STRATEGIES EVOLVED FOR PLANNING, DEVELOPMENT AND EVALUATION OF PRACTICAL PROGRAMMES

- WC & SUPW
- CHILD STUDY
- HEALTH EDUCATION
- PHYSICAL EDUCATION
CHAPTER V

FORMULATION OF STRATEGIES

INTRODUCTION

Based on the quantitative analysis and interpretation of the opinion of teacher trainees and teacher educators, strategies for planning, development and evaluation of the practical programmes, viz., WC & SUPW, Child study, Health and Physical Education are formulated.

Before finalising the strategies, it was submitted to ten experts in the field of education. In view of their suggestions, certain modifications were made and the final strategies are formulated and presented below.

5.1 FORMULATION OF STRATEGIES FOR WC & SUPW

INTRODUCTION

The basic idea of SUPW is to provide activity-based education, which may serve as an important social investment in the life of a student as well as the community. By learning to do several activities of day-to-day life with his own hands and to utilise the resources locally available, the student becomes self-sufficient, thrifty and economically productive. While doing various kinds of manual activities, the student may develop a fair amount of expertise in many such activities.

Based on the major findings, strategies are formulated for planning, development and evaluation of WC & SUPW.
5.1.1 Strategies for Planning

1. All activities in SUPW are not given equal importance. There is a general tendency to stick to certain ‘pet’ activities like craft, painting, book binding, chalk making and so on. Activities involving interaction with the community is seldom chosen. General tendency is to choose activities that have been taken in the previous years. No change is recorded in introducing new SUPW activity.

   So the teacher trainees must have the awareness about different types of activities in SUPW and they can have at least the minimum knowledge and skill about most of the product oriented and service oriented activities in SUPW.

2. Teacher trainees have a tendency to select a particular activity of SUPW, because of its easiness.

   The selection of various activities should foster in them emotional, social and mental development. It can also develop in them creativity, thinking skill and decision-making skill. The programmes have multifarious interest and activities so that the teacher trainees get a chance to take up something that is suitable to their tastes.

3. More than three fourth of teacher trainees from all types of Colleges of Teacher Education have the opinion that, if they are given more time, they will opt other activities in SUPW.

   There may not be any flexibility in the time schedule and less time may be allotted for the activities of SUPW. So if the teacher trainees are given
more time, they may take other activities in SUPW. So sufficient time should be allotted and flexibility in the time schedule should be given to the teacher trainees to complete most of the activities of SUPW.

Weekly schedule in the college has to be made flexible in the context of introducing practical programme for the B. Ed course. The rigidity of time schedule will jeopardise the student teachers’ efforts in learning their subjects by collecting data to solve the problems. The teaching, “within the four walls of the classroom” should give way to “learning outside of the classroom” for the teacher trainees in Colleges of Teacher Education.

4. Most of the teacher trainees opined that if they are given more time to take up another activity in WC & SUPW, they will definitely do items like craft, painting and the like. Least preferred activity is Survey of the status of women.

Most often, an important activity like survey of the status of women is neglected. This least preferred activity may be more time consuming. So, enough time should be given and teacher trainees should be motivated to give equal importance to all types of activities.

5. Most of the teacher trainees are of the opinion that selection of the activities of SUPW by themselves is the appropriate method of selection.

There exists a serious drawback in giving the choice of selection of the activities of SUPW to the teacher trainees. Usually teacher trainees may not select service-oriented activities. Product oriented activities may be selected by the majority of the teacher trainees because they are unaware of the utility
of other types of activities. They may select easy one, which may not be time consuming. Teacher educators are more experienced and there is authenticity if they can assign the activities. If there is random selection; the objectives of SUPW may not be attained in its fullness. If they are having systematic selection, there can be more coverage of the activities.

5.1.2 Strategies for Development

1. Regarding the achievement of objectives of WC&SUPW, teacher trainees gave lowest rank to the objective, “the development of a scientific attitude”.

   Work oriented education helps to raise the level of learning by giving fresh experiences to the new demands of life and work. It stimulates the inculcation of valuable experiences while teach the subjects, which may provide avenues for exercising the various intricate problems.

   Activities which help to inculcate a scientific attitude are not included in the syllabus of WC & SUPW. So such activities, which enhance a scientific attitude and socially useful are suggested to be included in the syllabus.

2. Most of the teacher trainees in teacher education centres and Government colleges of teacher education are not in favour of the present instructional strategies followed by the teacher educators in teaching WC & SUPW. Most of them want co-operative teaching to be followed by the teacher educators.
Innovative methods of teaching can be introduced by giving exposure to information technology. Unless Colleges of Teacher Education make an all-out effort to become IT oriented, making teachers computer literate and competent to teach with IT devices and resources, one may find that teachers coming out of teacher education institutions are incompatible for the teachers' job in schools. From the use of printed material through audio visual aids and satellite technology, we have reached the age of Internet, saving time, efforts and with increased efficiency. The advent of Internet has opened the facilities for web-based training, and hence, necessitates a fundamental change in the mode of education and training. The teacher educators may be brought live from different locations, through a network of computers, in order to arrange effective interactions, which would be similar to the ones occurring in the face-to-face mode. The interaction of the trainees with the best available faculty may be arranged by creating a virtual classroom at a minimum cost. Even if the content and the practical aspects of the programme are increased, extension of duration is not necessary in a technologically equipped course.

5.1.3. Strategies for Evaluation

The National policy on education emphasises evaluation as an integral part of teaching learning process. The objective is to make the examination system a powerful instrument for improving teaching and learning. It incorporates scholastic and co-scholastic aspects of education spread over the total span of instructional time.
1. Majority of teacher trainees are not satisfied with the present evaluation pattern. As regards the opinion of teacher trainees about how WC & SUPW should be evaluated, majority of them have proposed, both external and internal evaluation as the best mode of evaluation pattern.

There are no set norms for the evaluation of work being done by the trainees under SUPW, participation in community activities and involvement in other activities of the college.

Predominance of external examination is to be reduced. There can be continuous comprehensive evaluation. The word ‘continuous’ refers to regularity in assessment, frequency of unit testing, timings of evaluation, diagnosis of learning gaps, use of corrective measures, retesting and feedback of evidence to teachers and students for their self-evaluation. Evaluation, therefore, has to be completely integrated with the process of teaching and learning to make it continuous.

The word ‘comprehensive’ refers to areas of assessment covering both scholastic and co-scholastic aspects. It means coverage of a whole range of experiences in an institution.

The important requirement is a change from an examination conducted by an external agency to institution-based evaluation. There are many alternatives to the current practice of the once-for-all, all-in-one examination. Some of the alternatives are performance tasks, journals, projects, portfolios, interviews, oral presentations, self-evaluation and peer
evaluation. The alternative assessments share common characteristics with the learning process. Some of these are:-

- Asking students to create or produce something.
- Tapping higher-level thinking and problem-solving skills.
- Using tasks that represent meaningful instructional activities.
- Involving real-world application, giving real-world opportunities to apply new knowledge.
- Using human judgment
- Requiring teachers to assume new instructional and assessment role.
- Helping students self evaluate and think about how they learn.

2. In the Write-up of the activities of SUPW, self-work is given the first rank by the teacher trainees in all types of Colleges of Teacher Education. But a least number of teacher trainees (4.50 percent) are there who confers that they copy their Write-up from old works.

There are no set tools of evaluation or the necessary machinery to measure the performance of students objectively either in practice teaching or practical programmes in Teacher education. In the B. Ed curriculum, the number of records to be prepared by the trainees has enormously been increased with a view to bring about qualitative improvement in Teacher Education. However, it appears to be quantitative improvement only, as there are no systematic procedures being followed in the evaluation of these records.
So norms or guidelines should be developed to take up the evaluation of Teacher Education Programmes uniformly for all the universities in the state.

The performance of trainees be assessed in practical programmes like WC&SUPW, field experiences, involvement in community activities and other school programmes immediately after the completion of these activities by the trainees instead of taking up the assessment at the end of the year.

5.2 FORMULATION OF STRATEGIES FOR CHILD STUDY

INTRODUCTION

Each person attempts formal study of child development with a unique background and a unique set of expectations. Unlike the approach to many academic disciplines, opinions have already been formulated and points of view developed. For some, reading fiction has provided a number of insights into the world of the child. Others have been exposed to newspaper columns and popular magazine articles. Still others bring their experiences as members of large families, as parents, siblings, club leaders or teachers in a variety of settings. Everyone also brings the experiences of his own childhood, which obviously has an influence upon his understanding of the child.

5.2.1 Strategies for Planning

1. Awareness of some of the methods and techniques of child study is a basic requirement for teacher trainees. Among the major techniques and
methods of child study, majority of teacher trainees selected Observation as the best method. A very high percentage of teacher trainees are of the opinion that ‘Developmental History and Family Background’ should be used for child study. They have given only tenth rank to cumulative records as a technique of child study.

Through observations, trainees can understand more about the child, his ways, habits, likes and dislikes. Also they can become aware of the individual differences among students. They can, in effect, enter into pupil’s personal framework. Through observation over a period of time, one can determine pupil’s characteristic pattern of response, his feelings and convictions, and his perception of the world around him. Effective observation is basic to comprehensive Child Study.

Child study should not be focused on the child exclusively. The interaction between the child and the persons in his environment is of major importance. So Developmental history and family background should be used for Child Study.

Seminars and workshops could be organised for the parents and teachers, in schools on topics like student’s scholastic performance, adolescent problems, generation gap, study habits, learning environment in families, promotion of mental health, child rearing practices, drug dependence, positive reinforcements, self-esteem, and value education. Such programmes would enable the parents and teachers to understand the dynamics of human behaviour and intricacies of interpersonal relationships.
This will go a long way in strengthening parent contribution as well as intensifying teacher trainee’s commitment towards overall development of school children.

5.2.2. Strategies for Development

1. As regards the opinion of teacher trainees about the expected advantages in selecting a particular technique of Child Study, most of them are of the opinion that in selecting a particular technique, ‘easy to do’ was the expected advantage. Some others opined that they selected a particular technique because they have a model to follow. Very few teacher trainees have given the opinion that they are selecting a particular technique because it needs less money.

The above finding points to the fact that teacher trainees have not taken Child Study as an important part of the curriculum.

Student enrichment programme can be conducted in schools by the teacher trainees. This programme is to focus on promotion of mental health skills and development of learning potentials. After identifying the common needs in different classes, specific programmes could be designed to cater to the felt needs like personality development, self esteem, interpersonal competence, improvement of memory, socialisation, scholastic performance, sex education and family life education. The following ten areas may be useful and effective to the students.

- Effective study habits.
- Causes and remedies of failure in examinations.
• Characteristics of efficient students.
• Preparing for examinations.
• Prevention of health problems.
• Knowing about self and others.
• Root causes of interpersonal difficulties.
• Orientation to future.
• Pupil-teacher expectations.
• Principles of mental health.

Structured group interactions in the classroom around these areas provide opportunities for effective communication, which include sharing of problems as well as problem solving mechanisms. As a result of such efforts, the study habits improve and classroom behaviour and examination performance becomes better. Problem solving skills, especially related to school tasks and examinations are enriched in the students exposed to such programmes. These programmes would be classroom oriented and group centred. Involvement of teachers would be helpful to make the programmes effective in enriching the potential of the school children.

2. Majority of the teacher trainees are of the opinion that they want Co-operative study to be followed by the teacher educators in dealing with Child Study. Only a minority of teacher trainees have the opinion that they prefer team teaching to be followed by the teacher educators in dealing with Child Study.
Some strategies are more effective than others, but there is no single strategy most effective with all students and all subject matter. It is necessary to select the best strategy for the particular student population. Co-operative study is an instructional method in which the students work in small groups. The co-operative learning refers to four aspects.

They are:-

- Co-operative behaviour means working with or helping others for learning.
- Group members are rewarded based on their performance.
- Co-operative task structure is assigned to the learners.
- It allows the individual, a choice between co-operation and competition.

Teacher trainees could be given intensive training in counselling skills of interviewing, establishing rapport with children, and counselling techniques like clarification, environmental manipulation, listening, ventilation and guidance to parents. It requires a few sessions with adequate provision for practical work with 'problem children' and necessary demonstrations. At the end of the sessions, the teacher trainee would be equipped with necessary skills of counselling for the emotionally disturbed children and adolescents in schools. Through this method, the self-esteem of the teacher trainees would improve considerably and their approach to the children is likely to become more humanistic and scientific.
By adopting these strategies, it is possible to strengthen the children’s competence in problem solving skills, self-esteem, role-taking skills, moral development, empathy, assertive behaviour and other healthy traits. This approach will be helpful in making the children do their best in curricular and co-curricular activities and also equip them to face reality and to prevent many psychological and interpersonal problems.

5.2.3. Strategies for Evaluation

1. Majority of the teacher trainees made the Write-up of their activities by self-work. A few of them made the Write-up of the activities seeking help from others.

   There are a few teacher trainees who copied from old works. This practice must not be encouraged as it destroys the very purpose of the system of evaluation.

   Knowledge is only applicable through imaginative practice and well-considered transfer to the field of practice. Examples appropriate to particular contexts and a clear and lively manner of presentation require acquiring and cultivating understanding of children and a sense of responsibility for the school as an area of living and experience for children. The decisive factor is to connect educational theory to educational reality responsibly organised by a teacher with model behaviour, having basic human values of decency, openness, love of truth and fairness.

   To develop the teacher trainee’s thinking skill and achieve the aim of ‘creating’ knowledge themselves, teacher educators have to use methods of
instruction by adopting modern strategies that help students discover themselves old knowledge as ‘new’ knowledge. If this is continued throughout their education, they will in their later lives discover the real new knowledge or solve the problems that the society or the nation confronts.

Since there are no tools of evaluation or the necessary machinery to take up objective assessment of students’ performance in teacher education programmes, it is suggested to take the feedback from the students in order to know the deficiencies of teacher educators themselves in the process of teaching-learning and thereby improve their own classroom procedures in order to bring out qualitative improvement in practical programmes.

2. Most of the teacher educators from all types of colleges of teacher education except Aided Colleges and Self-financing colleges reported that case studies conducted by the teacher trainees are genuine. In self-financing colleges, 66.67 percent of teacher educators reported that the case studies conducted by the teacher trainees are not genuine.

Colin Yarham et al. (1999) in their book on School’s Total Health Programme highlight the role of the teacher in helping the students to help themselves. It has been observed that the student’s capacity to resist stress is dependent on the adequate provision of love and affection, support and dependence during growth, freedom for growing independence, opportunities to learn problem solving and coping with crises and opportunities to develop a feeling of trust in others as well as self-confidence. The teacher exerts a powerful influence on pupils.
The student may be assisted by the teacher trainees by:

a. Evoking a release of feelings by discussion or indirectly by introducing expressive media such as essays, drawing or acting out situations;
b. Clarifying and imparting information can reduce fear of events, anxieties and misconceptions;
c. Reassurance to build up the student’s confidence and self-esteem by realistic use of respect and praise.
d. Getting the student to think of each crisis as only a means of preparing for future problems—a kind of inoculation.
e. Putting the event into perspective—what will I feel about this event in a month’s time, in a year from now.
f. Anticipatory guidance.
g. Enlisting the support of peers may help and it may sensitise all students to other’s needs.

5.3 FORMULATION OF STRATEGIES FOR HEALTH EDUCATION

INTRODUCTION

A good health education programme helps the teacher trainee to develop a proper attitude towards it for which he is equipped and also provides him with all the information, technique and skills. Health education is primarily education and its purpose is to ensure desired health related behaviour. Therefore, before involving any individual, group or the community in health education with a particular purpose, the need should be
ascertained. The heath education process must result in a permanent change or sustained behaviour.

Based on the major findings, strategies are formulated for planning, development and evaluation of the Health Education.

**5.3.1 Strategies for Planning**

1. **Majority of teacher trainees from different types of Colleges of Teacher Education** are of the opinion that they got some practical knowledge to deal with health education in schools through practical work. Nearly 48 percent of teacher trainees opined that lack of time is a reason for not getting any practical knowledge to deal with Health Education in schools.

   A few teacher trainees are of the opinion that there is no practical work other than preparation of the record and this is the reason for not getting any practical knowledge to deal with Health Education in schools.

   ‘**Observation of Health Day in School**’ which is given in the syllabus is not conducted by the teacher trainees so that they are not getting any practical knowledge to deal with Health Education.

   “**When the uncapped potential of the student meets the liberating art of a teacher, a miracle unfolds**”, says Mary Hatwood Futrell, President, Education International. Every teacher in every classroom has to perform a miracle, which would help in shaping millions of learners become worthy citizens of the world.

   Unless the theoretical knowledge is well grounded in practical experience, effective teaching cannot be expected from teacher trainees, as
theory without practice is futile. Absence of harmony between theory and practice is evident in the practical programme itself; student teachers acting not as psychological observers, diagnosticians and tacticians capable of coping effectively with individual differences; not equipping to harmonise educational theory and practice; not adapting behaviour and techniques to the needs and capabilities of the pupils; considering Health Education as only an ordeal to be undergone and not a prerequisite for an efficient teacher. Thus, there is inadequate planning in Health Education.

For effective transformation of theory into practice an objective oriented curriculum for health education is necessary. Teaching requires not only subject matter knowledge, but also have competencies, without which the soul of curriculum cannot be attained. Teacher trainees should be encouraged to test theory against their classroom experience to accord their legitimate position in the programme. Fellow teachers, students, curriculum and time available for transacting the curriculum are four major factors that affect a teacher. The student teacher should be enabled not only to come to terms with the complexities of the classroom situation but also to develop knowledge of various approaches and techniques and different ways of presenting the subject matter. The teacher trainee should be enabled to explore various curricular alternatives available for effective instruction, organisational and management skills with the inputs and suggestions from their supervisors.
Universities often work within the framework set out by NCTE—the apex body—and endorse curriculum with marginal changes suited to local needs. It is observed that neither the curriculum development steps are practised nor the subject teachers actively take part in this crucial venture. Thus, when they have to face the students in actual classroom situations, they often fail to achieve the objectives of teaching.

A teacher educator should keep in mind various components such as problem identification, specifying goals and objectives of learning, selection of curriculum inputs, preparation and try out of the instructional material, selection of transaction modes, evaluation technique and also give due attention to various factors such as instructional goals, objectives, social relevance, subject matter suitability, reflection of students’ needs and interests and international standards and norms. A subject teacher is almost fully responsible for organising the day-to-day experiences in his subject and by his expertise develops the means for making a practical programme effective.

5.3.2 Strategies for Development

1. Majority of the teacher trainees are of the opinion that they are satisfied with the present syllabus of Health Education. A few teacher trainees (7.37 percent) are of the opinion that they are dissatisfied with the present syllabus pointing out that they are not getting practical classes for Health Education.

The document on ‘Life Skills Education’, made by W.H.O (1994), identified a set of ten skills that are at the heart of skill based initiatives for the
promotion of health and well-being of children and adolescents. These are: decision making; problem solving; creative thinking; critical thinking; effective communication; interpersonal relationship skills; self-awareness; empathy; coping with emotion and coping with stress.

Life skills for psychological competence needs to be distinguished from other important skills that young students will acquire as they grow up, such as reading, writing, arithmetic, technical and practical ‘livelihood’ skills.

These and other skills are usually recognised as abilities that young students should learn, either in schools, at home or in their communities. Life skills are being promoted so that they can gain recognition as essential skills that should be included in the education of young students.

The methods used in the teaching of life skills build upon what we know of how students learn from those around them, from observing how others behave and what consequences arise from their behaviour.

In life skills education, students are actively involved in a dynamic, teaching-learning process. The methods used to facilitate this active involvement into working in small groups and pairs involve, brainstorming, role-play, games and debates. A life skills lesson may start with a teacher exploring with the students what are their ideas or knowledge about a particular life situation in which a life skill can be used. Depending on the age, the children and the adolescents may be asked to discuss the issues raised in more detail, in small groups or pairs. They may then engage in short role play scenarios or take part in activities that allow them to practise
the skills in different situations-actual practice of skills is a vital component of life skills education. Finally, the teacher will assign homework to encourage the students for further discussion and practice of the skills.

Each skill could be reviewed and presented in the weekly or monthly seminar or in group discussion specially focusing on appropriate methodologies for different age groups. Only by such efforts teacher trainees could be adequately prepared for the future task of integrating life skills education for children and adolescents in the schools and colleges.

2. Most of the teacher trainees in different types of Colleges of Teacher Education are satisfied with the present instructional strategies followed by the teacher educators in teaching Health Education. A few of them (22.63 percent) are dissatisfied with the present instructional strategies. If there is to be a change in the instructional strategies, teacher trainees are in favour of both Team-teaching and Co-operative study.

In dealing with the practical programme, a shift in the instructional processes from direct teaching to problem solving and constructivist model has become inevitable. The past experience is a clear supporter of this shift. Teacher trainees should be acquainted with the modern instructional strategies to be applied in school teaching. They should be continuously moved to reshape their attitude.

The teacher educators in Colleges of Teacher Education have a major role to play in bringing out a change in their methods of teaching. If the student teacher’s ways of learning are changed, they will feel free to apply
them in their work place. The teachers have to redesign their teaching with modern approaches to make student teachers collect information from different sources for learning their practical programmes in teacher education. These sources have to be predetermined for each topic by the teacher trainees. Thus they can change from Reception Learning and practice the process of ‘creating’ the new knowledge.

5.3.3 Strategies for Evaluation

1. Majority of teacher trainees are satisfied with present trend of evaluation pattern for Health Education. But when they are asked about their favour of external or internal evaluation, majority of the teacher trainees opined that both external and internal evaluation should be conducted for Health Education.

Total impression about the teacher trainee’s ability arrived at by snap attendance at his lesson is likely to be very misleading. A trainee should be assessed in detail, on a number of occasions on the basis of detailed evaluation tools. This will help to establish points or aspects for assessment, their relative weightage, and ways of judging them which will have to be agreed upon by all supervisors and evaluators.

Use of a profile would be helpful in informing the trainees about the leeway to make up as also in quantifying their competence or ability in different aspects.
Internal assessment to be more valid and reliable should be a pooled judgment of as many people as possible – subject supervisor, class teacher, school and college principals, etc.

The criterion and proforma for assessment should be known to the trainee in the beginning of the year so that he can work in the desirable directions. Even for final grading, the same must be used. In grading the teacher trainee, sufficient credit should be given for trying a variety of approaches, proneness to experiment with methods and applying the more arduous and useful techniques.

Final grading should be according to the level reached and around which he has generally stabilised towards the end. When teacher educators and school and college principals have assessed a trainee and seen the level he is stabilising at, just averaging their assessment should not arrive at the final grade. It should be done, on the other hand, by consensus through a staff meeting and discussion. This will make it possible to arrive at inter-candidate comparisons and thus the rating will be more objective.

5.4 FORMULATION OF STRATEGIES FOR PHYSICAL EDUCATION

INTRODUCTION

The aim of Physical Education is effective citizenship and social efficiency. The objective of Physical Education is to help in the production and maintenance of a healthy body and mind. Physical education does not mean merely muscular activities or exercises but it actually means the
training and education to become a ‘whole’ person. Through a well-directed Physical Education Programme, students develop skills for the correct use of leisure time by undertaking activities, which are conducive to healthy living, social development and a sense of civic responsibility.

Based on the major findings, strategies are formulated for planning, development and evaluation of the Physical Education.

5.4.1 Strategies for planning

1. Majority of the teacher trainees from all types of Colleges of Teacher Education have the awareness that Physical Education helps them to get the good sportsmanship like winning and losing gracefully. Also they have the awareness that Physical Education provides them leadership training and it is necessary for their role as a teacher. But there are a few teacher trainees (7.27 percent) who do not have the above awareness.

The classroom teacher is required to teach theory subjects in the classroom in a controlled condition. The science teacher will require laboratory in addition to classroom; but the physical education teacher has to bring the students to the play fields and teach them practical skills, which are of varied nature related to different group games and individual events. The teacher has to have knowledge and skill of various games, so that while teaching he has to demonstrate the skill in an appropriate manner. He is also supposed to make classroom teaching in explaining rules of games, health
habits, safety precautions, Olympic history and many other topics related to sports.

Skills like running, throwing, jumping, catching, ball handling, etc. require neuro-muscular co-ordination and high level of physical fitness. Apart from learning of theory of various games in the form of rules and regulations, techniques of ground preparation, officiating of games, organisation of sport tournaments, biomechanics of sports skills, and training methods sports injuries and their first aid, etc. the teacher has to learn methods of teaching and lesson planning too. For developing confidence in class control and implementing principles and techniques of class teaching into practice, the teacher trainee has to conduct actual lessons in sports and physical activities in school situations.

3. Most of the teacher trainees from different types of Colleges of Teacher Education are of the opinion that the syllabus of Physical Education is inadequate.

A large spectrum of activities and variety of sports skills in the syllabus of teacher preparation need longer period of training to learn and acquire the skills.

Students, especially women for the programme of Physical Education after graduation or postgraduation puts lot of reservations and restrictions, on their free participation in sports.

Education is passing through a period of change and transformation from traditional roles to modern, purposive roles in accordance with the
increased productivity of today’s world through competition and production. There is a need for recasting the existing practical programmes, keeping in mind the totality and holistic nature of knowledge. More thought and planning has to be devoted to the area of Physical Education to make it more acceptable and meaningful.

5.4.2 Strategies for Development

1. Most of the teacher trainees from all types of Colleges of Teacher Education expressed their opinion that Demonstration was the strategy followed by the teacher educators in dealing with Physical Education.

   Students have gains in examinations, but only fewer students demonstrate a grasp of higher level thinking skills. Even though the research studies suggest better alternatives, the teaching strategies have not changed. Classrooms are still textbook oriented and students spend a little time for reading, writing about and discussing what they read, thinking about issues or working in independent activities or group projects. (Cuban, 1984).

2. Majority of the teacher trainees from all types of Colleges of Teacher Education are of the opinion that Physical Education must be a necessary component in the B.Ed Curriculum.

   The distinction between curricular and co-curricular activities disappears, once Physical Education is accepted as a full-fledged academic discipline and a part and parcel of general education. Perhaps physical education as a special area of general education may retain its identity but it cannot afford to remain in isolation.
Both yoga and meditation help in training mind and that will help the teacher trainees to practise self-discipline that creates a big change in classroom environment. Yoga is for physical and mental development. Only a trained yoga teacher should train the students.

5. 4.3 Strategies for Evaluation.

1. Majority of teacher trainees from different types of Colleges of Teacher Education are satisfied with the present trend of evaluation pattern for Physical Education. But a few of them (25.51 percent) are not satisfied with the present trend of evaluation pattern for Physical Education. In teacher education centres, 35.99 percent of teacher trainees are not satisfied with the present trend of evaluation pattern.

Social adjustment is the most important outcome of Physical Education and is made up of factors like participation, skill and physical ability, which Physical Education offers, thus making a significant contribution to the process of ‘total education’ in the broadest sense of the term. Social adjustment has many aspects including participation, skill and physical ability but the extent to which it includes sportsmanship in the student is the criterion for evaluating the success of the Physical Education Programme.

2. Majority of teacher trainees are of the opinion that the present pattern of recording for Physical Education is adequate. But a few of them (8.16 percent) are of the opinion that the present pattern of recording is inadequate.
Regarding the preparation of the Write up on Physical Education, some teacher trainees made it by themselves and some of them took help from others and a few of the teacher trainees copied the old work.

A systematically conceived evaluation system provides insights for optimising learning outcomes and impact by providing evidence to the decision makers and others involved at the grassroots level to assess learning outcomes.

One of the goals of teacher education is to inculcate a sense of evaluation in teacher trainees. Individuals who are capable of making proper decisions and carrying out effective activities are properly be moulded during their training. Evaluation nurtures flexibility and adaptability and it demands imaginative and creative thinking.

Teaching learning process and evaluation go hand in hand. There is a need for continuous evaluation of student performance, which would serve as feedback for both teacher educators and teacher trainees. Evaluation of teacher trainees makes both trainees and teacher educators improve their respective activities.

3. In Aided and Self-financing Colleges of Teacher Education, most of the teacher educators are not satisfied with the norms of evaluation, which are practised at present in Physical Education.

The perennial failure of teacher educators to make a searching and realistic analysis of the nature of the psychosocial inputs required to prepare a novice for teaching is being noted. Along with a knowledge base for
teaching, they should help the novice teachers to develop both deliberative wisdom and wisdom- in-practice to recast the expertise from the accumulation of knowledge, reasoning and reflection upon action, to a complex set of ways of thinking about what it means to a wise teacher.

Strategies for the education of teachers must take into account the psychological problems of providing continuing support to tolerate some failure. The prompt technical aid would help in analysing the failure of new teaching behaviours and in its place more successful ones need to be developed.

Quality output norms can be created by increasing the level of the minimum passing marks/grades for individual subjects as well as for aggregate. Like other professional courses, options in the question papers can be reduced or make all the questions compulsory. Make tests and examinations stricter so as to provide quality teachers to the schools who could be able to face challenges in the teaching process.

Teacher evaluation by trainees would result in creating self-awareness in teacher educators that they are accountable to the students, who in turn to the institution and the institution to the society. It would make the teacher educators aware of the necessity of improving themselves. The implementation of this system should start from the teacher preparation stage itself; then only the student teachers could imbibe the system by the time they themselves become teachers.