increase power of retention.

The effectiveness of aids depends upon their intelligent selection and meaningful presentation. Aids should be relevant to objectives of lesson, subject-
matter to be taught, the situation in which they are presented and time in hand. They should be simple, big enough, inexpensive, realistic and appropriate to the age and mental level of the students. Aids related to immediate environment should be used. Teaching aids may be of three types - aural, visual and audiovisual. Aural teaching aids include radio and recordings. Visual aids include models, objects, specimens, maps, charts, posters, blackboard, magnet-board etc. Audiovisual aids involve sound motion pictures, television, sound film strips, flat pictures etc.

xi) Evaluation

Gronlund (1976) defines evaluation from an instructional standpoint as 'a systematic process of determining the extent to which instructional objectives are achieved by the pupils'. It refers to assessing student's performance during and at the end of lesson. This can be done in the form of oral questions, asking the students to respond in written form to a question or requiring them to perform some activity. There are three types of evaluation: Formative, summative and preparative (Mackay 1975). Gronlund (1976) has suggested four kinds of evaluation procedures namely placement, formative, diagnostic and summative. Placement evaluation determines the attributes possessed by the students before instruction starts. Formative evaluation refers to use of tests and other evaluative techniques while course is in progress. Diagnostic evaluation is concerned with the pupils persistent recurring learning difficulties that are left unresolved by the standard corrective prescription of formative evaluation. Summative evaluation is the process of assessing the degree to which
instructional objectives have been attained by the end of the instructional sequence. It helps in evaluating the effectiveness of instructional techniques employed, comparing the outcomes in different groups and providing feedback on deficiencies in attainment of objectives.

xii) Lesson Planning

Daily lesson planning revolves around the key question - what kind of things does teacher want the pupils to learn (skills, facts, concepts, attitudes, values), what are precise instructional objectives, what is the most important sequence of topics and tasks, what are the most appropriate methods and how should the teaching and learning be evaluated? Lesson planning be done well before actual encounter with the students in the classroom.

xiii) Pacing Lesson

The pacing of lesson means the variation in the speed of teaching. There are several reasons why a teacher should give due attention to budgeting of time and keep lesson moving at a good pace. Pacing of lesson should depend commonly upon the amount of difficulty experienced by the pupils in mastering the lesson. While pacing the lesson, the teacher should keep in mind the following guidelines - the time at hand, the syllabus to be covered, the level of mental ability of pupils, and the objective of the lesson to be taught. The teacher can know the pace of the lesson by recognising the attending and non-attending behaviours of the pupils. Accordingly the pacing can be increased or decreased.
xiv) Closure

Closure is attained when major purposes, principles and constructs of a lesson or a portion of the lesson are judged to have been learnt and the pupils are able to relate new knowledge with the past. It is more than a quick summary of the portions covered. In addition to bringing a cognitive link between past and new knowledge, pupils feel a sense of achievement. Closure need not to be at the end of the lesson always, it is also needed at specific points in the lesson, so that the pupils may know where they are and where they are going. If planned lesson is not completed, the teacher can use closure by drawing attention to the major points accomplished up to that point.

xv) Giving Assignment

An assignment is a task or piece of work given by the teacher to an individual or to a class. It is always a part of the daily lesson plan for the teacher. Assignments properly understood, skilfully planned, intelligently assigned and sympathetically checked, are indispensable and invaluable. The skill of giving assignment consists in motivating the pupils in order to awaken interest, defining the objectives in clear and simple terms, setting proper time limits and supervising the given assignment.

xvi) Using Black Board

This skill requires legibility, neatness, appropriateness, continuity and
simplicity of blackboard work. It is very important and essential skill for a successful teacher. It should also be adequate with reference to the content covered. The effectiveness of the presentation depends upon the proper use of blackboard.

xvii) Communication

It is a skill which is developed by sensitivity training for a clear communication of ideas and concepts in teaching. The teacher are more responsive to possible miscommunication. Communication strategy should be selected keeping in view the nature and structure of content to be transacted.

Expertise in the skill of teaching is an inseparable component of effective teaching. It is with the effective use of these skills that the teacher can not only transfer the knowledge to the students but can also inspire and motivate them. The teacher education programmes are also aimed at development of teaching skills. It was therefore considered worthwhile to assess the extent of effectiveness in the use of teaching skills of trained teachers as compared to those with no pre-service training.

1.4.3 Attitude Towards Profession and Education

Attitudes have their bases in inner urges, acquired habits and environmental influences by which one is surrounded (Crow and Crow, 1973). Attitudes result from personal desires and group stimulation. Individual attitudes are developing moment by moment. Some of them are formed without direction, other are result of careful
planning. Attitudes offer great possibilities for successful achievement as well as failure in profession. One's attitude towards work affects one's worthwhileness in the activity. A teacher who does not possess a positive attitude towards teaching profession will not be a successful teacher.

In the last quarter century, there has been a spiral expansion in the field of education. The number of teachers required to accomplish this herculean task of educating crores of children is a big challenge. Many new schools are being opened in tribal, rural and non-accessible areas. All incumbents who are opting for teaching as a profession might have not joined it as a choice rather they might have joined this profession as a last resort to make both ends meet. Such would be teachers might not wish to serve in hard, tribal and backward rural areas. As and when such would be teachers are employed in rather difficult situations they may not feel comfortable. This will definitely cause an adjustment problem. Maladjustment will degrade the capacity of teachers. Teacher education programmes need to take these important factors into consideration and there should be enough room for attitudinal modification of pupil teachers through the training.

1.5 Review of Literature

Many studies related to teachers education have been conducted both in India and abroad. Few related important studies are cited in the following paragraphs.

Thakur (1976) made a study to analyze the characteristics of a good teacher
as perceived by his pupils. **Major findings showed good teaching, kind and pleasant manners, good advice and guidance to pupils, regular and punctual attendance and equal treatment to all, strict discipline and administration, regular assignments and correction thereof were outstanding positive traits of an effective teacher.**

Das (1979) studied the impact of teacher training on educational wastage and stagnation in primary schools. **Major findings were: Training of teachers had no significant impact on system of education, reduction of wastage and stagnation in schools is very little related to training of teachers in multiple teacher schools.**

Singh (1978) conducted a study on, 'Interaction Analysis, Micro-teaching and modification of Teacher’s classroom behaviour'. On the basis of this study suggested that the training programme for pre-service teachers should include skills like providing reinforcement, stimulus variation for attending behaviour, illustrating with examples, questioning and skills of summarising.

Scott (1982) in his study, 'Teacher Education :Tomorrow’s impact' emphasised the need for a more disciplined based study and clinical internship, broader advisory council, increased college education faculty involvement with school class rooms and higher admission standards for entry into teacher education.

Tyler (1983) emphasised - Rather than approaching problem in teacher education programmes in terms of an "either - or" formulation an approach using
premises on education, meaning, persons and choice from educational and psychoanalytical theory can provide broadly conceived resolutions. This approach cuts across questions usually raised about teacher education curriculum, governance and goals and provides a more inclusive base on which to resolve them.

Cook (1983) suggested three types of staff development programmes: (i) Teacher centred programmes with freedom of choice and responsibility within given structure, (ii) Teacher directed programme which depends upon expertise of practising teachers and allow teachers to play a major role in staff development, and (iii) co-operative programmes which balance the immediate concern of teachers against broad vision of institutions.

Srivastva (1982) conducted a study to find the effectiveness of teacher education programme. The major findings were: Co-ordination between the department and secondary schools, other training schools and departments and the community was lacking. There was little uniformity in organising practice teaching and sessional work in various departments. As revealed by the examination results, teaching efficiency was found to be higher among trainees as compared to professional knowledge. There was no significant contribution of the programme in developing teaching aptitude among trainees as revealed by the comparative study of
means of pretest and protest scores. Immediately desired changes in the programme were in its curriculum, organisation of practice teaching, admission and evaluation procedures, establishment of independent colleges of education, teacher-educators orientation and research facilities.

Hemambujam (1983) conducted a survey on "Teacher Education at the Secondary level in Tamil Nadu and reported the findings of his survey as: the revised B.Ed. syllabus in force in Tamil Nadu was appropriate and fulfilled the requirements on the professional side but lacked in content knowledge of the academic subjects, to improve the quality of teacher education programme, the cooperating schools and colleges of education need to work in harmony. Work experience was provided through NSS programmes.

Kaur (1983) explored the dimensions of teacher effectiveness in the subject of Science, English, Hindi, Mathematics and Social Science, at three levels (school, college and University) of education separately. The study concluded that number of factors used for measuring perception of teacher effectiveness, varied between 14 and 20 for different subjects at different level. These factors pertained to different cognitive and affective characteristics of teachers, styles of teaching, designing of teaching materials, interaction with students etc.

Kakkad (1983) conducted a study to analyze existing B.Ed. curricula of some universities in order to develop a teacher education programme and reported the findings of his study as: the duration of the Secondary Teacher Education programme
should be two academic sessions. The aspects of STEP should be (a) educational theory, (b) practice theory, (c) community work, (d) Work experience, (e) sessional work, (f) co-curricular activities. There should be content courses along with the school subject methodology of teaching paper. There should be a provision for urban and rural teaching in the STEP. Provision for theory and practical action research or class room research in STEP be made. There should be occasional exchange of teachers between college of education and secondary schools.

Goyal et al. (1984) developed tools for admission to secondary teacher’s training institutions. In their study they made the following observations - intelligence, attitude and personality were the best predictors of student-teachers performance in the B.Ed. final examination.

Tardif (1985) in his study used a combination of data gathering techniques to follow few students throughout three semesters to highlight how they defined themselves in the process of becoming teachers. She found that there were similarities and commonalities in the ways the student teachers reacted to practicum. A set of prevailing perspectives towards teaching seemed to evolve in which the two major themes were related to feeling like a teacher and adopting classroom teaching behaviour.

Dogra (1986) conducted a study on “Effect of training in concept development strategies upon class room communication behaviour patterns” which revealed that student teachers trained in the use of content Analysis System showed a significant
increase in defining, concrete examples, negative examples and amplification. 
Simultaneously, they showed a significant decrease in the use of background, naming, 
general examples, digression and miscellaneous categories. Teacher trained in the 
analysis of content communication could better engage themselves in self evaluation.

Singh (1987) conducted a study on the ‘Teacher effectiveness and its correlates 
at Higher Secondary Stage in Eastern U.P.’ major findings of the study were -- no 
significant difference in the mean scores of male and female teachers in their 
effectiveness was observed. There was no significant difference in the mean scores 
of male and female teachers belonging to rural and urban areas in their attitude 
towards teaching. The scores of rural males and female teachers in teaching 
effectiveness appeared to be correlated significantly with only two variables - 
intelligence and attitude towards teaching profession. The teacher effectiveness scores 
of rural male and female teachers appeared to be significantly related with 
intelligence, socio-economic status and adjustment.

Ekbote (1987) conducted a study to develop a strategy for the integration of 
skills in Teacher Training. He found that integration strategy was effective in terms 
of the improvement it made in the student-teachers performance in the classroom 
teaching. Further, it was found that qualification, teaching experience, availability 
of study time, academic achievement, skill comprehension and attitude towards 
microteaching influenced the improvement in classroom teaching performance through 
the strategy.
Calderhead (1988) followed a group of student-teachers through their course in order to study their emerging understandings. Interviews transcripts revealed that the first two weeks of teaching practice was highly stressful period because of the feeling of being constantly watched and assessed. Much of their own teaching was deliberately modelled on that of their cooperating or supervisory teachers. They seemed to learn much in early part of course especially about classroom management and quickly reached a plateau. During second half of the course, most students reported feeling more relaxed with children. They remained unsure of the kinds of criteria they ought to use when evaluating their own teaching.

Hummel and Strom (1987) conducted a study to test the assumption that successful academic performance assures good teaching. Academic performance variables of graduates of teacher education programs at a large university were correlated with on-the-job performance assessments. Several trends in teacher education policies are not supported by this research. The first is the testing of basic skills prior to entry into teacher education. If this is required to screen out people who ultimately will be the less able teachers, that purpose may not be realized. Certainly, a mastery of basic skills is necessary to be a teacher, but more research needs to be done to determine the level and the skills. Equating knowledge in a content area with the ability to teach is the trend that this research fails to support. At the least, teacher quality implies a firm grounding in the content area and the pedagogical skills.
Chandler et al. (1990) conducted a study to ascertain whether the training nurtures proactive teachers and came out with the conclusion that attributes such as high level of commitment and motivation, innovation, willingness to try things out and reflection do not develop further in the student-teacher as a result of teacher education programmes. Only a small highly motivated group, judged by their tutor to be the best teachers appeared to make some improvement due to training.

Luxmi (1988) during her study on ‘Evaluation of Teacher Education Programme of Agra University’ concluded that teacher education programme did not contribute towards teacher attitude of the student teachers. Serious part of the conclusion was that tendency of growth of teacher attitude was negative and not significant. Teacher education programme had no impact upon adjustment of high unit group or low unit group.

Srivastva (1989) during her research study on ‘The impact of Teacher Education Programme of Lucknow University on Pupils Teacher Attitude and Teaching Efficiency’ concluded that most of the group of trainees changed their teaching attitude positively and significantly after training. All trainees showed significant and appreciable improvement in their classroom teaching performances after undergoing training programme.

Walia (1992) in his research study namely, ‘Secondary Teacher Education Programme in Northern India: An Evaluative Study’ concluded that the curricula of Secondary teacher education lack uniformity and clear-cut definition. B.Ed. syllabus
was found to be inadequate since it was more theoretical.

Moor (1984) undertook a study to evaluate Technician Education Council Programmes. The extent to which TECP was meeting the needs of students, employees as also the changing requirements of society was studied. Perception of students was that some aspects of the programme were directly relevant to the work assigned to them in their profession, giving them a broad background of knowledge which they would not otherwise obtain. Thus highlighting the practical relevance of course curriculum in their profession.

Jones et al. (1995) undertook a research study to examine the changes in middle school teacher's knowledge structures and beliefs related to classroom management during the final semester of their teacher education programme. Results of the study showed that initially student teachers are concerned with establishing and enforcing rules. They expressed discomfort with their authoritarian rules. During the middle of student teaching, pre-service teachers began to make among the variables that contribute to class management. By the end of student teaching, pre-service teachers experienced a conflict between their beliefs in rules, their desire to be fair and flexible and their desire to develop positive student relationships as a mechanism to promote student learning.
1.6 Significance of the Study

Review of the related literature reveals that very few studies of this nature have been conducted in India. Present study gives utmost importance to the product of teacher preparation programme i.e. teacher. The use of various teaching methods and teaching skills by the teacher is surely an indicator of how much emphasis was given on these aspects during his training course. Whether training is actually helpful in developing various teaching skills in student-teachers or these are learnt by emulating ideal teachers was assessed.

It has been specifically pointed out in the Fourth Survey of Research in Education (1983-88), published by NCERT, New Delhi, "Research work conducted in nearly last thirty five years reveals that more and more studies are being conducted in the area of teacher education. But this quantitative increase in research work does not help in bridging the gaps left in the area of teacher education. Researchers viewed teacher education in narrower aspect of total process, resulting policies and practices of teacher education are distantly related. It is important that blanks between functionality and set targets are pointed out to help plan teacher education programmes for desired role of teacher in present circumstances".

Research in the area of curriculum context has been most neglected area in teacher education. The work done is haphazard and unconnected with the real problem of teacher education. The major problem that is the cause of concern for educationists is the weightage to be fixed for different theory and practical aspects of
courses at B.Ed. level.

A close look at the studies done in the field of curriculum reveals that almost all of them have concluded that the present curricula of teacher education at different levels do not meet felt needs. However, these studies evaluated the curriculum from the point of view of different personnel attached to the teacher education system. Rarely have study gone in for evaluation of curriculum from the consumer point of view, i.e., teacher effectiveness, student teachers' interest, solving school problems, workability in existing school conditions, etc. Keeping in view these research needs the investigator studied the utility of course curriculum of pre-service teacher training in the above context.

Whether present day teacher training programmes are helpful in developing positive attitude towards education and teaching in student teachers was also studied. Only teachers with positive attitude towards profession can really teach effectively. The findings of the study can be helpful in pinpointing the deficiencies of the teacher preparation programmes and can be of help for modifying the existing programmes to achieve these objectives.

Purpose of the teacher preparation programmes is to equip the teachers with desired knowledge, skills, attitude and understanding required to be acquired by an effective teacher. Whether teacher training programmes are actually helping the student teachers in grasping the necessary skills and acquire related knowledge to become an effective teacher is the main concern of this study. If some loopholes can
be identified, some concrete suggestions can also be made which may help in modifying our present teacher preparation programmes.

1.7 Statement of the Problem

Present investigation was aimed at assessing the efficacy of secondary teacher's pre-service training programme in terms of certain teacher effectiveness components and also in terms of utility of the course curriculum for the teachers in their day-to-day class room teaching. The study is entitled as, "Efficacy of Secondary Teacher's Pre-service Training Programme in Relation to Certain Teacher Effectiveness Components: An Evaluative Study".

1.8 Objectives of the Study

Present study was conducted keeping in view the following objectives:

1. To study how far existing Secondary Teachers' Training Programme has been effective in producing quality teachers in terms of:
   i) Effectiveness of the teachers in the use of various teaching skills.
   ii) Development of positive attitude among teachers towards teaching profession and education.

2. To study the extent to which different components of course curriculum have been practically useful in day-to-day classroom teaching.
1.9 Delimitation

Present study was limited on the following aspects:

1. The study was limited to practising secondary teachers only.

2. The study was limited to Government Secondary Schools only.

3. Only three districts of Himachal Pradesh were included in the sample of the study.

4. The study was limited to teachers teaching humanities, sciences, language and commerce subjects.

5. Items for the questionnaire prepared for assessing the practical utility of the course curriculum being transacted at B.Ed. level were drawn only from Himachal Pradesh University, Punjab University, Panjabi University, GND University, Kurukshetra University and MD University.

6. Only those teachers who were willing to provide information readily were included in the sample.

1.10 Operational Definitions of the Terms Used

1. Pre-service Training Programme: This term here refers to the training imparted to the secondary teachers through formal mode before they join the profession.

2. Evaluation: In the present context evaluation means appraisal of secondary teachers pre-service training programme in terms of stated objectives.

3. Secondary Teacher: Any teacher teaching in high or senior secondary school is taken be a secondary teacher.

4. Senior Secondary School: A school imparting education upto +2 level is taken as senior secondary school.