Sub Sector Study on Education

(In Karnataka State)

Teacher Education

2000-2001

Final Report

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Acknowledgement

It is a happy augury that Teacher Education has been given due considerations in perspective planning by the Government of Karnataka. Teacher Education has to shoulder a giant responsibility to cope with the rapid changes taking place in the system of education especially Primary Education. The Teacher's role is crucial in the knowing - learning - teaching process and specially in reorienting education. "Time and again it is found that success of any educational reform is decisively dependent on the "the will to change" as much as the quality of teachers in it" There are several experiments that have gone on in the state of Karnataka in recent years especially after the DPEP intervention at Primary Education level

This study has attempted to analyse the existing pattern of teacher education at different levels, their curriculum, transacting modes, evaluation at pre-service centers. The in-service programmes at different levels, their nature, kind of follow up is also studied Study groups helped in identifying the gaps in Teacher Education programme.

Several officials, professors and faculty were involved in discussion. R V. Educational Consortium members are highly indebted to all these academicians and administrators We place on record specially the friendly gesture, guidance and direction given by Sri. Vijay Bhaskar, CPI, Karnataka, Sri. Lukose Vallatharai, SPD, DPEP, Karnataka, Smt. Jalaja Bai, Director, DSERT, Sri. K. Vasudev, Director, SRC, NCTE, Sri. K.P. Surendranath and host of other officials of the following departments: **DSERT, DPEP, CPI, NCTE, YMCA, CAC, ISEC, RIESI, RIMSE and RIE, Mysore** .

Due to paucity of time the draft report has been synoptic and after taking the studied comments of reviewers it will be recast.

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INTRODUCTION

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Overview of the study:

Karnataka has made considerable progress in access, enrolment and equity dimensions in education in the last decade, yet there are certain issues like not completely attaining the Universalisation of elementary education, inadequate measures taken for pre-school education, out of school children nearing a million in the age group of 6-11 years, poor quality of teaching and others. These burning issues necessitate the need for expansion, restructuring and raising the quality of education system both to support and to shape the future economic and social development of the state. It is a matter of great satisfaction that since 1995 the Government of Karnataka has taken detailed review of several aspects of education sector especially from the point of view of achieving Universalisation of elementary education, (UEE) and augmenting the District Primary Education Programme (DPEP) project as well to improve Primary Education in general. It is again a very happy turn of events that Government of Karnataka has taken up seriously the study of Education Sector especially apportioning **Teacher-Education as an independent sub-sector** alongwith the other subsectors of primary, secondary, tertiary, technical and management education.

There is a consensus among policy makers and educators that one of the biggest challenges of the 21st century is to confront the (trade-off) (negotiations) between teacher quantity and teacher quality. The best of plans and programmes in the education system would remain a conceptual framework **unless** "teacher" takes heart and transact curriculum in the right way. The challenge for educators and policy makers is that the twin pressures of **quantity** and **quality** if left to their own devices, are at odds with one another.

Both the number and quality can be enhanced by improving teacher preparation for teaching as well as continue Teacher Education as an in-service programme. This study on Teacher Education takes cognisance of Teacher Education in Karnataka that exists, at Pre-primary, Primary and Secondary levels and analyse the pattern of development of teacher Education and governance by Government of Karnataka. Teacher education includes both pre-service teacher training and in-service teacher training. This would cover the aided and unaided teacher-training institutions also in Karnataka. The emphasis of the study has been on the infrastructure aspects, process of teacher education, eligibility requirements, the need and demand for trained teachers, and outcome of such teacher education programs. The study would lead on to identify the gaps in the teacher education sector and hence evolve indicators for improvement of quality. The relevance of Teacher Education at different levels, the professionalism developed in and through Teacher Education and financial implications, therefore, forms the focus of this study.

Broadly the sub-sector study should seek to answer the following questions:

1. What goals (vision) were in view for teacher education in the past and present.
2. Does the supply of teachers for different levels match with current and projected requirements (including increases in enrolment.)
3. What measures need to be taken up in order to improve teacher preparation and In-service teacher education.
4. How can the institutional capacity of teacher training institutions be strengthened in order to improve teacher expertise?

These broad questions were later formulated into specific tasks for the study team.

The specific task of the study was procuring the data available from different Government bodies like DSERT, NCTE, and CPI's offices and all documented source data, research studies that have been made.

In addition to this, a questionnaire was floated to gather the current (2001) opinion of Teacher Educators, Teachers and Head masters at different stages of education. All these data were analysed and used to realise the specific objectives noted below:

Specific Objectives of the study

1. To identify the gaps in Teacher Education at all levels in terms of a) job requirement b) curricular and training input c) modes of assessment.
2. To critically examine the current practices in eligibility to become teacher educator, curriculum at different levels, duration of the course, nexus between teacher education programme and the schools, man power adequacy and Schemes of Evaluation.
3. To draw implications from previous researches and certain centrally sponsored schemes for Teacher Education in Karnataka.
4. To study the linkages among the teacher training institutions and supportive organisations in terms of mechanism and effectiveness.
5. To study the in-service programs for professional development in terms of a) nature of the programme b) nature of follow up c) coverage of teachers and d) role of teacher training institutions and Govt.
6. To review the role and potential of private sector in teacher education.
7. To evolve the consensus of teacher educators for their professional growth.
8. To suggest ways of integrating state and central policies,goals and measures.
9. To reformulate Goals, and vision statements for Teacher Education at four levels viz. Nursery, primary, secondary and university in the light of current focus on universalisation of elementary education and potentials of New Technology.

Methodology:

Data collected from the **sources authentic** like (i)DSERT, NCTE, Colleges of Education, Teacher Training Institutes and DIET's in the form of **Documented Reports** and **Research studies.** (ii) The high lights of National and **State Commission and Policy** reports from MHRD, NIEPA/ INTERNET.

(iii) Extensive face to face interaction with the four levels of teacher educators, principals/superintendents. (iv) **Questionnaires** to tap opinion of experts, principals, trainers, newly recruited teachers (elementary and Secondary). (v) **Discussion groups were** set up and interaction through **'chat' on 'Internet'** with several eminent professors of education in Karnataka. So methodology is documentational analysis, combined with (phenomenological approach) field study resulting in formulating indicators for improvement of teacher education.

The data so obtained was analysed and discussed with team members. Results of analysis and study is reported under the following sections:

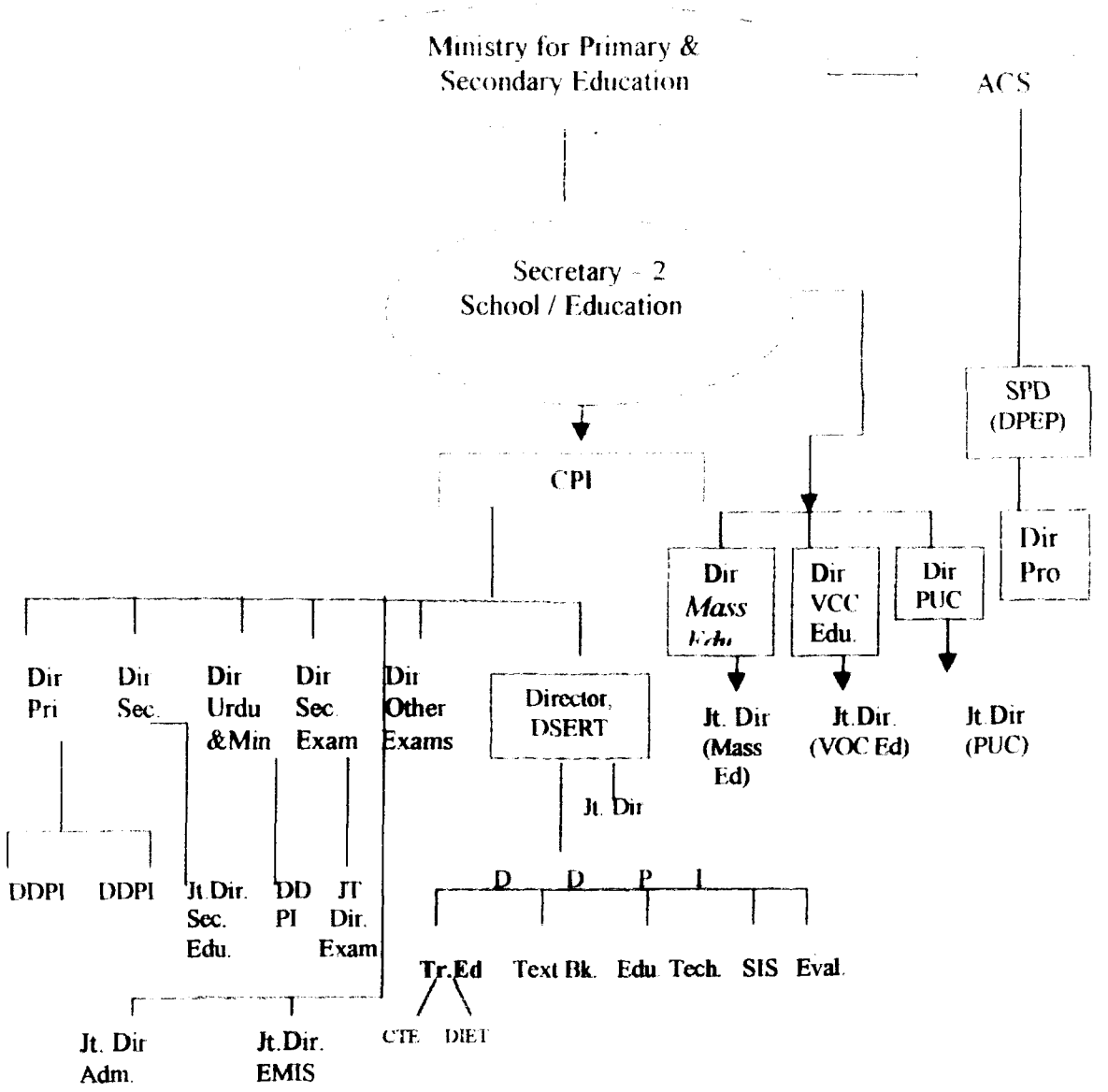
Section 1: Teacher Education in Karnataka: Growth of Institutions
Section 2: Demand - supply of Teachers in Karnataka
Section 3: In-service teacher training at different levels of Teacher Education
Section 4: Teacher Education Curriculum; Quality and concerns
Section 5: Cost of Teacher Education
Section 6: Summary of findings and critical analysis of the study
Section 7: Future possibilities - suggestions

Since the study has quantitative and qualitative data analysed, indicators/outcomes of the study are ideational, possibilities and has the scope to be suggestive and not prescriptive.

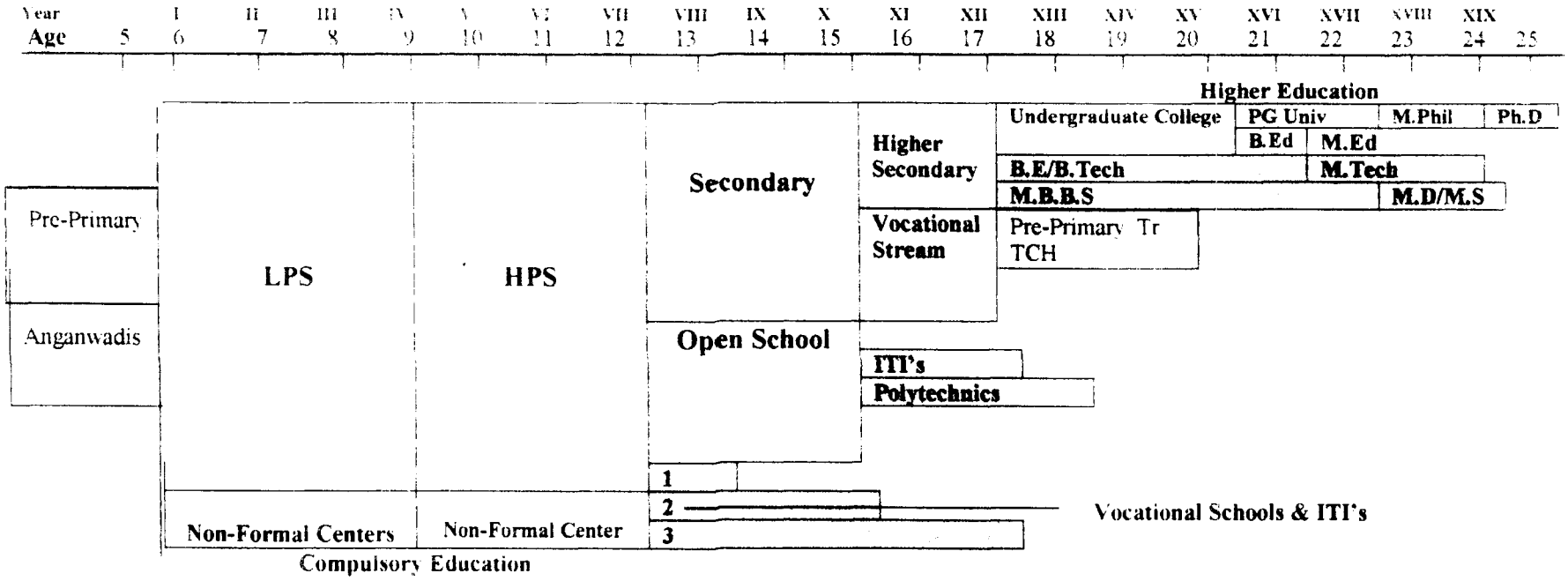
Structure of Education System in Karnataka

Organisational Chart

Department of Primary and Secondary Education



Educational Structure in Karnataka



There is a move to slide over to National Structure.

Section 1

Teacher Education in Karnataka
Structure, growth, concerns, achievements and gaps

Section 1:

Teacher Education in Karnataka – structure, growth, concerns, achievements and gaps

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

Growth chart of significant events in the Teacher Education in India (1880-2001)

Concepts / Themes		Events
Teacher Education with vision	**2001**	
Empowerment of teachers	**2000**	NCTE priorities, UGC governance
Teacher care and DPEP	**1998**	UGC scale
UEE-DPEP Intervention	**1995**	ESTD NCTE (Regulatory)
Learning without tears- UEE	**1993**	Yashpal Committee, Education act, NCTE
Preservice-In-service go hand in hand	**1992**	Revision of NPE
Massive Teacher training	**1991**	POA and PMOST
Teacher Education is a continuous process	**1986**	NPE POA (draft)
Teacher education programme priority	**1980** →	Satellite instructional television education
Teacher education focussed-values	← **1977**	Ishwar Bhai Patel commission
Identification of Teacher deficiencies	← **1964-66**	Kothari Commission report
National system of Education	**1947-59** →	Basic Education of Mahatma Gandhi Nai taleem prashikshah
B.T/B.Ed colleges	**1939** →	Formal pedagogical training
Anglo Indian influence	**1861** **1860**	East India Complany (normal schools)

One can clearly see the complex situations and political interventions (implied by dates) has clashed education. Consequent to these mixing up of values of education more so teacher education, has remained from a long time only at information level and as a license/certification level rather than soaring to capacity building or human resource development levels. But the nation has put forth continuous efforts in the sector of teacher education

The consolidated table of highlights of the ***five year plans*** throw light on the trends that strengthened perspective of teacher education and periods of no substantial growth and growth.

Table 1.1 showing Emphasis on Teacher Education in Five Year plans

Plan	Major Recommendations
First Five Year Plan (1951-1956)	1. Training of teachers especially women teachers for basic schools required. 2. Improvement in pay scales of teachers recommended 3. Teachers to handle more than one class 4. Selection of teachers will give due weightage to the profession in the teacher 5. Massive in-service training.
Second Five Year Plan (1956-61)	1. Training for basic teachers through semmars, refresher courses and in-service training to be organised. Extension services began. 2. Training of secondary teachers for vocational courses 3. Number of teachers has risen from 7.3 lakhs at 1 five year plan to 10.24 lakhs in 1955-56.
Third Five Year Plan (1961-1966)	1. Trained teachers for basic and other schools to be given orientation courses 2. Training for elementary school teachers is proposed to be extended by 2 years with a view to improve teaching skills 3. Pre-service teacher education to be re-organised at the secondary level. 4. Number of training colleges increased. 5. Extension centers were provided for in-service training in 54 selected colleges.
Fourth Five Year Plan (1969-1974)	1. Considerable expansion of teacher training facilities but yet massive lot of untrained teachers were found. 2. Facilities for additional requirements, expansion of training colleges was given. 3. To reduce backlog correspondence courses were provided. 4. In-service training in mathematics and science emphasis 5. Funds placed at UGC and focus on improving secondary teacher training with

	Coordinating efforts of NCERT and State Institutes of Education
Fifth Five Year Plan (1974-79)	1. Expansion of educational facilities for teachers - provision for co-curricular, work experience and strengthening of educational institutions.
Sixth Five Year Plan (1980-1985)	1. The concept of learning and development through joyful activities across age groups suggested. 2. Pre-service and in-service training of teachers in all subjects promoted.
Seventh Five Year Plan (1985-1990)	1. Training of teachers will include apart from pedagogy the use of mass media, science and technology 2. Mobilisation of community resources. 3. Special emphasis on teaching methods, non-formal approaches focus on training first generation learners. 4. National Policy of Education (1986) and orientation.
Eighth Five Year Plan (1992-1997)	1. Teacher education - standards by NCTE regulations, statutory powers accorded. 2. Schemes of DIET's, CTE's, IASE's -beginning to establish 3. Open universities OBB launched.
Ninth Five Year Plan (1998-2003)	1. NCTE to regulate and give academic strength to teacher education 2. UEE to be achieved and given top priority 3. In-service teacher education for primary school teachers. 4. Technology based curriculum, materials 5. Value orientation at all levels.

Source: Policy perspective in Teacher Education NCTE (1999)

A study of the Five year plan periods, recommendations, clearly reveal that, the monitoring system has shown its inability to push the programmes as per the time plan. In every five year plan, we find enormous delay in reaching targets, new problem creep in and progress is not explicit. How to make things work with teacher education has been the concern. Obviously the state and center being non concurrent, political changes and the dependence on

governments word order are the probable field forces that has caused slow progress. A fresh force (wave) is induced at seventh plan period especially with NPE (1986) and with a systemic approach and competitive zeal which has started functioning during eighth plan period is still current in the IX plan period too. Time and Tide waits for no man. Concepts, understandings and happenings have changed so fast with technological base. Teacher education obviously has stayed back **at certification level** and is yet to keep pace with the **pedagogical new dimensions,** more so with the **professional developments**. The plane of thinking in this fast world of cyber space should be different and teacher education should grow in a broader more comprehensive horizon.

Growth of Teacher Training Institutions in Karnataka

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

The types of teacher training institutions are at varied levels. Table below indicates nature of teacher training programmes prevailing, the nature of certificates they give and duration.

Table 1.2 showing Types of Teacher Education courses* prevalent in Karnataka

No.	Name	Eligibility	Degree/ Certificate	Duration
1.	M.Ed (Secondary.Tr.Education)	Pre-service after B.Ed	M.Ed deg.	1/2yrs
2	M.PEd	Pre-service after BP.Ed	M.PEd	1 yr
3	TCH (Elementary Tr.Trg)	Preservice after PU	TCH-UG Certificate	2 yrs
4	NTTI (PPTI)	Preservice after SSLC	Certificate NTTI	1/2 yrs
5	C.P.Ed	Preservice after SSLC	Certificate	1 yr
6	B.P Ed	Preservice after BA/B.Sc	Degree BP Ed	1 yr
7	B.Ed	Preservice after graduation	Degree B.Ed	1 yr
8	B.Ed (In-service)	In-service teachers thro' correspondance	Degree B.Ed	2 yrs
9	B.Sc. Ed/ M.Sc. Ed	Preservice after graduation (Residential at RIE Mysore)	Degree B.SC Ed/ M.Sc Ed	4 yrs
10	B.Ed (Hindi) Shikshak Snatak	Preservice after graduation Preservice after PU	B Ed Degree Snathak certificate	1 yr 2 yrs
11	KSOU, IGNOU Mysore/Bangalore University	Preservice after graduation Continuing tr. Edn.,(open University)-Distance mode	Degree	2 yrs
12	Typing, shorthand, commerce training	After SSLC	Certificates course	
13	Music	After SSLC		1 yr
14	Drawing teacher training	After SSLC		1 yr
15	I.Ed for disabled	Preservice / Inservice	I.Ed certificate	1 yr

- ***Courses that act as license to enter teaching fraternity***

A glance at the table 1.2 reveals that the government of Karnataka is conducting degree courses, certificate courses, diploma for teachers of Pre-primary, Primary, Secondary, Physical education, Dance, Drawing, Commercial skills especially Typing and Hindi medium teachers at both Elementary and Secondary levels. Among these courses the certificate courses in dance, music, art, drawing, typing and pre-school training and integrated education for disabled are recognised by Government and certificates are issued by Department of Education but only private organisations run the course. Course content is prescribed by Department of Education.

Table 1.3 :Distribution of Training Institutions in Districtwise and Managementwise in Karnataka (NCTE (recognised)

Code	Districts	B.Ed				B.Ed-Hindi Shik				TTI				BP.Ed				CP.Ed				Hindi Shikshak				NTTI				IED*				Gr Tot
		G	A	U	T	G	A	U	T	G	A	U	T	G	A	U	T	G	A	U	T	G	A	U	T	G	A	U	T	G	A	U	T	
1	Bagalkot	1	0	1	2	0	0	0	0	1	1	0	2	0	0	1	1	0	0	2	2	0	0	0	0	0	0	0	0	0	0	0	0	7
2	Bangalore	0	6	6	12	0	0	1	1	1	7	12	20	1	0	0	1	0	1	0	1	0	0	4	4	0	0	4	4	0	0	3	3	46
3	Bangalore Rural	0	0	0	0	0	0	0	0	1	0	4	5	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	6
4	Belgaum	1	0	4	5	0	0	1	1	1	5	5	11	0	0	1	1	0	1	1	2	0	0	1	1	0	0	0	0	0	0	0	0	21
5	Bellary	0	2	0	2	0	0	0	0	1	2	0	3	0	0	1	1	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	8
6	Bidar	0	0	2	2	0	0	0	0	1	0	1	2	0	0	0	0	0	0	3	3	0	0	1	1	0	0	0	0	0	0	0	0	8
7	Bijapur	0	0	1	1	0	0	1	1	2	2	0	4	0	0	0	0	0	0	2	2	0	0	0	0	0	0	0	0	0	0	1	1	9
8	Chamarajnagar	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	2
9	Chikkamangalur	0	1	0	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2
10	Chitradurga	1	0	1	2	0	0	0	0	2	2	0	4	0	0	1	1	0	0	4	4	0	0	1	1	0	0	0	0	0	0	0	0	12
11	Coorg	0	0	1	1	0	0	0	0	1	0	2	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4
12	Dakshina Kannada	1	1	0	2	0	0	0	0	2	3	0	5	0	0	0	0	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	9
13	Davanagere	0	2	1	3	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	6
14	Dharwad*	1	0	2	3	0	0	1	1	2	4	2	8	0	0	1	1	0	1	3	4	0	0	3	3	0	0	1	1	0	0	0	0	21
15	Gadag	0	0	1	1	0	0	0	0	0	1	0	1	0	0	1	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	4
16	Gulbarga	1	0	3	4	0	0	0	0	4	0	3	7	0	0	1	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	13
17	Hassan	0	2	2	4	0	0	0	0	1	0	3	4	0	0	1	1	0	0	1	1	0	0	3	3	0	0	0	0	0	0	0	0	13
18	Haveri	0	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	3
19	Kolar	0	0	2	2	0	0	0	0	1	1	14	16	0	0	1	1	1	0	2	3	0	0	1	1	0	0	0	0	0	0	0	0	23
20	Koppal	0	0	0	0	0	0	0	0	1	0	1	2	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	3
21	Mandya	0	1	0	1	0	0	0	0	3	1	1	5	0	0	0	0	0	0	3	3	0	0	0	0	0	0	0	0	0	0	0	0	9
22	Mysore*	2	3	2	7	0	0	1	1	2	4	1	7	0	0	1	1	0	0	1	1	1	0	0	1	0	0	3	3	0	0	0	0	21
23	Raichur	0	0	1	1	0	0	0	0	2	0	0	2	0	0	0	0	0	0	3	3	0	0	1	1	0	0	0	0	0	0	1	1	8
24	Shimoga	0	1	1	2	0	0	0	0	2	1	0	3	0	0	0	0	0	0	1	1	0	0	4	4	0	0	1	1	0	0	0	0	11
25	Tumkur	0	1	4	5	0	0	0	0	2	4	1	7	0	0	0	0	0	0	1	1	0	0	4	4	0	0	1	1	0	0	0	0	18
26	Udupi	0	1	0	1	0	0	0	0	1	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	4
27	Uttara Kannada	0	1	1	2	0	0	0	0	1	1	0	2	0	0	0	0	0	0	3	3	0	0	0	0	0	0	0	0	0	0	0	0	7
	Total	**8**	**22**	**37**	**67**	**0**	**0**	**5**	**5**	**37**	**40**	**52**	**129**	**1**	**0**	**10**	**11**	**1**	**3**	**37**	**41**	**1**	**0**	**27**	**28**	**0**	**0**	**12**	**12**	**0**	**0**	**5**	**5**	**298**

G= Government, A=Aided, U=Unaided, T=Total

B.Ed- 1 central Govt RIE, Mysore & 1 University College, Dharwad

*IED recognised DSERT

The distribution of teacher education institutions in Karnataka in districtwise and managementwise enables to draw several implications in Table 1.3. Implications drawn from table 1.3:

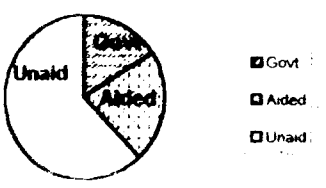
- All the districts have teacher education institutions in one or other levels of teacher training.
- Chamarajnagar, Chikkamagalur, Haveri and Koppal are having lowest number of institutions.
- Every district has at least one government TTI (Primary Education) excepting Chamarajnagar, Gadag and Haveri
- There are more number of teacher training institutions at primary level (TCH) than other levels.

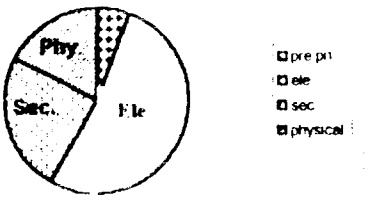
This is the picture of existing spread of teacher education in Karnataka (2000-2001). The same table can be summarised managementwise as in table 1.3(a).

Table 1.3 (a) showing Distribution of Teacher education Institutions in Karnataka – Managementwise

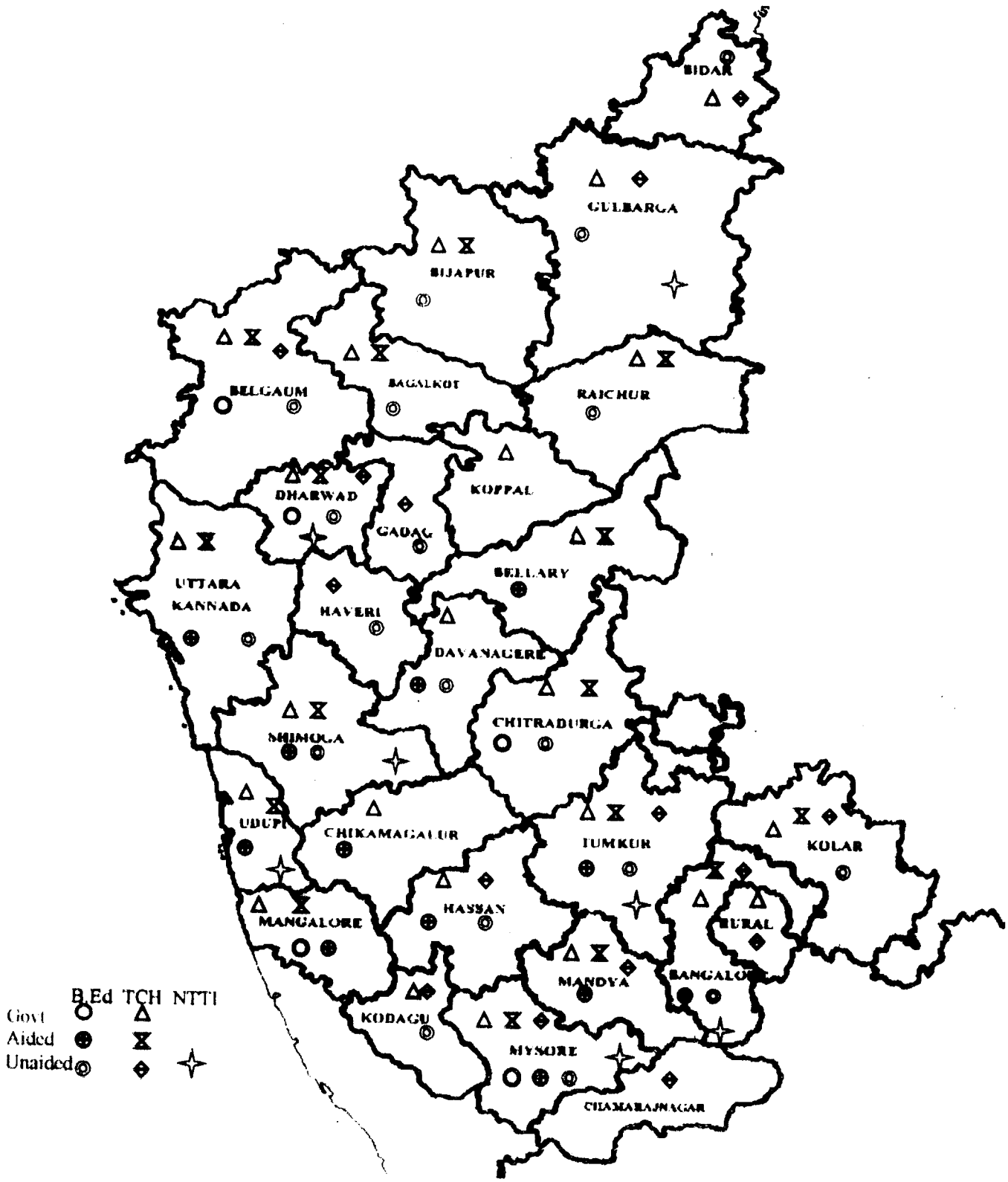
Institutions	G	A	U	T
B.Ed	6+2	22	37	**67**
B.Ed (Hindi Shikshak)	0	0	05	**05**
BP.Ed	1	0	10	**11**
CP.Ed	1	3	37	**41**
TCH (DIET)	37	40	52	**129**
Hindi Shikshak	1	0	27	**28**
NTTI	0	0	12	**12**
IED	0	0	05	**05**
Total	**48**	**65**	**185**	**298**

(G= Government, A= Aided, U=Unaided, T=Total)





Distribution of TEI's in Karnataka



Pre-School Teacher Training Programme:

Training of teachers for the Nursery and Pre-school training programme is in vogue from a long time. The general trend of running such training programmes for the Nursery and Kinder garten teacher has been the responsibility of the Non Government Organisations than Government Institutions. Prof. M.V. Gopalaswamy, Professor of Psychology was the first person to have started Shishu Vijar at Mysore in early 1930's. Ever since Mahila Seva Samajas or Missionaries are running preschool classes (shishu vihar" or nursery schools). Each of these organisations follow slightly different approaches in training teachers and government has the certification for Pre Primary Teacher Training Programme (PPTTI / NTTI).

There are 12 recognised institutions conducting PPTTI certification course. Besides number of institutions giving Montessori Teacher Training or Pre school Teacher Training programmes. The recognised institutions are provisionally given recognition by the NCTE. NCTE has laid down norms for early childhood care of education which includes the care of mothers and handicapped children. The centers / institutions meeting the requirements of NPE(1986) or norms of NCTE are yet to start at this level. The Government of Karnataka however is continuing same old syllabus for PTTI / NTTi certificates and no structured programmes are offered even after 1986 (NPE) and 1991 (POA). The NGO's have addressed to this issue and many of the christian missionaries give training to the teachers before absorbing them as trainers at pre school stage. Hymamshu Jyothi Peetha of Bangalore are running Montessori Teacher training for pre primary teachers on technical lines, so also christian missionaries. Many of these institutions train teachers in English medium. Teachers are absorbed quickly in Private unaided schools.

Table showing Level wise Pre school Tr. Training Insti., in Karnataka

Institutions	G	A	U	T
NTTI	0	0	12	12

(G= Government, A=Aided, U=Unaided, T=Total)

The Table 1.3 reveals that the NTTI is in practice only in Bangalore, Dharwad, Gulbarga, Mysore, Shimoga, Tumkur and Udupi.

Pre-school teacher training has not been taken up seriously since no certification requirements are insisted upon to be a teacher at pre-primary school. At this level teacher training for early childhood care and education of children is needed but in Karnataka only a centrally sponsored training for disabled children is launched.

I.E.D. Teacher Training Programme:

The number of training institutions under IED in Karnataka are 5. They are

1. JSS Sahana, Bangalore
2. Seva-in-Action, Bangalore
3. D.L.T.B, Bangalore
4. ARD, Gangavathi
5. SJGVSS, Gulledagudda, Bijapur

The integrated education for disabled children has been on the focus only after NPT in 1986 in semi structured form. The goal of universalisation of Primary Education and access to every child for education does include children with disabilities too. After the Kothari Commission report (1965) the analysis of children in the age group of 6-14+ years (the school going age), reveal as much as 2-3% of them are suffering from one or the other disability (may be HI, VI, LD, MR, CP). Government of Karnataka concurrent with constitutional provisions is committed to educate all children of 5+ years and above including these special children and put them to the mainstream. Realising this responsibility, the Government of Karnataka has accepted the centrally sponsored scheme under the Ministry of HRD, since it fetches 100% grants for implementation after 1989. Integrated Education for the Disabled Children (IED) existed in Karnataka since 1974 under Social Welfare Department . Since 1984 Department of Public Instruction has taken over from Social welfare board. Karnataka government continued its encouragement to voluntary efforts for education of the disabled children in every way in special schools.

Since 1991 the education of specially disabled were not systematically cared. They were at the mercy of voluntary NGO's. The government of Karnataka issues an order in 1991 for the enrolment of disabled children in regular schools. In 1989, three training institutions (Seva in Action, JSS Sahana, DL) were recognised by the government of conduct one year Multi category teachers training course in IED and nearly about 600-700 Resource teachers have been trained for that year. Preparation of the general education system for meeting the needs of children with special needs demand adequately prepared Man power. It implies that all general teachers need to be oriented in responding to educational needs of these children. These teachers will be supported by special teachers particularly to meet unique needs of disabled children with advances in training technology it is now possible to train persons better and more effectively. Multi category special teacher is a link in the chain of man power category to the educational needs of disabled children. It can be conceptually perceived as training requirements at 4 levels

Level 1 - All general teachers have special education in part

Level 2 - Special training at a higher level for one teacher in one to two adjacent primary schools.

Level 3 - Training is for the multi category special teacher who serves a cluster of 6-10 primary schools written a walking distance.

Level 4 - At the block level, single disability specialist teacher constitute the fourth level. This input makes the area self-sufficient in man power.

The following tables indicate Total number of schools and teachers benefited by this programme between 1998-99 till date.

Table 1.4 showing No.of Schools and Resource Teachers under IED scheme

Year	No. of schools	No. of Resource Persons
1998-99	1174	553
1999-2000	2384	938
2000-01	2415	989

One can clearly see that the needs of special children are taken care of in somewhat serious manner only after 1998-99

Objectives of IED

The important objectives of IED Scheme are

1. To visualize special education for disabled children as a component of general education following the concept of children with special needs.
2. To describe the range of educational provision for children with special needs.
3. To identify the children with special needs and assist such children to specify unique needs arising out of different disabilities
4. To use curriculum and evaluation principles to adjust adopt curriculum, instructional material and methods to make them responsive to the needs of the children with special needs.
5. To work with general teachers to make educational programmes responsive to the needs of children with special needs
6. To provide unique curriculum required for meeting special needs of children (for blind and deaf) in a cluster of primary schools.
7. To use special learning-teaching aids required for children with special needs and guide general teachers in the use of these aids.
8. To work with parents of children with special needs for supporting their unique needs of such children
9. To mobilise support from relevant agencies in the area to meet special needs of children.
10. To develop and maintain a resource center room for a cluster of primary schools served by him and ensure supply of direct services form the resource center NTTI, SSLC, TCH, PUC, B Ed and
11. To help general teachers to keep special aids and equipment in functional use.

Present status of training for special children:

From 1994, DSERT started in-service training programmes in IED for in-service regarding primary school teachers and later started Master trainers training programme for DIET lecturers. The DIET in term started the 42 days training programmes in IED for in-service regular primary school teachers in

DIET with the help of NGO's. The table shows at least 5 categories of children attended to through the IED scheme.

Table 1.5 showing No.of Children under *IEDC* Scheme

Category	99-2000	2000-01
HI	2139	2706
VI	1515	2180
MR	1935	2417
OPH	3455	4344
LD	418	179
Total	9462	11826

Inspite of better involvement of DIETS and NGO's, hardly 10,000 disabled children are taken care from among 89,60 children disabled and more between 7-14 age group school going children in Karnataka. Is not this sufficient evidence to show the urgent need to train teachers for the disabled and help?

Other than multi category IED training programmes single category training programmes are available at respective National institutes.

1. NIHH – National Institute for the Hearing Handicapped offers one year B.Ed and D.Ed with regard to education of the Hearing handicapped.
2. NIMH at secunderabad offers one year B.Ed and D.Ed in the field of teacher training for mental impairment.
3. NLVH – for visually handicapped at Dehra Dun offers similar courses.
4. There is another National Institute at Calcutta catering to
5. RCI – The Rehabilitation council of India is also offering training course. They are also offering one month bridge course

Analysis and suggestions

The 42 days in-service training given to primary school teachers is a step towards implementation of integrated education. This has helped to create awareness among the teaching community in all districts. However, a lot more needs to be done.

Inadequacies of pre-primary Teacher training

1. Pre-Primary teacher training is not mandatory to run nursery school or work.
2. Pre primary teacher training is more theoretical rather than functional
3. Early child hood care component is not included in the training programme.
4. IED programme does not give in-depth knowledge about the various disabilities.
5. Practical experiences with children is nil as the duration is very short. Mere visit to schools will not enable the trainees to teach disabled children.
6. As a continuation of the implementation of IED in Karnataka. District Primary Education Programme (DPEP),undertook the task of reviewing the current status of IED in 1998. The study revealed that:
   (a) The current 42 days training in IED for teachers had to be restructured giving more emphasis on practicals.
   (b) The current master trainers training in IED had to be strengthened by developing a training manual with a resource for the master trainers.
   (c) All primary school teachers had to undergo a short term training in IED.
   (d) A detail plan of action for implementation of IED in DPEP districts has to be proposed
7. Since it is skill based development programme, time allotted for skill development is inadequate.)for example identification and referral services).
8. There is no provision for development or utilization of low cost learning materials for special children, and then proper use.
9. The main handicap is non-availability of teaching / learning materials in kannada.
10. Non availability of hand books for teachers on all handicaps and learning disability, basic in for media about the disabilities. Nature of teaching learning methods and tied out success gap methods, resource centers where special aids and equipment are available.

Karnataka has several other institutions which conducts In-service programmes and research projects

Elementary Teacher Training:

TCH Teacher Training Institutions (TTI) in Karnataka cater to the Elementary / Primary teacher preparation. They are popularly known as TTI's producing professionals for primary schools. These TTI's outnumber other levels of teacher training in Karnataka.

Table showing Level wise Elementary Teacher Training Insti., in Karnataka

Institutions	G	A	U	T
TCH (DIET)	37	40	52	129

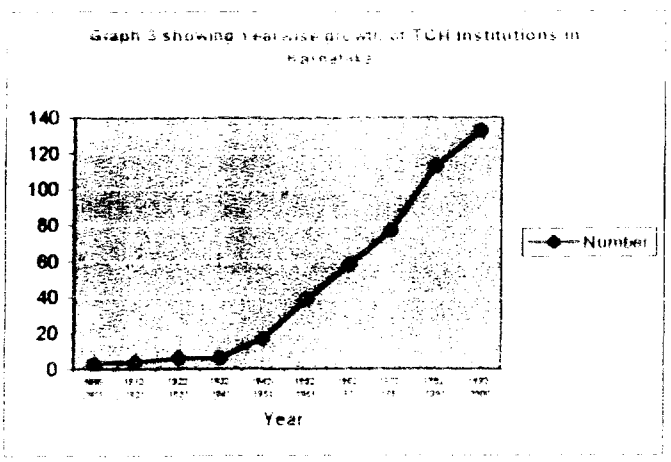
(G= Government, A= Aided, U=Unaided, T=Total)

Table 1.3 clearly shows 129 such institutions (NCTE recognised) when this study was undertaken. By the time study is completed Government intends starting another 60-80 training institutions. A dozen of them at least must have started functioning. Do we need so many institutions? Does it not speak of marketing value? There are issues that require to be sorted out if 'quality' and 'standards' are to be maintained. The following table shows districtwise distribution of TCH training institutions in Karnataka. The graph shows gradual growth of TCH training institutions.

Yearwise growth of TCH training colleges in Karnataka

Year	1890-1911	1912-1921	1922-1931	1932-1941	1942-1951	1952-1961	1962-1971	1972-1981	1982-1991	1992-2000
No	03	04	06	06	17	39	58	77	113	133

Note: Out of total 133 only 129 are recognised by NCTE



Graphs indicates sudden increase of institutions in 60's and 70's in elementary education, whereas at secondary teacher education level in 70's and 80's there has beem an increase. The nation during this period gave priority to Teacher Education (Kothari Commission Report) and one can see the reflection of this in the state of Karnataka. It has also bearings in Ishwara Bhai Patel's report. Certain districts of Karnataka appear to be sensitive and have caught the importance and need for training teachers. So one can find from table 1.3 Bangalore, Kolar, Tumkur, Belgaum, Dharwad and Mysore districts started number of colleges and TTI's

The TCH institutions offer TCH certificate at the end of 2 years. The eligibility requirement for entrance is a pass in PUC. The experience says that there is tremendous rush to join TCH after the pay revision and large number of teachers being recruited for primary schools on roster basis in the Government LPS and HPS since 1997-98. Table 1.3 districtwise distribution reveals the uneven distribution of TTI's. Bangalore, Kolar, Belgaum districts have greater number of training institutions than others. It is satisfying to note that every district has at least one TTI. There are 129 NCTE approved institutions in Karnataka. Out of these 129 TTI's 20 Government TTI's are upgraded as DIET's. These institutions have the additional responsibility of conducting in-service programmes.

Table 1.6 showing Level wise Elementary Teacher Training Insti., in Karnataka

Sl No	DIET	District	Sl.No	DIET	District
1	DIET,TTI	Bangalore	13	DIET,TTI, Kudige	Kodagu
2	DIET,TTI	Bangalore Rural	14	DIET,TTI	Kolar
3	DIET,TTI	Belgaum	15	DIET, TTI	Mandya
4	DIET,TTI	Bellary	16	DIET, TTI	Mysore
5	DIET, TTI	Bidar	17	DIET, Yermarus	Raichur
6	DIET, TTI, Ilkal	Bijapur	18	DIET,TTI	Shimoga
7	DIET,TTI	Chikkamagalur	19	DIET, TTI	Tumkur
8	DIET, TTI, Mangalore	Dakshina Kannada	20	DIET, TTI, Kumta	Uttara Kannada
9	DIET, TTI	Davanagere			
10	DIET,TTI	Dharwad			
11	DIET,TTI, Kamalapur	Gulbarga			
12	DIET, TTI	Hassan			

The Government TTI's and Aided TTI's are almost equal in number (28.6 and 31%). However, unaided institutions are more in number (40%), only at this level of teacher training government institutions are more and since DIET's are also established as per the national policy, the teachers training programmes for primary school teacher has been well taken by Government of Karnataka. Medium wise analysis of institutions show, the following table that many as 71.3% of TTI's conduct courses in Kannada medium whereas 10 institutions have English as medium of instruction and very small percentage of Urdu, Marathii and Telgu medium exist in Karnataka.

Table showing Mediumwise distribution of TCH Institutions

	Both	Eng	Kan	Kan +Urd	Urdu	Marathi	Telgu
TCH	9	10	92	8	5	4	1

The admission in every TTI is made through the Central Admission Cell where applications are pooled and distributed among all the institutions.

Admission procedure followed. To avoid collection of large amount of capitation fees and curb malpractices in the admission of TCH, the DSERT has opened a central admission cell at Department of education. One special officer is incharge of this cell with needed man power. Eligibility requirement of entry into TCH course (elementary teacher training) is pass in II PU or equivalent standard having studied any two of the following languages English, Kannada, Hindi, Marathi, Urdu, Telgu and Sankrit. Seats are allotted at two reservation. 70 seats are reserved for candidates belonging to the following special groups.

Procedural Details followed by CAC

(Extract from Application and Data book – Department of Public Instructions-Government of Karnataka for TCH

Allotment of Seats - TCH:

Out of the total number of Government seats, seventy seats are reserved for candidates belonging to various special groups specified below and they shall be filled in accordance with existing rules.

		1996	2000
1	Spouse or Son or daughter of Defence personnel or Defence personnel themselves	20	10
2	Spouse or Son or daughter of Ex-Serviceman or Ex-Servicemen themselves	5	10
3	Gandinadu Kannadiga	5	05
4	Horanadu Kannadiga	5	05
5	N.C.C Cadets	10	10
6	Sports person	20	17
7	Scouts and Guides	10	10
8	Candidates sponsored by Women and Child Development Department from out of correctional institutions		03
	Total		**70**

After selecting 70 candidates as shown above, the remaining seats shall be filled on the basis of merit-cum-roster. 50% of the seats are allotted to Science candidates and 50% to Arts candidates. The following reservations are made for various categories. The reservations are subject change as per Government Orders issued from time to time. General Merit- 50%, Scheduled Caste-15%, Scheduled Tribe-03%, Category 1-04%,Category 2A- 15%, Category 2B -04%, Category 3A -04%, Category 3B- 05%. If any of the seats reserved for categories as shown above are not filled due to non availability of eligible candidates, reservation to that extent shall stand reduced and shall be filled by General Merit candidates. A minimum of 50% of seats shall be filled by women candidates in each category. If sufficient number of women candidates are not available in any category, such seats shall be filled up by other men candidates in those categories. As per rules enforce 3% of seats in each category shall be reserved for physically handicapped candidates.

Intake:

In the TCH intake, gender equity is maintained in all types of institutions for 1997. Subjectwise weightage has not been even The fact reported in candidates scoring 50% at least in science subjects at PUC are small in number. Mostly they are arts students

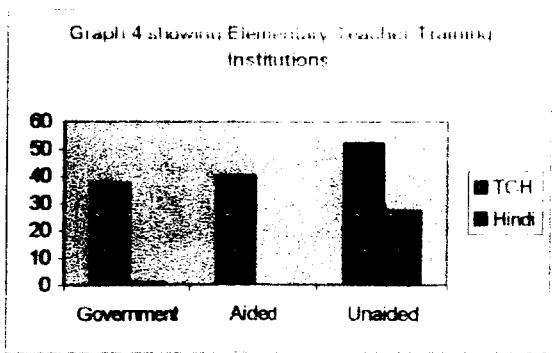
Table 1.7 showing Intake Levelwise and Genderwise

Yea	TTI – I Year									TTI – II Year								
	Government			Aided			Unaided			Government			Aided			Unaided		
	Male	Fem	Tot	Male	Fem	Tot	Male	Fem	Tot	Male	Fem	Tot	Male	Fem	Tot	Male	Fem	Tot
1996-97	1015	1162	2177	869	1230	2099	1947	1436	3383	974	1096	2070	888	1314	2202	1960	1371	3331
% Tot	46.62	53.38	100	41.40	58.60	100	57.55	42.45	100	47.05	52.95	100	40.33	59.67	100	58.84	41.16	100
1997-98	738	859	1597	928	1358	2286	1821	1519	3340	769	853	1622	923	1315	2238	1756	1509	3265
% Tot	46.21	53.79	100	40.59	59.41	100	54.52	45.48	100	47.41	52.59	100	41.24	58.76	100	53.78	46.22	100
1998-99	951	1039	1990	968	1383	2351	1950	1395	3345	859	1032	1891	995	1343	2338	1834	1424	3258
% Tot	47.79	52.21	100	41.17	58.83	100	58.30	41.70	100	45.43	54.57	100	42.56	57.44	100	56.29	43.71	100
1999-00	1053	1107	2160	630	876	1506	720	594	1314	1053	1107	2160	630	876	1506	720	594	1314
% Tot	48.75	51.25	100	41.83	58.17	100	54.79	45.21	100	48.75	51.25	100	41.83	58.17	100	54.79	45.21	100

It is interesting to observe that in aided and government institutions the intake of teachers male and female is balanced with an edge for female teachers whereas in unaided institutions male teachers are absorbed more. The TCH course has generally fairly qualified staff but the TPR of 1:12 is not maintained in every institution. The National council of teacher education since its inception is playing a very important role and trying to imbibe this norm. Table 1.8 shows the norms prescribed by NCTE. Recent evaluation study by Prof. A.S. Seetharam *(2000), in its draft report observes the inadequate staff pattern and functions of DIETs. There is scope for strengthening TTI staff and filling up the vacancies.

Managementwise Elementary Training Institutions in Karnataka

Management	TCH	Hindi
Government	37	1
Aided	40	0
Unaided	52	27



* *A study of DIETs in Southern Region – Draft ISEC, Jan 2000*

It is clear from the above graph that the number of TTI's including CP.Ed are adequate but managementwise more institutions have sprung up under "unaided" The only problem with such institutions is exploitation of teachers and quite often violating norms It is the experience that many of these tend to be commercial.

It is an unfortunate situation that many of the unaided institutions are encouraged to start TTI's and Government gives permission, where the 'quality' is not maintained.

Table showing the rank and qualifications of the Principal and teachers in Elementary

Designation	Essential	Desirable
Principal	Rank: Reader Sr Lecturer in a college **Qualifications** M.Ed M.A Education and five years' teaching experience as lecturer	Rank Professor Qualifications Master's degree in a school subject plus Master's degree in education with five years teaching experience in the rank of lecturer
Lecturer for General Subjects (2)	Rank: Lecturer in a College **Qualifications** M.Ed/M.A in Education	Rank: Reader **Qualifications** M.Ed M.A in Education and Master's Degree in a relevant subject, preferably in Psychology Sociology
Lecturer in Methodology of Teaching School Subjects (50	Rank: Lecturer in a College **Qualifications** M.Ed/M.A in Education with a first degree in the concerned subject and specialization in the concerned methodology or MA/M.Sc in the concerned school subject with specialization in teaching the subject	Rank: Reader **Qualifications** M.Ed/M.A in Education and Master's degree in the concerned relevant school subject
Lecturer in Educational Technology (1)	Rank: Lecturer in a College **Qualifications** M.Ed with specialization in Educational Technology or M.Ed in Educational Technology	Rank: Lecturer in a College **Qualifications** Degree in Engineering with special training in Educational Technology
Instructor in Physical Education (1)	Rank: PG Teacher **Qualifications** B.P.Ed B.P.E	Rank: Lecturer in a College **Qualifications** M.P.Ed M.P.E
Instructor in Art Music (2)	Rank: Secondary School Teacher **Qualifications** Degree in Art Music after higher secondary	Rank: Lecturer in a College **Qualifications** Post Graduate Degree Diploma in Art Music
Workshop Instructor Instructor in Work Experience (1)	Rank: Secondary School Teacher **Qualifications** Diploma in Engineering	Rank: Lecturer in a college **Qualifications** Degree in Engineering
Instructor in Educational Technology (1)	Rank: P.G. Teacher **Qualifications** P.G. Diploma in Computer science	Rank: Lecturer in a College **Qualifications** Degree in Computer science

Technical Support Staff required in Elementary:

Designation : Librarian - One, Essential Qualifications - Diploma in Library Science, Desirable – Qualifications Degree in Library Science, experience in library automation.

Library Assistant – One, Essential Qualifications -Certificate in Library Science or equivalent, Desirable Two Qualifications Diploma in Library Science

Administrative Staff required in Elementary:

For Office Assistant, Accounts Assistant, Typist: Word processor Essential is One and Desirable is Two For Office Assistant Essential is Two and Desirable is Four.

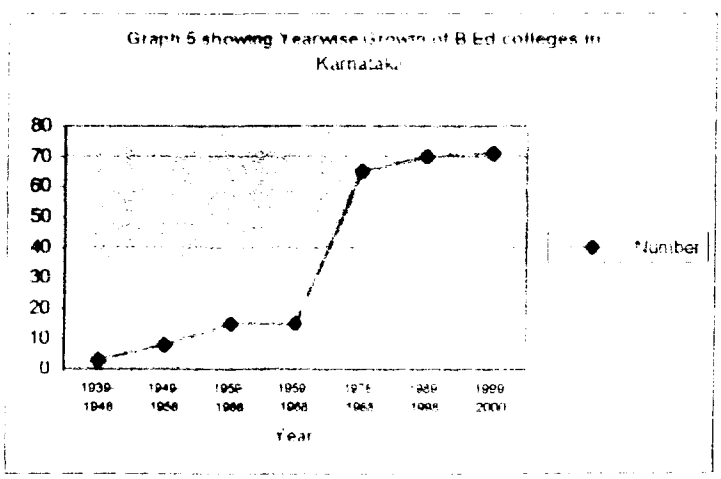
Secondary Teacher Education:

The Secondary Teacher Training Programme began in Karnataka as B.T. course as was in vogue in early 40's at Bombay. "Bachelor of Teaching" got replaced as "Bachelor of Education" The B.Ed training started in 1939 with the rapid increase in the number of high schools a secondary teachers training college was established first in Belgaum the then Bombay-Karnataka area. Government sardar's high school was attached to it as demonstration or practising school. On the same lines in Mysore a college and another the Government Arts and Science college of Mangalore started a B.Ed college separately with one Government high school attached. Since then few private managements also began training teachers for high school. The following graph and table shows the rate of growth of B.Ed Colleges

Yearwise growth of B.Ed training colleges in Karnataka

Year	1939-1948	1949-1958	1959-1968	1969-1978	1979-1988	1989-1998	1999-00
No.	3	8	15	15	65	70	71

Note: Out of total 71 only 67 are recognised by NCTE

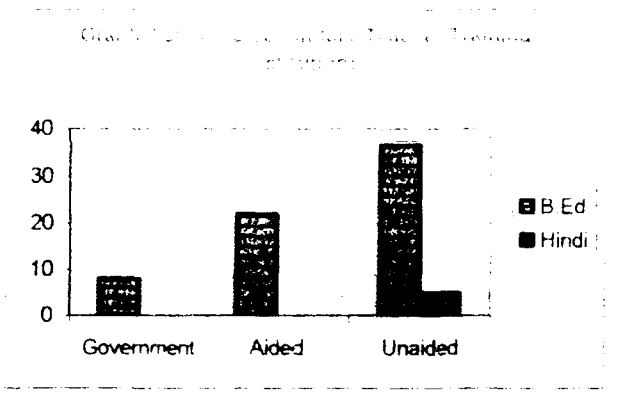


The crucial year on mass teacher education or a boom of unaided teacher colleges and proliferation of it can be seen during 1979-1988 period, after which, there has been lesser number

B.Ed Hindi Shikshak colleges also came into existence. There are 5 such colleges. In all there are 74 colleges of education running secondary teacher education course (B.Ed) out of which 6 are government, 22 are aided by Government and 37+5 of them are unaided institutions. The table 1.3 shows management wise distribution of schools.

Table showing Managementwise B.Ed Training colleges in Karnataka

Institutions	G	A	U	T
B.Ed	8	22	37	67
B.Ed (Hindi Shikshak)	0	0	05	05
Total	**08**	**22**	**42**	72



The B.Ed course has been in practice in different modes in Karnataka.

(1) **Evening B.Ed course:** To cater to the needs of the back-log of unstrained teachers in high schools especially unaided schools and graduate TCH trained primary school teachers who aspired to get higher training, Government permitted the universities to start **evening B.Ed course** with the same syllabi and examination with a change in duration from 1 year to 2 years.

Since in-service teachers were attending this course, the timings suitable for them was during evening after their school work and without prejudice to school work. From 1959 such courses were conducted in several teachers colleges and recently since 1997-98, the course was not permitted to be run by NCTE for want of separate staff.

(2) **Correspondence B.Ed course:** Mysore and Banglore universities have began correspondence courses in the distance mode with annual contact programmes. Untrained teachers who have been working as local candidates with 5 years of teaching experience are permitted to take up B.Ed through correspondence. This course also met with lot of criticism for inadquacies in teaching competence due to lack of supervision and practice teaching. However it is continuing presently at Mysore university.

(3) **Open University B.Ed Programme:** The Indira Gandhi Open University (IGNOU) is an established National institution catering to the needs of candidates who cannot attend to regular courses with full attendance. IGNOU runs several courses among them is a 2 year B.Ed programme to suit the in-service teachers or late decision makers (perhaps). Recently this distance mode of training has become popular and many IGNOU study centers are established in Karnataka. The feasibility effectiveness of this programme needs to be evaluated. Besides these B.Ed vacation courses are run at Karnatak University, Dharwad.

Intake

The central admission cell pools candidates and allot them on roster basis to different recognised institutions since 1994-95 onwards. Every college of education is allotted on an average 80-100 students. The eligibility include taking an entrance test.

Procedural Details followed by CAC

(Extract from Application and Data book – Department of Public Instruction – Government of Karnataka for B.ED)

B.Ed

Procedure for selection and eligibility for B.Ed is as follows. Candidates must be graduates with B.A. or B.Sc and shall have studied any one of the language two of the three electives, specified below:**Languages:** English, Kannada, Hindi, Urdu, Marathi, Sanskrit. **Electives:** Physics, Chemistry, Botany, Zoology, Mathematics. History, Political Science, Sociology, Geography, Economics, English, Kannada, Hindi, Sanskrit, Urdu, Marathi. Candidates have to study **any two of the electives specified for all the three years.** Candidates who have studied in addition to language subject at least two elective subjects in their three year course of study in B.A/B.Sc, by appearing in one subject in the University examinations for at least two years and in the principal subject for all the 3 years. **If there is any change of subject in any of the 3 year course of study, such candidates shall not be eligible for admission if B.Ed.** Has to appear for the Common Entrance Examination conducted by Department. Out of the total number of Government seats, Fifty two seats are reserved for candidates belonging various details about Common Entrance Examination

1	Spouse or Son or daughter of Defence personnel or Defence personnel themselves	07
2	Spouse or Son or daughter of Ex-Serviceman or Ex-Servicemen themselves	08
3	Gandinadu Kannadiga	05
4	Horanadu Kannadiga	05
5	N.C.C. Cadets	08
6	N.S.S Volunteers	07
7	Sports person	12
	Total	**52**

After selecting 52 candidates as shown above, the remaining seats shall be filled on the basis of merit-cum-roster. 50% of the seats are allotted to Science candidates and 50% to Arts candidates. Provided that in Science discipline Sixty percent of seats shall be filled by P.C.M. candidates and forty percent by C.B.Z candidates. If sufficient number of candidates in any group namely P.C.M. or C.B.Z are not available, such seats shall be filled by candidates of other group in that discipline. The following reservations are made for various categories. The reservations are subject to change as per Government orders issued form time to time. General Merit - 50%, Scheduled Caste -15%, Scheduled Tribe-03%, Category 1-04%, Category 2A - 15%, Category 2B - 04%, Category 3A - 04%, Category 3B -05%

The central admission cell having followed the criteria described above since 1995 has streamlined the intake. The following table gives an idea regarding the selection matrix. It clearly shows that there are lesser female in B.Ed intake. The intake percent of female trainees in government institutions for B.Ed consistently from 1997 to 2000 has been below 41%. The intake percent for aided and unaided also record the same kind of low percent female admission.

Table 1.8 showing Intake Levelwise and Genderwise

Year	B.Ed								
	Government			Aided			Unaided		
	Male	Fem	Tot	Male	Fem	Tot	Male	Fem	Tot
1996-97	449	319	768	751	717	1468	2574	1420	3994
% Tot	58.46	41.54	100	51.16	48.84	100	64.45	35.55	100
1997-98	393	205	598	764	722	1486	2627	1551	4178
% Tot	65.72	34.28	100	51.41	48.59	100	62.88	37.12	100
1998-99	384	216	600	1058	940	1998	2322	1268	3590
% Tot	64.00	36.00	100	52.95	47.05	100	64.68	35.32	100
1999-00	509	191	700	1114	461	1575	1177	598	1775
% Tot	72.71	27.29	100	70.73	29.27	100	66.31	33.69	100

The number of female application during 2000 is found to be 5563 (**Appendix 1**) and only 1250 seats are given for B.Ed for girls. This needs further study. In the TCH intake gender equity is maintained in all types of institutions for 1997. Subjectwise weightages also are found to be uneven, even when 50-50 weightage for science and arts graduates/PUC students is sanctioned in the regulation. Analysing the need and demand of teachers from the criterion of demographic profile, enrolment at different stages, growth of schools, normative teacher – pupil ratio. Attribution rates of teachers, discussion is respect of training institution, their position, surfaces, some of the inadequacies in gender intake and areawise intake. Applications received before selection indicates a marginal decrease in number since last year but a substantive number of candidates aspire to become teachers.

The establishment of National council of teacher education has streamlined the infrastructural facilities and has been vigilant on teacher pupil ratio. The 67 + 5(Hindi shikshak) colleges have been recognised as satisfactory by NCTE. Recently, as per the POA of NPE (1986-92) 10 colleges among these 67 are upgraded as colleges of Teacher education (CTE's) They are given below:

Table 1.9 showing CTE's & IASE in Karnataka

Sl.N	Name of the Institution	District	SLN	Name of the Institution	District
1	MES College of Education	Bangalore	6	Govt.College of Edn,	Belgaum
2	Vijaya Teachers College	Bangalore	7	Govt.College of Edn (CTE)	Chitradurga
3	Kotturswamy College of Edn	Bellary	8	College of Tr.Edn	Gulbarga
4	MLMS College of Edn,	Chickmagalur	9	Govt.college of Education	Mangalore
5	Govt.college of Education, Jamakhandi, Bija	Bagalkot	10	Govt.College of Edn (CTE)	Mysore
IASE					
11	R.V.Teacher's College	Bangalore			

The CTE's have the additional function of conducting the in-service programmes. They are allotted money for conducting the same. Mediumwise distribution of B.Ed colleges show that bilingual is popular.

Table showing Mediumwise distribution of B.Ed

	Both	Eng	Kan	Kan+Urd	Urdu	Marathi	Telgu
B Ed	62	4	1				

B.Ed degree has become the basic essential to be teacher at High school as well as to become a teacher educator at primary teacher training level. Special types of teacher training with central / state assistance are also functioning in Karnataka. They also train teachers for secondary school. Mention may be made of the following:

(1) RIE – Regional Institute of Education, Mysore

The National Council of Education Research and Training established for its extensive projects, functioning and trying out innovative programmes. 4 Regional centers in India: Karnataka has the good fortune of having RIE as a lead institution for teacher training at Mysore. RIE was established during 1960-61. From the past 38-39 years this has been a lead institution providing academic support and guidance to many southern states including Karnataka. They conduct Pre-service Teacher Education as well as In-service Education. The pre-service teacher education are affiliated to the University of Mysore. The course they offer are B.Sc. Education (4 years - 8 semester), B.Ed (Secondary) (2 years - 4 semester), M.Ed (Elementary Education) – (1 year - 2 semester). This Institution is vibrant with several of the National level proactive researches and has been working with Karnataka State as well as other southern states in giving lead in realising the UEE, OBB, Capacity Building programme, DPEP Activity, extension Education Project, ERIC projects, SOPT monitoring special education, development of Audio cassettes and such other current issues in updating as well as training Master trainers and Resource persons. The areas of work and extension reach out of this institution is vast but falls short of coverage since it has a wide spectrum.

(2) RIMSE: Ramakrishna Institute of Moral and Spiritual Education, Mysore

Regional Institute of Moral and Spiritual Education is a premier educational institution run by the Ramakrishna Ashrama, Mysore, which is a branch of the well-known Ramakrishna Mission, Belur Math, Howrah, West Bengal. The Government of India through their letter referred it abundantly clear that **"the proposed Institute should be established as an All India center for training teachers for imparting morel and spiritual courses as an essential ingredient of school and college education".**

Accordingly the Institute introduced the B.Ed course in the year 1974 with Moral and Spiritual Education – content and methodlogy – as a compulsory subject. Both the Central and State Governments have shown special interest in the course – appreciating its stress on value education – and have helped the institute in various ways to come up to its present stature. The University of Mysore granted affiliation to the Institute. Recognising the infrastructure facilities for imparting value education the Human Resources Development Ministry of the Central Government has given financial assistance to the institute for conducting youth programmes like national integration camps, Yoga education and student retreats. Besides the B.Ed course, the Institute has been conducting for the past twenty one years two month certificate courses – four times a year – in Moral and Spiritual Education for in-service high school teachers and junior college teachers in Karnataka. This course is entirely sponsored by the State government. About 2800 teachers from different districts in Karnataka have undergone this course.

All the courses conducted by the Institute are run on a no-profit basis. Further, all the courses are residential and are meant for only men candidates. The following are the details of a two semester B.Ed degree course under RIMSE Scheme. Some of the salient features of this course are:

- Two school subjects with content-cum-methodology are offered to the candidates.
- Moral and Spiritual Education (including methodology) to be a compulsory specialization subject in the course.
- Considering that the institute has been offering other value education programmes besides the B.Ed course, there has been a felt necessity to have special academic session for the B.Ed course, without affecting the other programmes. Semester system meets this special need to the institute.
- RIMSE being an all India center for learning. 80% of the B.Ed candidates are admitted from outside Karnataka and the rest 20% are from Karnataka.
- RIMSE is an unaided institution.

(3) RIESI (Regional Institute of English,South India), Bangalore (1963)

The RIESI was founded for promoting language education in the south with special reference to English language education. In its cause for promoting effective language teaching, it has been offering in-service training/programmes of 4 month duration for the teachers of English in the four southern states. The following are the tasks that the Institute has been entrused with (1) training teachers of English (2) preparing textbooks teaching / learning materials (3) covering radio (AIR) talks by the faculty (4) undertaking research projects (5) co-operating with the departments of education in the south in running short term and long term in-service training programmes (6) publishing journals and books for academic use and reference (7) train personnel for the ELTCs and DIETs (8) designing English at the ELTCs curriculum.

Activities: Since its inception, the institute has been fulfilling its tasks until recently when the ELTCs merged with the DIETs, and also when states began to have their own textbooks preparation committees. The staff strength at RIESI is also cut short on account of paucity of funds from the member states.

However, the institute has been offering two four-month residential programme for teachers of English at the in-service level. Intake for each course nearly 100 teachers are taken in for training (25 each state). Number of courses conducted is 72 and Number of teachers trained is 5040 out of that 1800 teachers in Karnataka.

Follow Up: Though this is a mechanism, over a period of time the system could not be followed for the following reasons (1) Lack of staff (2) Lack of time as a consequence of restricting the number of staff (3) Lack of funds.

Research: The Institute has completed a few research (class room centered at the secondary level) projects and also a few that are mere surveys. A few of these are Government of India funded, and a few other by the RIESI.

Research activity is not continued in as a regular feature of the institute. **Projects**: (1) Reading cards preparation (2) Listening project (3) Model question paper – testing project (4) Primary level ELT – A survey . **Publication:** The institute has published a few books – some of which are edited versions of articles and a few others by authors repute on English Grammar and Vocabulary. **Journal:** The English classroom – Registered journal – half yearly. Inadequacies: (1) Lack of courses which would link us with the mainstream even though rich with infrastructure and human resources (2) No avenues for taking up research projects. No tie-up with colleges of teacher education (3) lack of funds to take up projects at the macro level.

Physical Education courses:

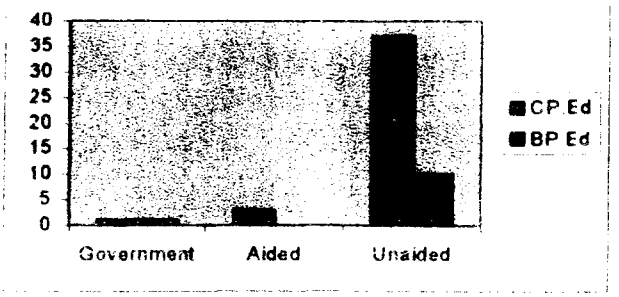
CP.Ed and BP.Ed are the courses meant for primary schools and high schools.

CP.Ed (Certificate in Physical Education) and BP.Ed (Bachelor of Physical Education): These certificate and degree form the eligibility requirement for appointment of physical education teachers in elementary and secondary schools. Table 1.3 indicates the 41 CP.Ed institutions and 11 BP.Ed institutions.

Managementwise Physical Education courses in Karnataka

Management	CP.Ed	BP.Ed
Government	1	1
Aided	3	0
Unaided	37	10

Graph 7 showing Physical Education courses



Historically, the YMCA Madras started a course in Physical Education for training drill masters way back in 1939. Most of the CP Ed institutions are privately managed. NCTE has laid out norms for these and curricular frame work compatible with undergraduate teacher education certificate. There is no central admission procedure. Institutions make their own admissions and follow the staff pattern as per NCTE norms, inter state mobility of students in them. Since 1980's the Sports and Athletic training camps, summer camps conduct of Olympics and inter state coaches meet and such other in-service programmes are organised by these.

The BP.Ed and MP.Ed courses are run by University Departments. They follow the NCTE regulations, curricular frame work and have core subjects formulating and practicing as in primary, secondary teacher education programme. Four universities in Karnataka are conducting under graduate and PG courses in Karnataka. They are Bangalore, Mysore, Mangalore and Karnatak Universities. Faculty of education and physical education have common Dean by rotation in Bangalore University. There is backlog of PT teachers, the supply of trained Physical education teachers being good but PT teachers posts are not sanctioned at many high and higher secondary schools or in teacher training level. In most of the TCH institutions part time teachers work. There is back log of thousands of trained teachers unemployed. The work load of teachers in primary schools and the curricular support is inadequate and is worth studying in depth.

Master of Education (M.Ed):

The Master degree course in Education is offered by the Post graduate department of education in all the universities in Karnataka. However, Bangalore University till recently conducted this programme in two Aided colleges as part time course. There are six universities having Multi-faculty colleges or academies under them.

Education faculty colleges are single faculty colleges. The recruitment of Teacher Educators has a Masters Degree in education as essential, pre-requisite, hence under this sub-sector study, a brief analysis of this is made. University faculties perhaps are analysed in detail under Higher education Sub sector study. The following tables gives a picture of the intake at M.Ed under different universities.

Table 1.10 showing Consolidation of M.Ed (Regular) enrolment in Universities of Karnataka

Year	Bangalore			Karnataka			Mangalore			Kuvempu			Gulbarga			Mysore			KSOU		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1996-97	45	21	66	34	6	40	22	17	39	27	17	44	17	na	17	46	10	56	-	-	-
1997-98	37	12	49	36	4	40	25	20	45	24	16	40	18		18	43	13	56	236	113	349
1998-99	42	28	70	30	10	40	24	21	45	29	8	37	16		16	39	14	53	-	-	-
1999-2000	54	31	85	35	6	41	18	28	46	28	12	40	22		22	47	11	58	235	161	396

Interesting observation is. Masters degree in education is conducted in different modes in Karnataka. They are (1) M.Ed full time or Regular contact programme of one year duration in all universities (2) M.Ed (vocation) of 2 years duration run by Mysore, Karnatak, Gulbarga and Kuvempu universities (3) Distance learning and Open University mode , the KOU and IGNOU are conducting. Till recently part-time M.Ed was run by Bangalore University. Since M.Ed is offered by correspondence distance mode by Universities like Annamalai, (correspondence course) Madurai Kamraj University and so on. There are again number of Masters certificate degree holders - unemployed. NCTE has separate norms for M.Ed. The majority of universities treat M.Ed as a Post graduation in the faculty of education. At present the departments of post graduate studies in education of different Universities help B.Ed colleges in maintaining internal assessment uniformity and conduct of examination. The chair person of the Department generally is the chair person of the Co-ordinating board for B.Ed. Board of studies of the University and Faculty of

Education formulate curriculum. M.Ed degree is an essential qualification according to the NCTE norm for becoming a Teacher Educator at both elementary and secondary teacher education levels. Many of the DIET faculty do not possess this professional degree and are being deputed for study. The total number of M.Ed's Table 1.8 passing out of the six Universities in the past 4 years is 1063, whereas in the past two years 98-2000, 722 candidates have passed the M.Ed through Karnatak Open University. The NCTE has stipulated norms for open university and from many points of view the 'standard', of Karnataka Open universities is questionable . It is surprising to note that universities and NCTE are not encouraging to start PG Courses (M.Ed) in reputed CTE's or IASE's which would be through direct contact and certainly be of better quality than now is running. NCTE stand in this regard is debatable. There is need for Masters in Education with better inputs of professional knowledge and skills especially that are necessary for administration and pursuance of thrust areas of national policy. This implies re-structuring M.Ed syllabus. The concerned authorities (universities, UGC and NCTE) have to give priority to this.

A probe into the requirement of Teacher education suggests that preparing teacher educators has not been given a deep thought. The report titled 'Learning without Burden' (1993) observed that a majority of teachers in the country neither know nor have the necessary skills to realise the goals of Education. There is even no unanimity on the legitimacy and usefulness of the B.Ed and M.Ed programme meant to prepare teacher educators in the country (M.K. Khajapeer 2001; University news February issue page 2).

A general M.Ed degree as it is currently practiced is most unsatisfactory in making an individual a good Teacher Educator. The policy envisages teacher educator to possess several professional skills acquired through the professional degree. This issue has not been attended to in right perspective in Karnataka academic circles.

National Council for Teacher Education (NCTE): Its impact on Teacher Training institutions:

The previous section has given a view of the wide spread types of training institutions at different levels. The National Council of teacher Education Act (NCTE) was established during 1993 by the act of Parliament. NCTE ashered into action after December 1995, phenomenally at a time Teacher Education had grown in limps and bounds in the State of Karnataka. In other words, NCTE was a welcome governance of Teacher Education. Since 1995, every training college/institute of any level were requested to seek NCTE recognition. It has laid down the following norms and standard for recognising the teacher training institutions. The norms are very clear about the necessary infrastructural facilities, including several laboratories, staff patterns based on teacher pupil ratio, intake fixed on staff availability, reserve funds, number of journals and books. The norms are fixed separately for different levels of teacher training (Elementary, Secondary and Physical Education). The details of which are enclosed.

Since the norms cover most of the aspects of good teacher training institutions, NCTE has given recognition to only those institutions which fulfill these norms and condition. It is a laudable move taken by MHRD and Government of Karnataka. In the previous section it is observed that as many as 97% of B.Ed colleges have been recognised, and 98% of Elementary teacher training institutions have been recognised (TCH). This implies that, 98% of the institutions have been brought into the fold of NCTE norms, which was not found earlier to this extent. In the same manner training institutions of Physical Education are also checked and are made to comply with the NCTE norms. Apart from procuring infrastructural facilities to the different teacher training institutions, the service conditions of member of the staff have been improved. Even in an unaided institution, staff members are getting the minimum basic salary as per State Government scales of pay. These two points are the tremendous out come of the efforts of NCTE.

However, the Principals, Teacher Educators and Experts are of the opinion that the norms could be reviewed from the point of view of the usage of the lab. The norms set forth by NCTE regarding recruitment of teacher educators definitely requires rethinking and reviewing (>70% of Principals have said it). (norms prescribed by NCTE for the recruitment of teacher educators - **Appendix 2**)

The NCTE insists on passing NET as a necessary requirement. This is presenting in reality an obstacle and causing problem in getting sufficient number of teacher educators. This may be due.to the difficulty level of the NET or the inadequacy of the professional/pedagogical content at qualifying examination or any other. This requires in depth study. Similarly NCTE norms insists on two masters degree (one in education and the other in the concerned subject) which poses a problem in terms of age factor (eligibility for admission is 33 years, for the general merit (KCSR Act). Thus the norms requires reconsideration. However the impact of NCTE in structuring and improving quality of teacher education has been positive. For teacher educator a minimum of 2-3 years school teaching experience was mandatory earlier. In NCTE norm for the lecturers at B.Ed or TCH the school experience is not insisted upon. In addition to this inadequacy, it appears marks and certificates only are linked with job and not **performance** which is **vital in a profession** like **teaching.** Discussions on NCTE norms require more attention and time.

Analysis of the status of Teacher Education in Karnataka:

Teacher Education in Karnataka as has been described above is an interesting saga of physical growth of training institutions and to some extent infrastructural growth among institutions. A survey of Teacher Education institutions show (table 1.2) that teachers are trained at different stages for different faculties like education, physical education, art, languages, music, yoga, tailoring, etc., But a study of these courses and course content show inadequacies in terms of capacity building among teachers at different levels.

So to say, the essential competencies needed to be developed to perform effectively at stages like Pre-primary, Primary, Elementary, Secondary or Higher Secondary has not been focussed in the course content (discussed in detail future section). Secondly, the training institutions have grown in number enormously at primary teacher training level only in certain districts like Bangalore, Kolar, Mysore. Thirdly, non-government institutions are permitted to start training teachers. The private management finds it a viable proposition to run 1 year training programmes virtually conducting classes (theory only) for 3-4 months and the professional training (practice teaching) is squeezed for a month. The existence of such teacher training institutions are questionable, they are not producing professionals. The point of concern here is not that government institutions are doing better but the unaided institutions commercial inclinations should be avoided. Fourthly, the National council of teacher education has taken up this issue and have attempted to regulate infrastructural inadequacies, NCTE has recognised and given permission to 90% of institutions. Fifthly, these training institutions have sprung up with perhaps the only vision of producing certificate holders (marked certificate) and has not viewed teacher training from capacity building or development of "teachers" point of view.

Naturally Primary teacher training programmes and institutions are on priority and it is alarming to observe the status of pre-service for early childhood education or pre-primary education. The teacher training which is needed mostly at pre-primary is not properly streamlined; nursery teacher training has not been given importance and an age old theoretical input exists and since the teacher fitness certificate is not required to become a teacher at pre-school level, the crucial training programme is neglected. National Policy of Education (1986) and the right of the child to learn and live are only political statements and teacher training at pre-school stage is glaringly

neglected (12 NGO's for the entire Karnataka run pre primary training strength being poor). The inadequacies observed are:

(i) lack of motivation and streamlining of pre-school teacher training or early childhood care and training

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

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

(iv) There is visible violation of norms and standards by the unaided institutions but they are more in number at all levels. Does this not imply quality is affected because of theses Institutions?

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

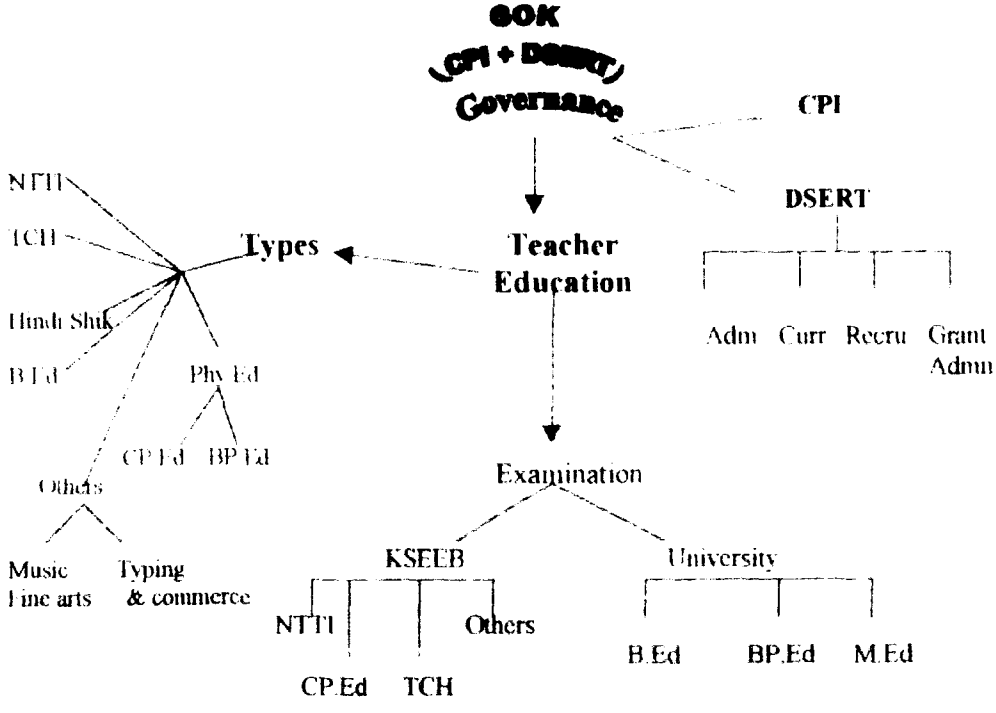
1. The spread of teacher training institutions districtwise shows clearly greater concentration of institutions in the districts of Bangalore, Belgaum, Kolar, Mysore and Tumkur.
2. More number of teacher training institutions at elementary education level are observed (129) whereas 67 B.Ed colleges and 5 Hindi Shikshak B.Ed colleges are functioning at secondary teacher training level. These two levels of training has shown growth. Both Elementary and Secondary Teacher Education has greater number of aided and unaided institutions. B.Ed course is run in different modes.
3. Pre-primary teacher training is run only by unaided institutions (12) with the recognition of NCTE and State Government. PPTTI certificates are not necessary condition to become a teacher in pre-school. More number of PPTTI are needed.
4. Physical education certificate courses are also not many, only 11 for BP.Ed and 41 for CP.Ed.
5. Hindi medium training programmes are only 5 at B.Ed level and 28 at under graduate training. This is adequate.
6. Attention given to the vocational certificates like Music, Drawing, etc., is inadequate.

7. Teacher education in Karnataka is conducted in all the four modes at Secondary teacher training level and M.Ed level. The modes are:
   - Contact mode-person to person (regular-formal)
   - Correspondence mod/distance mode with contact programme briefly is built.
   - Vacation modes/ during vacation contact programme.
   - Open University / distance mode and tele-mode (IGNOU).

   There is an attempt to give teacher education through the ET mode also
8. Teacher education in Karnataka is mostly conducted in Co-education institutions. In TCH there are 26 women institutions and 5 only for men.
9. Medium of Instruction is bilingual -or Kannada. English medium institutions are relatively less.

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

Map of Governance of Teacher Education in Karnataka.



The review of the growth of teacher education institutions in Karnataka clearly reveal slow pace of teacher education institutions all along. It is only in the eighth plan period, there is a sudden increase. The alarming growth of training institutions and training colleges run on commercial basis, necessitated the government to exercise control The Government of Karnataka sprung to action and took into fold the infrastructurally poor institutions and tried to close them down and stopped the influx of students from neighbouring states with the onset of Central admission cell and quota system for kannadigas and non kannadigas. This was a welcome move and simultaneously the establishment of NCTE statutory body and an SRC of NCTE minimised further commercial institutions. Since 1995 the infrastructural norms of NCTE is applied and quantitative growth of institutions are yet to be stopped. But there is a long way to go as far as "Quality" of teacher education is concerned. Teacher education in Karnataka has opened its eyes on the regulatory and academic aspects during 2000-2001. 21st century is critical for teacher education like for many other sectors. Impersonal professional discussion, concerns in bringing up the "standards" of these teacher education institutions are being valued. Efforts are made now to build leadership qualities and other skills. Academic minded officials are struggling here and there and the man-power building, man power managements are yet to feature in teacher education. In this connection, opinions of experienced teacher educators was sought and the following table gives the percentage of responses.

Table 1.11 showing opinions of Experienced Teacher Educators

Particulars	B.Ed			CP.Ed			Hindi Sikshak			TTI		
	A	PA	D	A	PA	D	A	PA	D	A	PA	D
The present No. of pre-service trg.institutions are adequate	**100**	0	0	0	0	100	**100**	0	0	**80**	14.55	5.45
Trained graduates gets easily employed	11.76	29.41	**58.82**	0	0	**100**	0	0	50	5.45	40.00	**54.55**
Language teachers are in demand at High School/Elementary school	35.29	52.94	11.76	0	0	100	100	100	0	47.06	35.29	17.65
Mathematics and Science teachers are not adequate at High school/elementary school	94.71	29.41	5.88	100	0	0	100	100	0	74.07	18.52	7.41
Present day trained teachers do not exhibit needed teaching comp. In the subject they teach.	33.33	61.11	5.56	100	0	0	100	0	0	42.59	50.00	7.41
Pre-service training does not have impact on classroom teaching.	11.76	41.18	47.06	100	0	0	0	0	0	9.62	59.62	30.77
The teacher preparation institutions need to cater to both pre-service and in-service program	87.50	12.50	0.00	100	0	0	66.67	66.67	0	77.78	16.67	5.56
Inability to procure adequate number of practising schools lead to in effectiveness in trg	47.06	29.41	23.53	100	0	0	50	50	0	42.58	41.51	13.21
Co-operation from practising school is not satisfactory.	23.53	41.18	35.29	0	0	100	50	50	0	36.54	50.00	13.46
Duration of the training programme is not adequate to develop teaching skills effectively	52.94	35.29	11.76	100	0	0	100	0	0	33.96	39.62	26.42

A:Complete Agreement; PA:Partial Agreement; D: Complete Disagreement

The analysis gains meaning only when these institutions are satisfying societal needs and all trainees are employed. This brings to the front issues related to optimal capacity utilisation, the demand supply position of teachers, the growth of schools, increase in enrolment, number of trained teachers required every year, appointed and such other factors. In the next section these issues are considered in detail. Structural Governance of different training institutions at different levels is summated in the above map.

Section 2

Demand - Supply of Teachers in Karnataka

Section 2

Demand and Supply of Teachers

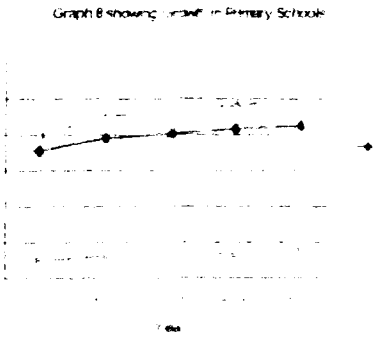
Demand for teachers depends on enrolment vacancy position and backlog of unemployed teachers. The supply of teachers from teacher education institutions annually as has been obtained in previous section is a good number both in the elementary teacher training level and secondary teacher training level. There are no untrained teachers in schools of Karnataka.

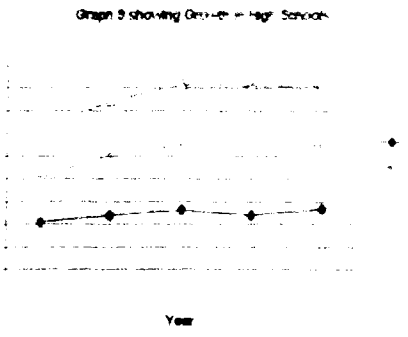
The steady increase in the number of training institutions especially at elementary and secondary teacher training levels suggests a steady increase in number of schools and enrolment. Since Independence, the pressure has mounted after the NPE (1986) POA (92) in achieving universalisation of elementary education. There has been an all out surge for more sections in a school increase in schools. Hence there was an apparent demand for teachers at primary level and producing certificate holders (marked value) caught the attention of commercial minded teacher educators. The sudden realisation for more teachers in the hope of getting employed with pension facilities perhaps, lured many candidates with or without the scholarship or aptitude to teach. This is one of the reason for sudden raise in training institutions.

If there is a demand for teachers consistently, this should be reflected in the consistent growth in enrolment at different stages of schooling. More enrolment would mean more schools and classes which in turn would bring forth **demand** for teachers. Examining the rate of growth schools in the past decade, number of teachers employed, number of trained teachers supplied by training institutes would facilitate drawing implications about demand-supply of teachers.

Year	Govt	Pri	Tot
93-94	35559	4681	40240
96-97	38866	6201	45067
97-98	40256	6641	46900
98-99	41486	6649	48135
99-00	42359	7281	49640

Year	Govt	Pri	Tot
93-94	2081	4065	6146
96-97	2397	5049	7446
97-98	2637	5531	8168
98-99	2405	5701	8106
99-00	2667	5480	8147





The study team observes that there are no untrained teachers in Government Aided schools at all levels. Only in unaided schools small percentage of untrained teachers are found. The data on the growth of primary and high schools, the enrolment of students and employment of teachers would throw light on the demand-supply of teachers in Karnataka.

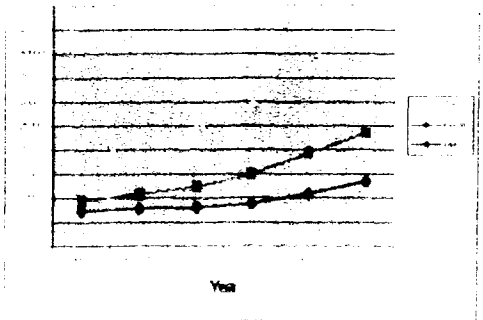
Growth in Primary School Teachers in Karnataka

Year	Male	Female	Tot	% of Fem
1966-67	70924	20320	91244	22.27
1977-78	76558	30250	106808	28.32
1986-87	79439	43304	122743	22
1993-94	86620	59904	146524	19.3
1997-98	108239	83690	191929	30.9
1999-2000	133437	100663	234100	21.9

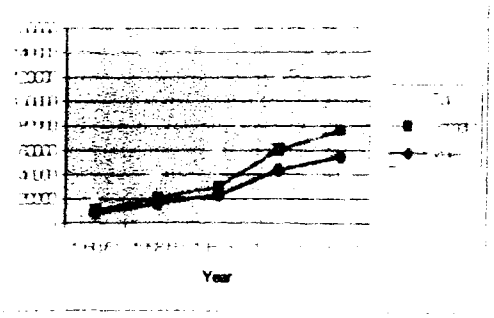
Growth in High School Teachers in Karnataka

Year	Male	Female	Tot	% of Fem
1960-61	8544	2090	10634	19.65
1968-69	16396	4200	20598	20.39
1986-87	23222	7172	30394	23.6
1993-94	43455	16816	60271	27.9
1999-00	54692	21269	75961	28

Graph 10 showing Growth in Primary school Teachers



Graph 11 showing Growth in High School Teachers



The raise in number of schools has been very gradual and seems to be steady in the past 5 years not as envisaged by the society or commercial agencies who promote teacher training. Consequently, the table and graphs of teachers growth at primary and secondary in the next two tables indicate a point of sudden boom (corresponds to implementation of NPE 1986), after which one can see the state of almost reaching a steadiness. This can be studied compared to the percentage of children enrolled in primary schools

The DPEP intervention and state literacy programmes have increased the rate of enrolment and Karnataka government study reports enrolment at the age group 1-14 is nearing 90% and hence future perspective would be a marginal increase for the next decade. Enrolment data and age specific literacy suggest expanding access to education in India But this development is diverse to geo-political and socio-economical profile, observes BP Garg (1999)* Further he observes that intervention from supply side raises demand for educational services namely institutions, teachers, infrastructure and finance In India, the NPE (1986) revised in 1992 and POA (1992) postulate normative criteria in terms of school mapping, teacher-pupil ratio, students admission and promotion policy, teacher training various modes of schools, course and school structure, teachers service, welfare matters and the like The following table shows existing enrolment in primary and secondary schools

Table 2.1 showing Statistics of Schools in Karnataka (Feb.2000)

Primary					
		Schools	Enrolment		Teachers
			I-IV	V-VII	
LPS (I-IV)	Government	20978	9.67	--	42195
	Aided	247	0.39	--	918
	Un-aided	1308	1.01	--	4391
	Total (a)	22533	11.07	--	47504
HPS (V-VII)	Government	2175	30.80	21.11	141958
	Aided	3551	4.40	3.53	16530
	Un-aided	3551	5.63	3.87	28108
	Total (b)	27107	40.83	28.51	186596
	(a+b)	49460	51.90	28.51	234100
Total(LPS+HPS)		49460	80.41		234100

Secondary						
			I-IV	V-VII	VIII-X	
HS (I-IV)	Government	2667	--	0.12	5.60	28286
	Aided	2524	0.07	0.29	7.55	25357
	Un-aided	2956	0.77	0.57	3.74	22318
	Total (a)	8147	0.84	0.98	16.89	75961
	Total (LPS+HPS+HS)		52.74	29.49	16.89	
Grand Total		57787	99.12			310061

Source: Data CPI Office (Appendix 3)

This supports the demand for more teachers at primary and high schools but marginally. The rate of growth of teachers every 5-8 years is not uniform. There is 30.9% growth of teachers in the 1995-98 period whereas in 1999-2000 it is 21.9%. teachers are appointed in phased manner depending on financial provisions. Also the vacancies may not exist though at the primary level it is often quoted that single teacher schools are found in Karnataka to the tune of 80%. But this situation is improved consequent to the implementation of Operation Black Board Scheme and DPEP input. In certain districts vacancies do exist but this position is not due to want of trained teachers. The annual supply of trained teachers is exemplified of 1999-2000 in table below.

Table 2.2 showing the Annual supply of Trained Teachers during 1999-2000

Sl. No	Nature of Certificate	No. Intake	Number of Teachers passed (1999-2000)	Percentage Of pass
1	B.Ed (Secondary	7060	6778	96.0
	Hindi Sikshak	260	252	96.62
2	T.C.H (Elementary)	7395	5768	78.24
	Hindi Sikshak	1770	1402	79.20
3	C.PEd	2100	2058	98.0
4	B.Ped	418	402	96.17
5	N.T.T.I	1611	1104	68.25
6	D.E.D	90	88	97.77
7	Others Exams			
	a) Music, Dance, Talavadya	5768	4336	74.93
	b) Kannada Pandit	26	4	15.38
	c) Urdu Munshi	12	11	91.66
	d) Commerce Examinations			
	- May 99	47450	29925	63.06
	Nov 99	35225	20534	58.29
	e) Drawing Grade Lower			
	Lower 99	19100	15486	81.07
	Higher 99	13210	11393	86.24
	Higher Art	4628	2728	58.94

Source: KSSEEB, University

Percentage of passes at training institutions is liberal every year 6-7 thousand teachers are available as fresh teacher recruits But in addition to this the unemployed teachers who are awaiting postings are also in thousands. The following table indicates from the live register of employment exchange the big number of teachers recently trained but not employed for there are no vacancies

Table 2.3 showing Consolidated position of unemployed Teachers

Year		S.C	S.T	Cat.I	Cat.II A	Cat.II B	Cat.III A	Cat.III B	Others	Total
1999	B.Ed	4736	1223	1724	5035	2001	3736	7967	20177	46599
	T.C.H	6195	1759	2301	5745	4158	3544	12454	29217	65373
2000	B.Ed	5075	1325	1944	4915	2352	3636	7574	21776	48597
	T.C.H	6449	2988	2271	5388	4060	3485	11090	26280	62011

Source: Department of Employment Exchange (Appendix 1)

Comparing the availability of fresh graduates or trained teachers and unemployed persons with the actual vacancy position in schools one can find a virtual reality about demand and supply

The number of schools existing with enrollment is quoted in table. the following table would give the position of vacancies in Government institutions.

Table 2.4 showing Teachers working against Enrolment

		Enrolment	No. of Teachers Sanctioned	No. of Teachers working	% Common Exam Result (SSLC)
Primary (LPS + HPS)	G	58,93,079	1,84,153	1,69,374	
	A	8,69,309	17,448	16,267	
	U	11,87,001	33,834	32,115	
Grand Total		**79,49,389**	**2,35,435**	**2,17,756**	
Secondary (HS)	G	56,00,35	28,276	23,825	35.85
	A	7,55,342	25,357	25,073	41.19
	U	3,74,255	22,318	22,317	63.89
Grand Total		**16,89,632**	**75,951**	**71,215**	

Source: CPI's Office 2000 (**Appendix 4**)

Table 2.5 showing Vacancy as against Enrolment

	No. of Teachers Enrolled	No. of Teachers Sanctioned	No. of Teachers working			Vacancy
			Male	Female	Total	
Primary	79,49,389	2,35,435	1,17,547 (53.98)	1,00,209 (46.01)	2,17,756	12,863(G)
Secondary	16,89,632	75,951	36,900 (51.81)	34,315 (48.18)	71,215	2,000(G)

Source: CPI's Office (Districtwise breakup enclosed)

Overall there can be 12-13 thousand primary school teachers required as against 6 thousand fresh teacher recruits and 62 thousand unemployed trained teachers. Similarly there are hardly 2-3 thousand teachers wanted mostly science and mathematics or in english in certain districts at the secondary level and we have annual supply of fresh trained teachers to the tune of 7 thousand and back log of 48,597 (table 2.3).

Hardly 1.1% growth of schools and < .3% of excess enrolment of teachers would be the requirement of teachers. So **there is demand for teachers at both primary and secondary school level.** Demand for schooling emanates from demographic profile .Census of India (1991) projects the school age cohorts for the year 1996, 2001 and 2006 The following table throws light on the tendency and trend of enrolment in the next five years. But the demographic projection gives a slightly different picture

Table 2.6 showing Projected School age population (As on July 1996, 2001, 2006)

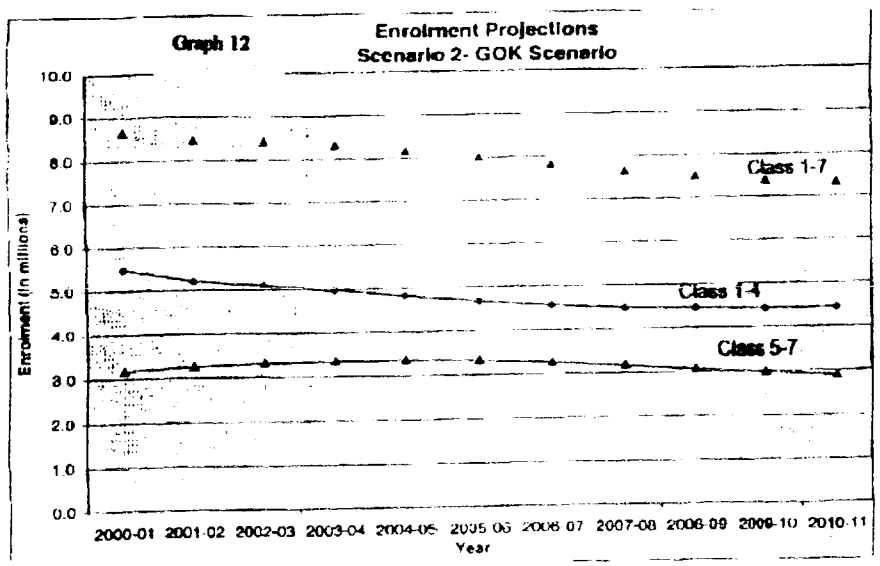
Year	6-10 I-V	11-13 VI-VIII	14-15 IX-X	16-17 XI-XII	6-17 I-XII
1996	1,22,581	66,190	40,072	36,757	2,65,600
2001	1,18,859	74,847	47,510	44,684	2,85,900
2006	1,07,518	69,736	48,656	49,915	2,75825
% increase (+) or decrease between 1996 -2000	(-)3.036	(+)13.079	(+) 18.56	(+)21.566	(+)7 64
% increase (+) or decrease between 2001 – 2006	(-)9.54	(-)6 828	(+)2 41	(+)11 71	(-)3 52

Source: Census of India 1991, Population for India and states (1996 2016)

Census of 1991 projects school age cohorts for year 1996-2001 and 2006 in the above table. It can be seen that the age group 6-10 (classes I-V) is going down over the years, whereas for the other groups, it shows upward trend, to a large extent. Net fall in age group 6-10yrs between 1996-2001 is 37.22 lakhs and further 113.4lakhs between 2001 and 2006 On the other hand, for the age group 11-13, the net increase in 2001 over 1996 is 86 57 lakhs, and then falls of 51 11 lakhs in 2006 over 2001. For the age group 14-15, the net increase is 74.38 lakhs in 20011 over 1996 and 11 46 lakhs in 2006. Over 2001 similar for the age group 16-17, the net increase is 79.27 lakhs in 2001 over 1996 and 52.31 lakhs in 2006 over 2001. The overall absolute increase when combined for the age group 6-17 or class cohorts of I-XII is 203 lakhs in 2001 over 1996 and the fall by 100 75 lakhs in 2006 over 2001.

Further demographic profile impacts demand for more schools, sections and hence teacher, teacher training. But the point of inference from the above table is that composition was 46.15% of age group 6-10, 24.9% of 11-13, 15.1% of 14-15, and 13.84% of 16-17 in 1996. This gets reduced to 41.6% in 6-10 age group to 38.98% in 2001 and 2006 respectively. The decrease works out to be 12.29% between 1996 and 2006 and 1.23% annually. Since the demographic projections[1] till the year 2006 of All India source data as well as the recent education census data in Karnataka, indicate a dip in the number of children in the age group of 6-14yrs (UEE target). Demand for teachers naturally depends on the number of schools, in turn the enrolment in schools, which in turn depends on the census data. This analysis hold well with the recent census data published in newspapers. In Karnataka the diminution was quoted. The following graph on enrolment project for Government of Karnataka. 12.29% on line with projections above. This discussion could be kept in mind while increasing number of schools, teachers and training institutions.

As such, increase of number of schools in Karnataka may not be a big number. However, enrolment may increase. Sajida (2001) in her study observes that, in order to meet the average pupil teacher ratio of 35:1 in public and aided schools, Karnataka needs to have an additional 20 thousand teachers to reach a total figure of about 226 thousand teachers in elementary schools.



But the existing number of teachers as per CPI's office records is 234,100, thereby indicates excess teachers.

Statistical calculations are bound to give such confusive picture since they depend on the TPR norm with which we estimate. whether it is 1:35 or 1:40 or 1 teacher per one class each gives a different figure. The teacher pupil ratio has dwindled in Bangalore division. Mysore division and is between 40 and 45 in Belgaum and Gulbarga division **(Appendix 5)** The discussion thus indicates that Karnataka is in the safe zone. 10-15 thousand vacancies in primary to run ideally with 1:35 pupil teacher ratio is not a huge number with continuous annual supply of thousands (5-7) fresh graduates and back log of 30 thousand and odd. So, demand-supply is safe. It is unfortunate that 60-80 TTI's are given permission by the government recently to start training institutions only to increase unemployed trained teachers. The demand from parents, managements and students is for **effective teachers** in place of commercial teachers. Our team was approached by many parents and management's requesting to strengthen the existing training colleges academically rather than increasing number in the name of minority / philonthraphist. The arguments are lesser in secondary teacher training colleges since supply is more and many of aided secondary schools and government has excess teachers. The number of teachers trained but unemployed, the large amount of backlog suggests the present status of trained teachers on supply side is adequate. Hence there is **no need for increasing the teacher education institutions**. (table 2.3)The same opinion is expressed by groups of experts, teacher educators and schoolteachers as in the following table. The physical education institutions are adequate and employment is no problem for them. So also vocational teacher training covers.

Table 2.7 showing opinions of Experienced Teacher Educators

Particulars	B.Ed			C.P.Ed			Hindi Sikshak			TTI		
	A	PA	D	A	PA	D	A	PA	D	A	PA	D
The present No. of pre-service trg. institutions are adequate	100	0	0	0	0	100	100	0	0	80	14.55	5.45
Trained graduates gets easily employed	11.76	29.41	58.82	0	0	100	0	0	50	5.45	40.00	54.55
Mathematics and Science teachers are not adequate at High school/elementary school	64.71	29.41	5.88	100	0	0	100	100	0	74.07	18.52	7.41

A:Complete Agreement; PA:Partial Agreement; D: Complete Disagreement

The position in respect of vacancies in B.Ed and TCH institutions and recruitment of teacher educators is not so very positive. This could be taken as **an inadequacy in teacher recruitment at Teacher Education** level. There are 70 B.Ed colleges in Karnataka. The total intake is 7000 and required teachers are 770 as per the NCTE norms of (1:10) including the principal. Now the available teachers are only 691.

Whereas, the percentage of vacancies overall is 10.25%, in aided colleges it is 14.68% in Karnakata (nearly 21 teachers). It is interesting to note that the staff position in Elementary Teacher education institutions is improved because of existence of DIETS. There are 139 teacher-training institutions in Karnataka (129 NCTE recognised). The total intake (in both I & II year) is 14,310, as per the NCTE norms of (1:12) including the principal, 1323 teachers are required. But DIETS have special staff for different areas of inservice. The available teachers are 1399. This shows that there are no vacancies (mainly in Government DIET) In private aided and un-aided teacher training institutions in Karnataka nearly 22.14% of vacancies exist (nearly 293 teacher educators). So posts are not filled for want of qualified lecturers as per NCTE norms (discussed later).Genderwise distribution of teacher educators in the training institutions shows gender variations.

The following table indicates that the male teacher educators are 71.7% whereas 28.2% are females. The same way female percentage is less in aided and unaided. The teacher requirement/demand depends on the norms we apply whether it is a generic 1-40 or 1 teacher 1 classroom or what the Department of Public Instruction has been following or NCTE norms.

Discussions:

Study team observes the following at this juncture of recruitment of training of Teachers. Invariably in the table (actual) given above, one can observe that government schools and aided schools have larger number of teachers fully paid and secure. But their performance as seen in examination results is not good, where as in most of the unaided institutions there is an alarming gap of teachers. These teachers are paid less, not very secure. But the results in these institutions are good. Studies from the point of view of the performance of teachers, in terms of attainment show that year after year both at elementary and secondary levels it is the aided and unaided institutions (with honorable exceptions) that has been good. Genderwise analyasis of TEI's may add an explanation to this in a way. Table 2.8 for all TEI's indicate 71.7% of male teachers working in government TEI's and hardly 28% female teachers, whereas in aided female teachers are more (36%).

Table 2.8 showing Genderwise Distribution of Teachers in Training Institutions

Institutions	Govt					Aided					Unaided				
	M	F	Tot	M%	F%	M	F	Tot	M%	F%	M	F	Tot	M%	F%
B.Ed	0	0	0	0	0	92	36	128	72	28	311	110	421	73.9	26.1
Hindi Sh(B.Ed)	0	0	0	0	0	0	0	0	0	0	22	16	38	57.0	42.1
CTE's	56	18	74	75.68	24.32	30	18	48	63	38	0	0	0	0	0
CP.Ed	6	0	6	100	0	19	3	22	86	14	232	6	238	97.8	2.52
BP.Ed	7	1	8	87.5	12.5	0	0	0	0	0	33	3	36	91.7	8.33
TTI	141	67	208	67.79	32.21	226	149	376	60	40	390	166	556	70.1	29.9
NTTI	0	0	0	0	0	0	0	0	0	0	6	63	69	8.7	91.3
DIET's	251	95	346	72.54	27.46	0	0	0	0	0	0	0	0	0	0
Hindi Sh	6	3	9	66.67	33.33	0	0	0	0	0	100	70	170	58.8	41.2
G.Total	467	184	651	71.74	28.26	367	206	573	64	36	1094	434	1528	71.6	28.4

What does this imply? Research study by Vasantha Ramkumar((1998) also indicate that the TPR or the number of teachers in an institution alone may not account for good result. It is the **attitude and concern of these teachers** that matters. Supporting this argument you find more women teachers in aided and unaided than in government (above table) Most of these schools are working poorer conditions than a single teacher school This does not mean we should deprive people of getting government job Certainly we have to clear vacancies. But could there be some study on manpower management and efficiency of teachers. Study team has a feeling that poor motivation among government schoolteacher is probably because of **satisfaction and sense of security**. Psychological experiments have often shown that any organism would function with **arousal only when there** is a certain amount of need/want, but would not function if it is satisfied. Academic wants or assistants atleast could surface among teachers in non government institutions. Academically, there is lack of vision, fervor and concern on the part of the government teachers who are secure. This points out and raises issues as to how far would filling vacancies of teachers by itself is necessary? Would it maintain quality? That is, supplying number of teachers is one aspect of strengthening the school but this does not improve functioning and performance in a committed way. On the other hand there seems to be a need for changing the attitude of the teachers. Teacher educator in this direction can help. Inadequacy, therefore is the optimal use of **manpower and manpower efficiency** requires **deeper study**. The load of work in terms of active teaching and active learning hours may throw light on genuine teacher requirement. Committed teachers are always in demand. The apparent shortage of Physical science, mathematics and english teachers arises because of rigidity in selection of trainees as well as candidates choosing teaching are relatively less.

Table 2.9 showing Number of Applications received for training and allotted

		Arts		Science		Total
		Applied	Selected	Applied	Selected	selected
B.Ed	2000	13959	3620	3908	394	4014
	2001	10978	3225	2707	890	4115
TCh	2000	54778	3953	4716	716	4669
	2001	29361	4597	3253	334	4931

Source Central Admission Cell, CPI office

The above table reveals that hardly 10 14% of applicants in science are allotted seats in B.Ed and Arts - science ratio of 50-50 is not maintained since roster reservation has to be followed and most of science graduates come under General Merit. Similarly in TCH also, the number of candidates with science options are less. This cannot be set right unless policy changes. It is also true more and more good students of science take to technology and do not aspire to become teachers.

The study analysed the demand for teachers considering the vacancy position in Primary and Secondary schools by comparing data collected from CPI's office, the data from employment exchange and the available data of trained graduates annually passing out from TEI's. There are 49,460 Primary schools and 8,147 High Schools and no untrained teachers are found in these government schools. Districtwise vacancies vary. The TPR is well contained in many districts excepting Gulbarga division. Currently the vacancy position pending deployment and verification is 12,000 in Primary schools and around 2,000 in High schools. It tends to continue every year. Every year 6,000 TCH trained teachers and 7,000 B.Ed trained teachers pass out of colleges. Employment Live registers show unemployed teachers on an average of 60,000 TCH trained and 47,000 B.Ed trained. Discounting for unreliability of statistics at least 50% of this number is genuine as unemployed trained graduates.

Hence, the annual requirement of teachers can be met with and demand relatively is not that alarming though **the demand for teachers continue**. So the study team feels that there appears to be no **need to start new TEI's,** if need be, the **intake in the existing TEI's** could be increased. Demand differentiates among district as well as between rural and urban. The efforts of Government in provisioning recruitment, transfer and redeployment of teachers through computerised counseling from the past 3-4 years is commendable. The demand is more for increasing efficiency of teachers.

Teacher performance should be the measure while recruiting. TPR ratio has steadily come down both at primary and secondary levels. All efforts of government in providing smaller classes, more training and improved service conditions are praise worthy but this has not resulted in improvement in levels of attainment in government schools as envisaged. **This is a point of concern.** Though logically it is necessary to give opportunity to more and more teachers and appoint them in larger numbers, as the growth of schools and enrolment increases the **need for capacity building** among those teachers for "quality improvement" gets widened and becomes a necessity. The 'quality' and **'effieiency'** of manpower is in **real demand**. An urgent attention is needed to this. In other words, the focus on supplying the quantum of teachers alone is not a sufficient answer to quality maintenance of certain level of attainment. The thrust should also be laid on **performance** and **quality** during supply of teachers. This implies impactful curriculum and effective teacher training at all levels.

The study team strongly feel that supply of teachers is much more than demand. The real problem is not of availability of teachers but non availability of science and mathematics trained teachers. Demand is for committed teachers.

Section 3

In-Service teacher training at different levels of Teacher Education

Section 3

In-service teacher training at different levels of teacher education

The status of teacher education in India is assuming greater importance. Teacher education is a continuous process and its pre-service and in-service components are inseparable POA (1986,1992) reiterates the responsibility of state centres (SCERT) in monitoring, sponsoring and evaluating the in-service education programmes for all levels of teachers, instructors and other educational personnel. In-service programmes should reach the maximum number of ground level teachers at all levels. In-service programmes can be organised in different modalities. Distance in-service, satellite television programs, community based sharing sessions and such other non-formal modes could all be used with a definite focus

In early 1954, All India council for secondary education initiated the extension education programmes for the benefit of secondary schoolteachers. The objective was to provide growth opportunities to in-service teachers The early enthusiasm in the country and in Karnataka was well taken. 52-education extensions cater in India and 9-10 centres in Karnataka worked well. Each centre reaching around 50 schools from surrounding 3-4 districts. Need based programmes were chalked out. Financed from central support (AICSE) and DEPSE it flourished hardly a decade. During IV five year plan, the thinking was afresh number of extension centres were reduced and state institutions of education were started around 1963-64 and there after a sea-change were brought out States were bound to perform due to gradual withdrawal from centre and naturally in-service education became a conceptual dream. Heralding NPE (1986) in 1986 and followed by an augmenting force POA (1991-92) gave totally different perspective to in-service programs. VII, VIII and IX plan periods are giving utmost importance to achieving UEE Post NPE period, has established extension services for in-service education

through the newly created District Institutions of education training (DIETS). for primary schools teachers the District Primary Education Programmes (DPEP) has established cluster resources centres and block resource centres for training lower primary teachers, and colleges of teacher education (upgraded B Ed colleges or CTE's) to be centres for secondary school teachers and Institutions of Advanced studies in education for giving in-service training to teacher educators and officials. The establishment of these institutions with certain functions as envisaged in NPE (1986) is a laudable change brought out. The instituionalisation of in-service education has been the at the elementary teacher education level through DIETS and at secondary education level through CTE's (colleges of teacher education). Prof. Seshadri* rightly comments on the ground reality that is "Institutional development of DIET's is limited up with the issues of encadrement of DIET faculty. The recruitment and transfer of the major issue linked up with performance of DIET".

Thus the agencies imparting in-service teacher training at different levels of teacher education are as follows:

Pre-Primary Teachers Education:

1. N.G.O's like Montessori pre-school centres; like sutradhar, seva-in-actions and some of the unaided training institution.
2. IED training through central scheme by DSERT for handicapped children – collaborating with J.S.S.
3. Social Welfare Board and other community organisation for anganwadi workers.

Primary Teacher Education:

1. DIETS (currently 20 in number in Karnataka)
2. CRC's and BRC's in all the DPEP districts
3. Some aided or leading teacher training institutions. (4-5) in Karnataka state)
4. Non Governmental organisations such as the over quoted above-Headmasters Association, Karnataka Primary Teachers Association, KSSTA-Canadian Teachers Federation.
5. R.I English and Sanskrit development centres like Akshara

*Primary Teacher Training in the EFA decade – Seshadri, NIEPA 2000

Secondary School Teachers:

1. CTE's (10 in the state), IASE
2. DSERT (**Appendix 6**)
3. ISEC & CEE
4. Headmasters Association or professional organisation/NGO's

Inservice Programmes at different Levels:

Pre-Primary Teacher Education

There are no organised inservice program at this level. The NGO's now and then do conduct annual meet and refresher courses. The IED training is given through DIETS by DSERT. The inservice programmes at this level is the greatest inadequacy. Everybody takes it up and foundation for the child in developing sensory motor behaviour is in bad shape.

Primary Teacher Education

The In-service teacher training is provided intensively through DIET's and Block Resource Centres (DPEP districts) at the primary education level (LPS). In Karnataka, 20 DIET.S, 10 CTE's, 1 IASE's are established as per the guidelines of MHRD. These institutions according to the National Policy are designed to bring about **substantial improvement in the quality of teacher education.** In Karnataka DIETS were established first and recently, CTE and IASE's are functioning.

1. DIETS in Karnataka

There are 28 districts in Karnataka. 20 DIETS are established. These 20 DIETS have been studied in detail recently by Prof. A.S. Seetharamu (2000), and the present study found that excepting the postings and deputing faculty for doing their M.Ed, not much of change is perceived since 2000. The study observed that 17 of the 20 DIETS were earlier Government TTI's. The present status of DIETS from the internal structure but not as capacity building programme has been an impressive.

The DIETS in Karnataka in principle have adhered to the stipulated norms of seven branches in their internal structure namely: Pre-service Teacher Education(PSTE), District Resource Unit(DRU), In-service Training Field Interaction and Communication (IFIC), Curriculum Material Development and Evaluation (CMDE), Education Technology (ET), Work Experience (WE), Planning and Management(P&M). The MHRD guidelines for infrastructural facilities like class room, seminar room, faculty room, labs-science and computer, library and research are followed, but sanctioning positions of academic staff deviates. The conduct of both pre-service and in-service programmes as per guidelines. It is hardly a decade and half since these institutions were established. They are functioning sometimes in coordination with BRC's and CRC's but yet need to have **organisationally better linkages with DPEP, Community, Schools and DSERT.**

The DIETS in Karnataka have only their individual autonomy as against functional autonomy. They are governed and run by DSERT. Among the 20 DIET Principals only two are women. At least 50% of faculty do not have primary school experience. Large majority of the faculty do not have PG Degree in content / professional subjects. **(Appendix 7 - showing staff position).** Faculty are not involved in planning and management. Dharwad, Mysore, Kodagu, Mangalore, Chikamagalur and Belgaum DIETS show innovative practices. Kodagu and Chickamagalur have conducted in-service training for teachers, Head Teachers, Education Officers and Community workers. Otherwise, **content and pedagogy** are the only common themes for in-service training. Systematically the allotted money of 8 lakhs per district is being utilised for inservice programmes. Duration of training has been 5-6 days. The coverage of teachers under this jurisdiction is low (50-60% in some cases). The DIETS are yet to integrate itself into the mainstream of educational management. They seem to be functioning in isolation.

The main inadequacy observed here is not being clear about the purpose / target of a DIET. It is observed that where curricular Head of the Institution had proper vision, leadership was given well and some kind of innovative practices are undertaken. The staff and especially the Principals of DIETS should have more sensitisation session and should be involved in planning. Another common grievance among many faculty including Principals, is their awaiting for transfer. Both age and promotional opportunity act as de-motivating factor. Recently Government of Karnataka has revised the recruitment rules for DIETS and have created a cadre for these institutions. According to this 40% faculty can be recruited directly and small percent of people could be visiting faculty-However, the change is yet to be implemented in future. This seems to herald better deal for DIET.

The implication of **DIET as centrally sponsored** scheme is not without merits. It is a structured way to reach UEE. But for the DIETS, no TTI offers any in-service training. Pre-service wing functions in the same way as other TTI's in DIETS. The *DIET programmes generally are in the following areas*: Basic Training, Orientation Training, Special Training (SOPT), Gender sesitisation Training, SUPW Training, Mathematics and Science Training, Population Education.

DIETS in Karnataka are yet in their infancy and is functioning in a generic way. The Role of DSERT is of utmost importance in guiding these institutions academically. Things are not so easy to happen since the centralised system has its own problems and augmentation would be slow. However the establishment of DIETS has heralded the need for in-service training and on a massive scale the centrally sponsored scheme has given training to teachers since 1993.

In the Non-DPEP district a similar attempt is made at a less rigorous manner by the DIETS. Every year the DIETS organise programs and train the primary school teachers in the following areas. Training in content orientation in core subjects, gender sensitisation program, IED training, one or two on educational technology, SUPW and competence based teaching. The number of beneficiaries and money spent as well as category wise coverage are given in the following table. This program benefits hardly 20-27% of teachers at primary level.

Table 3.1 showing the particulars of In-service teachers training (DIET) yearwise (Primary school Teachers)

Year	SC Trained	ST Trained	Others Trained	Total		Women	Amount spent
				Nos.	%		
Dec.93	141	24	6951	7116	3.03	1397	1195117
Dec.94	1819	43	11359	13221	5.64	4317	7550565
Dec.95	6275	1214	3439	41383	17.67	8647	7110297
Dec.96	5158	1468	28422	35048	14.97	9599	12389477
Dec.97	4616	1610	47464	53690	22.93	10184	9036218
Dec.98	13239	1255	49820	64314	27.47	26709	11586999
Dec.99	5734	2531	37966	46231	19.74	20111	14495799
Total	36982	8145	216331	261458		80991	63364462

The DIET'S claim to conduct in-service programme need based but the coverage of teachers on any one theme is not satisfactory.

Secondary Teacher Education:

1. Colleges of Teacher Education (CTE's) Institute of Advanced Studies in Education (IASE)

At the secondary school level, the in-service programs are conducted by the CTE's since 1993. These colleges of education have identified the hard spots of teaching at the higher secondary in content.

These are centrally sponsored schemes at Secondary Teacher education level. There are 10 CTE's, 6 of which are Government training colleges. 4 are aided institutions. CTE's and IASE are established only recently (1993-94 onwards). The guidelines of MHRD are followed and posts are sanctioned and filled only in Government CTE's. The norms are not completely followed in aided institutions. Aided CTE's have vacancies as much as 14.65% if one applies NCTE norm of 1:10 PTR. The status of CTE and IASE, their requirements are attended to by NCTE as well as DSERT. The DSERT has allotted additional funds for in-service programmes, and prescribes the programmes supposed to be need based, other than this, no academic guidance is given. Government CTE's act as nodal centers for conducting common examination. The pre-service training does not show any great quality improvement among CTE's. All of them have same norms and percentage of passes are 96%. The curriculum being the same for all institutions. The pre-service training is conducted in pretty much the same way. Often CTE staff lose opportunity to take classes to make way for in-service training programme. The CTE's again are not organised or restructured having certain wings and areas of specialisation for in-service training such as Mathematics education, Education technology, Environment education, Science education, etc., 75,961 teachers are working in the High school through out Karnataka say approximately 76,000 teachers. The CTE's since '93 have covered 45,528 teachers till 1999 inclusive of 3-4 areas. That is orientation in content and sometimes on education technology. Workshops on methodology, capacity building, cognitive behaviour developments are not conducted in good number.

Table:3.2 showing the coverage of program in several CTE's is consolidated

CTES (High School Teachers) (all 10)

Year	SC Trained	ST Trained	Others Trained	Total Nos.	%	Women	Amount spent
Dec.93	310	50	1330	1690	2.22	614	33233
Dec.94	497	82	2271	2850	3.75	940	611746
Dec.95	757	156	4157	5070	6.67	1191	1264512
Dec.96	206	60	5446	5712	7.51	1058	2978376
Dec.97	238	73	3466	3777	4.97	593	1856446
Dec.98	608	125	9245	9978	13.13	3268	3064729
Dec.99	1681	626	14144	16451	21.65	3442	2973771
Total	4297	1172	40059	45528		11106	13081913

Source: Director (R & T)

Table:3.2(a) showing the coverage of programmes in IASE

Year	SC Trained	ST Trained	Others Trained	Total	Amount spent
Dec 98	4	-	86	90	128231.50
Dec 99	9	5	156	170	194773.50
Dec 00	33	9	444	486	451972.00
Total	46	14	626	746	774977.00

In the organisation and structure of these upgraded institutions several lose ends are observed. They are still under planning stage. The Government as well as aided Institutions are provided with necessary infrastructural facilities like building, equipment as per MHRD guidelines, but the **Man power** supplied as well as areas for in-service suggested and areas of Research are not adequate.

Discussion:

Secondary School Level:

The control of the entire in-service and pre-service programmes is by the DSERT. This system is helpful in a way to have mutual transfers and act as lab-area, for certain pilot studies by the government. But, the leadership, initiative and involvement of the Heads of Institutions and faculty in such a system is at low level. There is an **expectancy dependency syndrome** looming large among concerned Heads and they seem to wait for guidance, calendar of years and leadership either from NCTE/DSERT/University. This implies the responsibilities and roles of these institutions are not made clear. The **lack of clarity in the vision of a CTE/IASE** among the **stake holder** as well as consumer is obvious. Academic freedom and functional autonomy- the high lights of non-centralisation are missing and basically inadequate staff has brought down the enthusiasm, fervour and innovativeness among Teacher educators at secondary level. Teacher training is a challenge at secondary stage and this should be trigered not left dormant. The inadequacies at this level are: 1. Programmes are for a short duration 3-4 days - time not sufficient. 2. The areas chosen for inservice is not need based - districtwise but takes on generic problems of SSLC examination.

3. Content orientation workshops are without practical demonstration. 4. Inadequate training is observed on peer group learning, practical models of thinking and developing self-learning packages, use of computer and browsing internet. The study feels that the inservice programmes at Secondary teacher education level relatively has not been given adequate thought by the concerned functionaries. There is need for more **dialogues, think tanks and open forums** to debate upon the role of such centrally sponsored programmes and mobilising funds from community. Constraints can be cut and a break through can be evolved. It's an on-going process since a decade. Of course, some shape is given to the concept of CTE and IASE but not focussed. More such institutions with clear cut goals and responsibilities if assigned, would be helpful both in fulfilling guidelines of MHRD and bringing in quality in teacher education. The Central Scheme has lot of potential that has to be actualised.

NCTE surely can play a lead role in this direction. Universities can be the **anchor persons in linking** the Government, Professional organisations, Community experts in the field and policy makers. It is easy to list inadequacies mapping with guidelines, but who will store the idea process them? The Idea Bank has been in a way rich and the experts, concerned in this field have formulated and set up goals. Efforts of NIEPA, NCERT, NIAS, NCTE & MHRD, UNESCO, UGC and so on are commendable and should be taken as **'exemplars'** by CTE and IASE's. The concern, the issues raised by them have to be reflected upon, made feasible and action points to be set up at State level.

Such an academic exercise at the Secondary level is very necessary and it has just now sprung up. More think tanks, studies in depth, well knit data base for teacher education are some of the several inadequacies in this system **and there are miles to go before we** reach the target.

CTE's and IASE's should **manage to function as per the national thinking** keeping flexibility in the manner of functioning. Study team has felt after discussions with several stake holders, that the real implications of National Policy and specific responsibilities, the vast scope for professional growth are perceived superfluously by them The task analysis for these institutions(TEI's) with proper assignment of roles and links with ground level realities should be evolved by them The capacity should be built primarily by self-efforts, secondly by National Agencies and University Departments There is scope for institutionalising inservice programmes at secondary school probably in consortium with several NGO's

2. D.S.E.R.T

The CTE's and DSERT conduct programmes at the secondary level. The DSERT and training apex unit of the Department of Public Instruction. The main wings of the directorate and their functions are listed here under:

1. Department of Text Books
2. Department of Science
3. Department of Educational Technology
4. Department of Teacher Education
5. Department of State Institution of Education

a) Department of Text Books-Deals with-

1) Curriculum
2) Syllabus
3) Production, Printing & distribution of Text Books
4) Production of teacher supportive literature

Textbooks from standard I to 10 in 7 languages are produced. In addition to 410 titles of textbooks for school level, the department is also responsible for the curriculum, syllabus and production of textual materials in music, dance and drama.

b) In department of Science conducts various activities for the promotion of Science education. It conducts seminars for both teachers and students. Science club activities are nurtured at school level. Various training programmes for teachers of Science are conducted. Science exhibitions at district and state level are conducted

The department is now in charge of Science centres stated 224 schools were science activities wing school and community together science unit has taken commendable step in production of TL materials in Science for schools.

c) Department of Education Technology looks after Computer eduction The department has installed computer in High Schools. Children are provided computer education through 7 agencies identified through tendering process.

All the Government primary schools are provided with RCCP sets Audiocassettes based on MLL and with theme of environment education are provided This unit also looks after the training of village education committee member's trainings to different level functionaries is provided on gender issues.

d) Department of teacher education is in charge of administration and control of teacher education institutions both at primary and secondary levels The department is also in the process of reviewing curriculum for teaching education at primary level

e) Department of state institute of education deals with various disciplines of education like population education, early child education, yoga, state evaluation unit looks after issues of training and material production in the discipline of evaluation.

DSERT is in-charge of the administration of District Institute of Education and Training and Colleges of Teacher Education. These institutions have made a very big impact on both pre-service and in-service teacher education both at primary and secondary level The directorate of DSERT has also brought publications in the series on children literature.

3 **ISEC** - Institute for Socio Economic Change, Nagarbhavi,Bangalore

ISEC was established during 1971-72 by Prof. VKRV Rao It is the largest socio-economic policy research organisation in India today Grown under the stewardship of Prof VKRV Rao and Sri E.S Venkataramaiah ISEC- society has elected Governing Board for a 3 year tennure and has focussed several socio-economic policy issues, studies. The Institute firmly believes in decentralisation of powers for the Central to the State Governments from both of them to the Panchyats and Municipal organisations The

institution is carrying out projects commissioner by the State Govenrment Ford Foundation, National Institute of Rural Development and others.

Functions and Objectives: • To conduct Interdisciplinary research in analytical and applied areas of social sciences, encompassing diverse aspects of development •To assist both central and state governments by undertaking systematic studies of resource, potential, identifying factors influencing growth and examining measures of reducing poverty. • To establish fruitful contacts with other institutions and scholars engaged in social science research through collaborative research programmes and seminars, and to conduct and refresher programmes of university and college teachers and public functionaries.

Staff: ISEC has a large multidisciplinary faculty of 9 professors, 13 associate professors and 23 Asst. professors working on various socio-economic themes of current national and international importance. There are 10-11 units undertaking research. Among these Education unit is also one. Education unit undertakes researches pertaining to primary and secondary level education The institute produces Ph.D's in Education too.

Ph.D Programme: The institute has been recognised as a center for doctoral research by the Universities of Bangalore, Karnatak, Mangalore, Mysore and Osmania and the National Law School of India University, Bangalore. Fellowships are funded by ISEC, ICSSR, Ford Foundation and RBI. Teacher fellowships are also offered to university and college lecturers to pursue their doctoral research. The institute has produced more than 100 doctorates in various disciplines since its inception.

Library and Documentation: ISEC has a well-equipped library with about one hundred thousand titles and more than 300 Indian and International periodicals. It also has an impressive collection of pamphlets and documents from foreign and Indian Organisations. It is recognised by the World Bank as a depository library and has a donated collection of Bharat Ratna Sir M Visvesvaraya, builder of modern Mysore

Publications: Since its inception, ISEC has made significant contributions to knowledge in different areas of the social sciences through publications. The faculty have authored a large number of books and articles in refereed journals both in India and abroad. They has also been influencing public opinion through publications in various newspapers and magazines

4 CEE: Centre for Environment Education, Bangalore

Centre for Environment Education was established in the year 1984 by the Ministry of Environment and Forests, Government of India

Teacher Training Programmes involved with. Besides several others, School Students, Teachers and Teacher Educators form an important target group of the center. Right from the inception, CEE has been organising several programmes for this target group. These programmes include (1) development and dissemination of quality environmental education materials- Activity manuals, workbooks, teachers handbooks, charts, posters, etc. (2) Organising in-service teacher training programmes all over the country and (3) Networking with government and non-governmental organisations to promote environment education in schools

Pre-service teacher training at the secondary level. As part of the pre-service teacher education at the secondary level, CEE during the year 1995 initiated an important project to evolve and institutionalize a curriculum in environmental education at the B.Ed level for teacher trainees. Pre-service teacher training at the Primary level. As part of this, CEE in collaboration with the District Primary Education Programme has developed training materials in environment education for DIET's, Orienting the DIET staff in the use of the training materials and assisting DIET's in organising in-service teacher training programmes in environment education

Inadequacies in Teacher Education at the primary and Secondary level (as far as Environment Education implementation is concerned) studied by Dr.Ravindranath (2000)

(a) lack of appropriate weightage for environment education in in-service and pre-service teacher education (b) lack of appropriate models of teacher training in environment education (c) lack of trained man power to handle environment education theme in the teacher education institutes (d) lack of material (in local languages) and financial resources (e) lack of policies for introducing environment education at the teacher training levels (f) needed coordination and networking between UGC Universities, NCTE, NGOs, Etc., training colleges, state departments of education, etc.,

DPEP - The District Primary Education Programme is yet another intervention in realising the goal of universalisation of primary education Launched in 1994-95 in four districts, DPEP now covers eleven districts of the state. The DPEP has resulted in significant improvements in enrolment, increase in retention rates and appreciable increases in learning achievement The DPEP experience above all paved the way for institutionalising inservice programme and gave necessary impetus to continous inservice training to primary school teachers. This was streamlined by the establishment of the Block Resource Centres (BRC) and Cluster Resource Centre (CRC). The BRC's provide adequate inservice training and resource support to primary school teachers (Appendix 5). There are new structures created with full time faculty of 6 teachers, 1 coordinator ((GP-B) and 5 Resource persons (3 from Primary 2 from Secondary) The CRC's have been established at the rate of one per 10-15 schools. One full time coordinator is appointed in each CRC. The CRC's act as a linkage between primary school teachers, community and schools. Thus the DPEP intervention has helped the regulation of inservice programmes and has assumed a structure based on needs of in-service programmes at primary level

At the primary education level the DPEP and NFE centers networking with several NGO's (Private Sector) are endeavouring to achieve the target of UEE. The tables clearly show that a number of in-service programmes have been conducted both at primary and high school levels. But there are certain inadequacies observed in these programmes which are summarised as: lack of depth and coverage of themes compared to guidelines, **poor coverage of teachers, lack of follow up, need for good resource persons** to guide them. Often the **workshop mode** appears to have not been followed especially at secondary level and the observation is that there is lack of demonstration lesson in cooperative learning and Multigrade teaching - the needed techniques. The in-service programmes are required to be purposeful **and better be based on district specific needs.** Differential teaching, alternative teaching techniques to develop competence especially of 'Learning to Learn' as envisaged in NPE are the needed areas for in-service at secondary level

However, in-service teacher education has been set up regularly by allotting funds - 8 lakhs per DIET, and 5 lakhs for CTE's and 12 lakhs for IASE. The in-service programmes are conducted in a structured manner at DIETS and CTE's but this is viewed as additional work and it appears that the teacher educators have asked for hike on basic pay for those who are involved in this work. The table reveals less than 13% beneficiaries on all years only during 99, 21.6% teachers are benefited. Hence the coverage of teachers is not very satisfactory. Less than 10% of teachers could be covered per year. The in-service teacher education programmes are conducted as extension lectures and intensive participatory approach with demonstrations is not observed at the higher secondary level. Hence there is need for massive in-service teacher training programmes. The study team conducted survey with group of teachers, teacher educator at TCH and B.Ed level and gathered opinion regarding the impact of such training (B.Ed/TCH), needed areas of in-service and usefulness of in-service program

The sample chosen from different parts of Karnataka and response obtained are tabulated below:

Table 3.3 showing Target and Response of In-service

Sl. No.		No. Chosen	No. Responded
1	TCH trained teachers With < 3yrs experience	1800	1593
2	Trained teachers primary (Fresh recruitment)	50	33
3	B.Ed trained (Freshers)	150	66
4	Teacher Educator (B.Ed)	50	45
5	Experts (Principals) B.Ed	30	25

Some of the consolidated ideas that throw light on the impact of teacher education programme as well as the usefulness of in-service programme are analysed. Teacher educators are of the opinion that they are familiar with many of the alternative techniques and use them in the classroom. The following table gives the opinion of teacher educators at different levels.

Table3.4 showing consolidated opinion of Teacher Educators on the use of alternative techniques in class room

Particulars	B.Ed			T.C.H			Hindi Sikshak		
	General Sub in %	Special Sub in %	All Sub in %	General Sub in %	Special Sub in %	All Sub in %	General Sub in %	Specia l Sub in %	All Sub in %
Small group discussion	5.26	68.42	26.32	47.06	29.41	23.53	0.00	50.00	50.00
Panel discussion	15.38	53.85	30.77	58.33	16.67	25	50.00	0.00	50.00
Team teaching	12.50	62.50	25.00	42.86	28.57	28.57	50.00	0.00	50.00
Project method	17.65	52.94	29.41	38.46	38.46	23.08	50.00	0.00	50.00
Seminars	12.50	43.75	43.75	37.50	31.25	31.25	50.00	0.00	50.00
Activity based technique	6.25	62.50	31.25	28.57	35.71	35.71	50.00	0.00	
Community involved techniques	40.00	40.00	20.00	50.00	0.00	50.00		0.00	50.00
Field Trips	6.67	66.67	426.67	40.00	20.00	40.00	50.00	0.00	50.00
Laboratory techniques	20.00	66.67	13.33	13.33	60.00	26.67	50.00	0.00	50.00
Peer learning	7.69	53.85	38.46	25.00	33.33	41.67	0.00	0.00	100.00
Library based methods	0.00	43.75	56.25	27.27	36.36	36.36	0.00	0.00	100.00
Use of A-V materials	0.00	43.75	56.25	0.00	61.54	38.46	0.00	0.00	100.00
Quiz	0.00	66.67	33.33	0.00	53.85	46.15	0.00	0.00	100.00
Any other	18.18	45.45	36.36	0.00	54.55	45.45	0.00	0.00	100.00

Table shows that hardly 50% of teachers are using in one way or other these techniques But in reality even during in-service program they follow lecture method and do not use any of the alternate methods. The teachers express their opinion frankly and the table indicates, the teachers that use alternate techniques, range between 15-44%. In other words hardly 30% (on an average) have benefitted through in-service programe/training. This suggests the need for continuing teacher education. In other words, more impactful in-service program is needed at the secondary teacher level. Supporting this view following table clearly reveals that teacher have perceived the impact of inservice training from the point of view of routine work and examination work and not from the point of view of capacity building.

Table 3.5 given below indicates the extent of usefulness of the techniques during in-service (Percent).

Sl. No	Areas	20	40	60	80	100
1	Teaching skills	--	-	16.6	43.9	--
2	Questioning	--	-	24.2	42.2	--
3	Use of Black Board	--	--	25.7	30.3	21.2
4	Processing content	--	-	24.2	34.8	--
5	**Developing learning competence**	--	--	19.6	40.9	16.6
6	Teaching multi-grade	--	16.6	28.7	--	--
7	Evaluation **Content Based**	--	-	16.6	45.4	--
	Competency Based		-	27.7	15.15	15.15
8	**New techniques of teaching**	--	--	25.7	34.8	--
9	Observing lessons	--	--	18.6	31.8	--
10	Co-curricular activities	--	16.6	24.2	19.6	--
11	Teaching with multimedia	--	16.6	19.6	22.7	--
12	Working with community	15.15	25.7	22.7	19.6	--
13	Giving demonstration lesson	--	-	15.5	28.7	15.15
14	Maintaining school records	--	-	18.18	25.7	--
15	Doing action Research	16.6	-	21.2	15.15	--

In otherwords training programme has not helped them to gain enough confidence or conviction in using these different techniques. Even when they are not confident of using good techniques, the teachers have not accepted that they require more practice in the new technique. To a question on which of the method/techniques according to you require more practice? The response was divided and teachers are not sure. Hardly 22 to 30% of teachers expressed the need for more practice in the new techniques.

Table 3.6 areas that require more focus during training

Sl. No.	Description	Percentage
A	New techniques of learning	31.8
B	Demonstrations classes	12.12
C	Teaching skills	22.7
D	Multiple lessons	7.5
E	Methods of Teaching	10.6
F	Evaluation	9.09

Inservice training at primary and secondary levels are being conducted since 1993 but the analysis of opinions of teacher beneficiaries clearly gives the perception of teachers towards the inservice programme.

Feed back on chaitanya programme

The DSERT has launched a general training programme for all teacher educators and primary school teachers an orientation to arouse in them the spirits of joyful learning as well as acquaint them with competencies based teaching techniques. The primary school teachers and teacher educators are enjoying the in-service programmes since Government in a way has involved all the teacher educators. This move is laudable. It has been a welcome change for the regular teachers to have refresher course. Teacher educators from different teacher education institutions are also given this training. The study team gathered the opinion of teacher education on the content areas they found useful, subjects which were not covered by them well during training classes and the opinion on MLL. The following tables indicate the percent of agreement of these teacher educators on the subjects

Table 3.7 showing subjects/contents of training programme found useful in classroom teaching

Sl. No.	Content	Completely	Partially
1	Learning process	69.09	23.6
2	Reading/writing skills	72.7	25.4
3	Story – Dramatisation	47.2	32.7
4	Sports – activities	49.09	52.7
5	Basic concepts of Maths	69.09	27.2
6	Environmental study	78.18	25.4
7	Value education	40.0	49.09
8	Special children	3.9	56.3
9	Sex education	50.9	38.18

Table 3.8 showing subjects in which Training is needed

Sl. No.	Contents	Percentage
a	Basic concepts of maths	1.81
b	Special Children	10.90
c	Value Education	29.09
d	Story Dramatisation	5.45
e	Sex Education	7.27
f	Learning process	1.81
g	Activity	3.86
h	Nil	18.18

Teacher educator were unanimous in giving their opinion regarding the important method they learnt during chaitanya programme (Appendix 9) as activity method and competence teaching

Table 3.9 showing skills/methods learnt in Chaitanya programme

Sl. No.	Contents	Percentage
A	Activity method	78.18
B	Group Activities	25.45
C	Participation	12.72
D	Drama, songs	25.45
E	Competency based teaching	92.72%
F	Content Teaching	9.09%

It is surprising to note that the teacher educators are not clear about the concept of MLL even when 93% of the group say they learnt competency based teaching To a question on this only 43% have said it is optimum level of knowledge Most of them have left a blank in expressing in their own words the impression Could this be lack of expressions? Fear to express frankly The survey thus reveals the contradiction of teacher educators on the one hand and usefulness of in-service program 'Chaitanya' on the other Chaitanya programme has not given impactful signals, though, activity / non traditional way of teaching has given positive signal

Discussion:

The in-service programmes are conducted regularly by the DIETS & CTE's This has been taken up on priority at elementary teacher education level.

Primary school level: The strength and need of in-service programmes is underlined and has gained importance through DPEP experience. Inadequacies in in-service programmes are observed in lack of depths in themes, **poor coverage of teachers** on every content area where orientation/training is needed; **lack of follow up.** There is no focus on extending in-service training to unaided and aided institutions. Some teachers complain that same set of teachers attend different programmes often and do not give chance to others The coverage of lady teachers in non-DPEP schools is rather low. (Correct data is not available) The In-service programs could be systematic and could maintain records so that every teacher is reached. The teachers/teacher educators often have expressed the need for good resource persons to guide them The in-service programmes, lag behind in involvement of trainer and trainees and often **workshop mode** appears to have not been followed at secondary level. The recently started "Chaitanya" in-service programme for all the primary school teachers/teacher educators initially aroused the teachers. But is slowly settling down to a stereo type "Activity syndrome of play, singing and role play", means teaching and also learning has been quoted often as interesting. What does this imply? Have we brought down their creativity and orginality?

There are variations in the emphasis and the approaches by different agencies like CRC, BRC, Chinnara mela and DIET faculty/ There are good number of teachers who are upset by this. This implies inadequate linkages among agencies. Also the purpose of conducting inservice programme be it DPEP district / non DPEP.

The in-service programs require training to be purposeful and better be based on district specific needs. There is a need for identifying proper resource personnel and the areas, in which orientation is required. The workshop mode in the real sense. with more emphasis on practical demonstrations is yet another requirement. All this implies lack of **strategic planning.** The concerned officials should plan ahead keeping in mind all the parameters. The study team is given to understand through media that "Chaitanya" inservice is being extended to high schools. The high schools strictly follow disciplinary approach and if play way techniques that suit primary is extended to adolescents, the danger of "Halo effect" and shallow imitation would loom large and teachers would become non-creative.

Section 4

Teacher Education: Curriculum; Quality Concerns

Section 4

Teacher Education: Curricular transactions and quality concerns

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

Accordingly Karnataka State Government has prescribed curriculum at all levels of teacher education. Some of them like Nursery Teacher Training is found to be existing from **several decades without revision.** Since the fifth plan period (1974) the UGC panel on teacher education has been insisting on the need for revising the pre-service and in-service teacher education programmes. The need based on the basis of proposed curricular renewal are as follows: "Revising the curriculam of elementary and secondary teacher education so as to repeat new demands of the school curriculum, such as relating the school to work, developing proper attitudes and values, integrated approach to teaching, improvisation of aids, enlisting community help, exploitation of available resources to the best advantage, continuous evaluation etc". State departments of education were also required to take action immediately and serve. In 1978 National revision committee further reiterated the need for curriculum change and giving greater weightage to the pedagogical and professional preparation for teachers. Again in 1983 National commission on Teachers-I (Chathopadhyaya commission) emphasised the urgent attention needed for training of Teachers. NCERT and Regional Colleges of Education started 4 year integrated curriculum of Teacher Education in addition to existing one year B.Ed for secondary and two-year course for elementary education. During 1988, there was a revision on curriculam based on NCTE curriculum framework.

The Policy perspective in Teacher Education, NCTE 1988-1989 to some extent brought out the revision framework the restructuring principals, but a real break through in Teacher Education Curriculum came in pursuance of the NPE 1986. The plan of action 1991 indicated re-organisation of elementary and secondary education. The curriculum included working with community and use of technological inputs. The curricular inputs of a teacher education programme separately for pre-school, primary and secondary were suggested. But Karnataka Government has not insisted upon a comprehensive practically oriented NCTE framework in any of its revisions. The University professors whose perception is only from the pedagogical theory have projected and passed the tradition old theory based curriculum even when B.Ed and M.Ed are regarded as professional license courses. The curriculam at different levels of teacher education in Karnataka has been a set of traditional theories and none of the trends of NPE, or tried out techniques in reality in the state are ever given enough focus. Society is dynamic. In the field of teacher education there are several organisational changes taking place. Constitutionally we have accepted to give education for all. Consequently teachers who work in this set up should be given the conceptual frame work needed about grass root level. The kind of children whom they have to deal with, the techniques that suit our country and our children in their contexts, the way of planning evaluating children continuously and using community resources are important factors. None of these have references in a practical way in PTTI, TCH, B.Ed or M.Ed

levels. The weightage given to theory and practice in the framework of NCTE as well as stage relevant specialisation including working with community are not followed in the existing curriculum in Karnataka. Universities in Karnataka are following different syllabi. Most of them do not have a close resemblance to the National Curriculum framework even now. The interpretations are varied in every state.

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

1. Foundation courses (hardly 20 - 25%) for theory weightage.
2. Stage relevant specialisation in 2 subjects 30%
3. Additional specialisation to give scope for latest developments in teacher education and practicum for 40% including internship. 50%

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

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

The revised curriculum framework (1998) titled "Curriculum Framework for Quality Teacher Education" gives a consolidated and general framework of the different levels of teacher education, which is consolidated in the following tables.

Extract from 1998 National Framework

Teacher Education programme of Pre-Primary (Early Childhood) Education

Duration: One academic year

		Curriculum Components	Weightage	In terms of time
A	**Foundation courses**			20%
	i.	Education in Emerging India (the Socio-Cultural context of education)	(10%)	
	ii.	Child Development and Adjustment (focus on age group 3 to 7)	(10%)	
B	**Stage Relevant specialisation**			10 + 25
	iii.	Early Childhood Education Systems (Montessori, Froebel etc) and Integrated Child Development Services (ICDS) in India	(5%) (5%)	
	iv.	Cognitive Development Activities (Piagetian and such other lines of treatments)	(5%)	
	v.	Language Development Dimension and Activities (spoken language-sounds, vocabulary sentence patterns)	(5%)	
	vi.	Personal-social Development dimensions and activities	(5%)	
	vii	Reading, writing and arithmetic (scientific treatments)	(5%)	
	viii.	Readiness and initiation physical and motor development work skills and health care	(5%)	
	ix.	Aesthetic and cultural development activities		
C	**Practicum/Field work**			45%
	x.	Practical work (with children and homes/community)	(20%)	
	xi	Internship in Teaching (in Pre-Primary and Primary Schools)	(20%)	Prac:70 Theo:30
	xii.	Co-Curricular activities.	(5%)	

Teacher Education Programme for Primary and Upper Primary (Elementary) stage

Duration: 2years after 10+2

		Curriculum Components	Weightage	In terms of time
A	**Foundation courses**			Theo - pra
	i	Education in Emerging India (Philosophical and sociocultural perspective)	(10%)	20
	ii.	Elementary school students, learning processes, adjustment (Education Psychology)	(10%)	
B	**Stage Relevant specialisation**			10 - 20
	iii.	Elementary Education and Teacher Functions	(5%)	
	iv.	Language Teaching (one relevant language choice)	(5%)	
	v.	Mathematics Teaching	(5%)	
	vi.	Environmental studies teaching (as related to std. to VI	(5%)	
	vii.	Health and Physical Education		
	viii	Arts Education, work education	(5%) (5%)	

	Curriculum Components		Weightage	In terms of time
C.	**Additional Specialisation**			5 - 5
	ix.	Science Teaching and Social studies Teaching/Pre-schools education	(5%)	Theory
	x	Elective (one: Adult Education Non-formal Education/Social Education/ Tribal Education/ Multiple Class teaching/ Population Education/ Special Education, Educational technology etc	(5%)	
D.	**Practicum/Field work**			40%
	xi.	Practical work	(20%)	
	xii.	Internship in Teaching (in Primary and Upper Primary/ pre Schools systems)	(20%)	Prac. 65 Theo. 35

Teacher Education Programme for Secondary Stage

Duration: 1years after graduation

	Curriculum Components		Weightage	In terms of time
A	**Foundation courses**			Theo – Pra 20
	i.	Education in Emerging India (Philosophical and sociocultural perspective)	(10%)	
	ii	Educational Psychology (with focus on learner development and stages learning, adjustment)	(10%)	
B	**Stage Relevant specialisation**			10 - 20
	iii.	Secondary Education and Teacher Functions	(10%)	
		Specialisation in methodology of.		
	iv.	A secondary school subject with prior specialisation	(10%)	
	v.	A second secondary school subject/Higher secondary Education/Primary education.	(10%)	
C	**Additional Specialisation**			5 5
	vi.	An elective from areas like Adult Education, Sec. Education Population Education, Distance Education, Library Services, Tribal Education Special Education (Integrated and one category) Health and Physical Education, Art Education, Educational Technology, Action Research, Computer Education etc.,	(10%)	
D	**Practicum/Field work**			40%
	vii.	Internship in Teaching including field assignments	(20%)	
	viii.	Practical work including working with community and social service	(20%)	Pract-65 Theo-35

Table: 4.1 Consolidated Table mapping curriculum with NCTE objectives

Ganaral Objectives Of NCTE	PPTTI	T.C.H	B.Ed	B.PEd	M.Ed
• To promote capabilities for inculcating national values and goals as enshrined in the constitution of India • To enable teachers to act as agents of modernization and social change • To sensitize teachers towards the promotion of social cohesion, international understanding and protection of human rights of the child. • To transform student teachers into competent and committed professionals willing to perform the identified tasks • To develop competencies and skills needed for becoming an effective teacher • To sensitize teachers and teacher educator about emerging issues such as environment, ecology, population, gender equality, legal literacy, etc., • To empower teachers to cultivate rational thinking and scientific temper among students. • To develop critical awareness about the social realities • To develop managerial and organisational skills	**Theory** 40% **(core subjects)** **P 1**- Principles of Education **P 2** – Edni. Psychology and Edni evaluation **P 3** – Principles of Teaching and current problems of Primary education **P 4** – Educational Management and School Organisation **Methods:** 20% Pre-school child- Seven types of development Practical Work 40% Drawing, painting, filed trip Theory 60 Practicals 40	**I Year: Theory** **P 1**- I Lang/Regional Language **P 2**- 2 Lang:Eng/Hindi **P 3**- Soc.Sci **P 4**- Gen.Maths **P 5**- Gen.Sci 50% **P 6**- Practicals 20% **Additionals:**SUPW, Art, Music, HE, PE etc Theory 30% **II Year Theory** **P 1**- Principles of Education **P 2 – Edni. Psychology and Edni evaluation** **P 3** – Principles of Teaching and current problems of Primary education **P 4** – Educational Management and School Organisation **Paper 5** – Specialization in a)Adult education & Non formal b) Population Education c) Integrated Education for disabled d)Educational Technology 60% **P 6** – Practicals 20% **Additionals:**SUPW, Art, Music, HE, PE etc Theory 30% Theory 4 Practicals 1	**Theory** **P 1**- Educational Theory and practice **P 2**- Education Psychology and Evaluation **P 3** – Educational Management and Problems of Indian Education **P 4** – Methods of Teaching Subject – I **P 5** – Methods of Teaching Subject – II **P 6** - S.U.P.W **P 7** – Additional Subjects (Any one) A. Moral Edn B. Non-formal Edn C. Edn. Voc.Guidance D. Action Research E. Population Education F. Edn. Of the Visually Handicapped **Methods** Any two from seven core subjects 60+10 Additionals Any one of the practices M – I 12 + 1+ 1 M – II 12 + 1+ 1 30% Theory 6 Practicals 4	**P 1** – Education in Emerging India (Foundation of Physical Education) **P 2**- Management of physical education **P 3** -Anatomy and physiology and health education **P 4** -Psychology and Evaluation **Specialization** Games, yoga and athletics **Practices** Demonstration and practice of coaching, organizing camps and meeting Theory 6 Practicals 4	**P 1** –Psychological and Philosophical foundation **P 2**-Sociological foundations and advanced methods of teaching **P 3**-Research methodology (Elements of educational research and statistics) **Additional papers** P–1, P–2, P—3 (only two additional papers to be taken by a candidate who opts for dissertation work) VIVA for 50 marks Practicum is optional

Analysis:

An examination of the objectives in comparison with the foundation paper shows that only superficially the national values and goals are attempted to be achieved. The students may get acquainted with several of the trends but do not internalize these ideas due to paucity of time. Time devoted for the development of skills needed in the special method stage specific specialistation is inadequate. Scope for cultivation of rational thinking scientific temper and critical awareness is limited. The curriculums do not provide for the development of managerial and organizational skills. The amount of information to be given is not appropriate with the requirements of different levels of teacher education. The weightage given to the practicum as well as the nature of practicum (excepting in physical education) is insufficient. The integrative approach and value basis in all the general papers is not focussed to bring about quality in teacher education.

In other words, among the objectives of NCTE framework that are sidelined and not focussed adequately in framing the curriculum at stage specific teacher training programmes in Karnatakaare :

1. To promote capabilities for inculcating national values and goals as enshrined in the constitution of India.
2. To transform student-teachers to become competent and committed professionals willing to perform the identified tasks.
3. To develop competencies and skills needed to become an effective teacher (stage specific)
4. To empower teachers to cultivate rational thinking and scientific temper
5. To develop managerial and professional skills.

Pre-Primary Teacher Training:

This has 4 theory papers, having the same information and historical importance on philosophy, education, psychology and organisation with a chronological western thoughts and not much of importance to early childhood

care and education. In the methodology discussion, lecture method, herbartian methods are emphasised. The weightage given to practical approaches like play way, story telling, communication and other non-formal techniques are inadequate for this stage. The Karnataka experiments and history of nursery schools, the region specific folk literature, familiar action songs, the Nalikali technique or Concentrated Language Encounter (CLE) technique or any other approaches popular in India, its philosophy or practical aspects like the Valley School approach, Shantiniketan, Shishuvihar techniques or any 'joyful' learning techniques are not included either for their conceptual framework or for practical training.

The use of play way is helping children to have readiness to learn, the developmental tasks thereof and the psychology of pre-school children including special children, their abilities and disabilities are not focussed or high lighted in PPTT course. It is a syllabus that requires urgent revamping and re-structuring. The team had a glimpse of the so called revised curriculum in its draft form and was unhappy to find the same theoretical focus (westernised) as in TCH with an additional chapter on National policy. The procedures of evaluating the records to be maintained and involvement of community at this stage obviously is very significant and these factors are not considered in the curriculum existing. The ratio of theory to practicum is 7:3 whereas according to NPE frame it should have been 3.5:6.5.

The concerned teachers at this level have attempted and prepared a curriculum keeping pace with NPE framework **(Appendix 10)** which requires to be discussed thoroughly and field tested.

Primary Teacher Training Curriculum: (TCH)

At this stage, Karnataka has teacher training for 2 years duration In both the years practice in teaching is compulsory. Beyond this content enrichment is included in the first year along with some pedagogical

foundation whereas in II year more pedagogical theory, methodology in language and other subjects and practicals are included. Two years of teacher training helps them acquire good knowledge about general theory but no reference to pre primary or lower primary level teaching observation or stage specific reforms happening in Karnataka or in the country. So the TCH trainees are all embedded with same theoretical inputs and the popular herbartian steps (5 or 6) are emphasised which does not suit the present context of giving "Education for All". Surprisingly even in special training programme based on SOPT "the Chaitanya" training emphasises the herbartian approach rather than several of the indigenous/ non-formal approaches available in the country. Several non formal techniques evolved are Valley School technique, Shantiniketan approach, Gurukula approach, the DPEP (focussed), Ekalavya of Bihar, Lok Jumbish of Maharashtra, Shiksha Kurmi yojana of Rajasthan, Nali-Kali of Karnataka, and the methodology evolved by Gujarat Naitalim. A deliberate focus on problems of elementary education in the country and how it is tackled both in the country and in Karnataka needs to be focussed as an important part of theory rather than reading the western philosophy, western psychology and many models of teaching that have no relevance to the elementary stage nor to the profession as it is functioning in this country and particularly the state.

The TCH syllabus is currently revised in 2000-2001, changing the course title as Diploma in Education (D.Ed) instead of TCH. The team quickly reviewed the syllabus and found that the content enrichment paper is limited to I-VII syllabi rather than the PU content bound earlier. But the pedagogical theory is replica of B.Ed and M.Ed theory put together with very little scope for stage specific competencies or methodology. The NCTE framework envisages more of community involved indigenous non formal techniques to be taught at this stage to meet "Education for All"

The D.Ed syllabus speaks of subject specialisation in two subjects at primary level and focuses on information orientated adult learning techniques like Group dynamics, Personality development, Lecture method, models of teaching, Adolescent psychology and development tasks and a great number of western philosophies. Sociological theories leaving behind the age specific Indian experiments and philosophy. As quoted earlier under pre primary stage as well as in the earlier part of this analysis, there is a need to revamp the syllabus to suit the present requirements and social and academic changes taking place in the country and in the state.

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

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

Secondary Teacher Training Programme (B.Ed):

The curriculum at B.Ed programme which is run for only a year has similar inadequacies. The curriculum at this stage has to be evolved and passed by the university academic bodies, even when DSERT can organise the revision process. The one year duration virtually is a 9-10 month course and projects the time factor as controlling variable. In 9 months time, justice cannot be done to both theory and practicals in the usual argument put forth.

At the secondary teacher education level, there is a variation in the curriculum from university to university in terms of number of general papers, additional papers and internal assessment marks. There is a move to have a common curriculum in all the universities of Karnataka. But the relevance of commonality is debatable. It is necessary to be careful about goals to be reached. They should not be lost sight of (professional skills).

The NCTE framework envisages theory to practicum in the ratio at 65 : 35 or 50 : 50. Since B.Ed degree is an "omnibus" degree for becoming secondary school teachers, primary level teacher educator, officers in Department and HPS teachers it should logically cover current pedagogical theories adopted both at primary and secondary school levels. The western philosophical sociological thoughts that are relevant only could be studied. Many of the information in the logical / chronological order need not be studied as part of theory. So also in psychology, evaluating the relevant theories and indegenous experiments, the NPE, POA, revisions and constitutional amendments are required to be studied with greater weightage for effective functioning of a teacher. The professional skills, managerial skills and practice teaching all these require greater practice and time. The existing curriculum is an elementary version and vague orientation that does not equip the teacher with necessary capabilities.

A training programme at secondary stage is **more of capacity building, preparing teacher to take up state level / national responsibilities in addition to proficiency in teaching.** If this is the needed vision for quality improvement in teacher training, the curriculum should be stretched to meet these requirements and should not be a commercially viable make believe training as it is now.

There are experiments conducted in this country with different models of B.Ed training for 1 year to 2 years and 4 years integrated programmes. Researchers also show the effectiveness of content-cum-methodology. The team strongly feels and concurrs with research findings that meaningful training with practical and relevant field experiences are absolutely necessary at this stage and to this effect change is needed in the curriculum.

Teacher education being a professional sector, the curriculum should have deeper and good exercise of teaching skills in the real situation. The number of active teaching hours per trainee suggested and being practiced is inadequate. Internship aspect of practice teaching is given no importance. The very concept of skill development in effective teaching is not understood and practice has lose ends. The kernel of teacher education is practiced. But this section is neglected not regulated or worked into properly by NCTE or other concerned organisations. Practicum connotes 3 aspects:

a) Effective demonstration lessons suited to the level
b) Adequate planning and practice in real situation and
c) Internalising skills through an internship programme. (School Experience Programme)

Many colleges upgraded and regulated by NCTE it is observed, do **not have their own practice teaching schools** attached to their Training colleges. The functions of teacher education is lesson - planning, correction, teach, feedback-reteach this cycle of transacting curriculum in special methods and practice of giving number of demonstration lessons have almost (endangered) become nonfunctional.

Like fast food centres practicum is quickly covered in 2 weeks 3 weeks or 4 weeks, within which lesson-plans are written, corrected, lessons given with feedback and a semblance of micro-teaching (one or two cycles only). There are inadequacies in corrections and feedback on given lessons for short period with no supervisions and feedback, reteach is totally missing. Many frankly say demonstration lessons are a myth. Trainee are expected to develop on their own. The **attitude and perception of Teacher educators** appear to have transformed to the maximum extent of deterioration and most of them (Greater than 75%) are ritualistic and sadistic while transacting the curriculum. There is a need to declare "Emergency" for **transactional process** of teacher education. This is **the area of maximum concern.** Good lot of trading and boosting of internal assessment marks are said to be regular feature. It is disheartening to know that transactional skills and professional outlook are seriously missing in teacher education. The ace managers of teacher education should take it up for better control. The Deans of faculties of education of different universities ought to have taken it up and raise the standard. But it is unfortunate that professors with a right perception of happenings at grass roots are hard to find. They look upon B.Ed as a theoretical steppingstone for M.Ed. Curriculum is transacted in a ritualistic way. The situation in teacher education is pathetic often. The inadequacies are piling up both in transacting curriculum, conduct of practice teaching and exam without credibility. Could something be done and save the fraternity? Under this circumstances how do we trace "Quality"?. Even if 40--50% of the recommendations given in the previous education commission were scrupulously followed and Karnataka Education Act (1983) had been implemented teacher education would have flourished in Karnataka.

Physical Education and Teacher Training Curriculum:

The CP.Ed and BP.Ed curriculum have the same story to say. The pedagogical aspects form 3-4 papers of theory At CP.Ed the same curriculum as that of TCH of I year and II Year with papers on education 1,2, and 3 are included. The field oriented specialisations include some changes in games and essentially 'yoga' finds a place. Ample field work is suggested. Curriculum needs to improve in maintaining records and giving more practicals in the form of marking courts and having a knowledge of all games

At BP.Ed level the teacher educators feel satisfied since the inclusion of practical training in conducting matches, the yoga and theory and coaching opportunities are included. The internship in physical education is extended in otherwords. However the review of the curriculum keeping in mind the changing scenario is undertaken. The department of youth, culture and welfare gives the trainers extensive scope for exposure.

Master of Education or PG in Education (M.Ed):

Though the post graduation in education comes under Sub Sector Higher education mention can be made of its curriculum from the teacher education perspective. The M.Ed curriculum is essentially a theoretical information oriented curriculum. It is structured as one of the disciplines in a university. M Ed is the eligibility requirement for becoming teacher educator at any stage In the P.G level (M.Ed) the structure of the M.Ed course is more or less uniform and variations are found in the number of subjects. The practices in the general subjects or practical orientation in the M.Ed curriculum is negligible. M.Ed being the eligibility requirement for teacher education, the exposure to ground level or field studies is absolutely necessary but glaringly missing. Even the orientation to do research is missing since the dissertation is not compulsory. Hence, at all levels there is a need for renewing the teacher education curriculum and make it purposeful.

The assessment procedure adopted at all levels, especially for internal assessment requires review or rethinking. In BP.Ed, and certificate in physical education, the curriculum is more or less uniform, but the assessment procedure are not as per the NPE-'86. The inadequacies in internal assessment as well as external examination are many. There is an urgent need to restructure the evaluation system at all levels of teacher education. It is suggested that continuous comprehensive evaluation could be included and tried out.

Field Study

A field study to find out inadequacies in pre-service training (TCH syllabus) at primary level was felt necessary before bringing about changes in the training programme. Hence in collaboration with DSERT this study was undertaken.

It was felt that the teachers who have recently passed TCH (say from 1995 onwards) would remember afresh the pre-service training they have received and that they would be the best persons to identify the learning gaps during the training period. As such, a small sample of teachers working in several districts was contacted. Sample consisted of around 40-50 teachers from each district and the following table gives the spread of the sample **(Appendix 11)**

Table: 4.2 showing Spread of sample Genderwise

Male	Female	Total	No. of Districts
802	791	1593	25

Table: 4.3 showing Sample – Experience wise

	< 5yrs	> 5yrs	Total
Male	455	347	802
Female	543	247	790
Total	998	594	1592

In the survey lady teachers are 28.2% of the total compared to only 20.5% of male teachers in number under the category of less than 5yrs experience. The sample obtained is not as desired. However, available sample is chosen. In other words teachers who may recollect from the past the pre-service teacher training inadequacies are hardly 48.8%. These teachers were given a questionnaire to answer and identify the areas of effective training or otherwise. 56 among these teachers who responded attended an interview also. They had come prepared to make out certain points regarding merits and demerits of teacher training as it is today.

Table: 4.4 showing Usefulness of different subjects of Study during training programme

	ಪಠ್ಯ ವಿಷಯ ಮತ್ತು ಬೋಧಾನ ವಿಧಾನ	ಸಂಪೂರ್ಣ	ಭಾಗಶಃ	ಅನುಪಯುಕ್ತ	*NR
ಅ	ಭಾಷೆಗಳು	1320 (83%)	247 (16%)	06 (.4%)	20
ಆ	ಕೋರ್ ವಿಷಯಗಳು	878 (55%)	567 (36%)	44 (3%)	(104 (6%)
ಇ	ಆರೋಗ್ಯ ಮತ್ತು ದೈಹಿಕ ಶಿಕ್ಷಣ	731 (46%)	784 (49%)	45 (3%)	32
ಈ	SUPW ಚಟುವಟಿಕೆಗಳು	584 (37%)	865 (54%)	105 (7%)	39
ಉ	ಕಲೆ, ಸಂಗೀತ, ಮಾನವೀಯ ಮೌಲ್ಯಗಳು	638 (40%)	852 (53%)	64 (4%)	38
ಊ	ಪೌರತ್ವ ತರಪೇತಿ ಚುಟುವಟಿಕೆಗಳು	479 (30%)	829 (52%)	198 (12%)	87 (5%)
ಋ	ಶೈಕ್ಷಣಿಕ ತತ್ವಗಳು	898 (56%)	512 (32%)	117 (7%)	65
ಋೂ	ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ ಮತ್ತು ಮೌಲ್ಯಮಾಪನ	1197 (75%)	323 (20%)	40 (6%)	32
ಎ	ಬೋಧಾನ ತತ್ವಗಳು ಮತ್ತು ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣದ ಪ್ರಚಲಿತ ಸಮಸ್ಯೆಗಳು	909 (64%)	568 (32%)	63 (4%)	52
ಏ	ಶೈಕ್ಷಣಿಕ ಆಡಳಿತ ವ್ಯವಸ್ಥೆ ಮತ್ತು ಶಾಲಾಯೋಜನೆ	968 (64%)	507 (32%)	67 (4%)	49
ಐ	ಪೇಪರ್-೫ (ವಿಶೇಷ ಅಧ್ಯಯನಕ್ಕೆ ಕ್ಷೇತ್ರಗಳು)	532 (33%)	782 (49%)	174 (11%)	103 (6%)
ಒ	ಪ್ರಾಯೋಗಿಕ ಅಭ್ಯಾಸ ಪಾಠಗಳು	1004 (63%)	492 (31%)	64 (4%)	33

This table indicates that the teachers find the existing syllabus in pre-service training as very useful in almost all subjects by more than 80% excepting SUPW, Art and Human Values, CTC and Paper 5. More than 90% of teachers feel the subjects are useful completely or partially.

Table: 4.5 showing Effectiveness of Training Areawise

	ಕ್ಷೇತ್ರಗಳು	20	40	60	80	100
ಆ	ಬೋಧನ ಕೌಶಲ್ಯ	18	106	378	795 (50%)	269
ಆ	ಪ್ರಶ್ನಿಸುವ ಕೌಶಲ್ಯ	22	166	488	626	253
ಇ	ಕಪ್ಪುಹಲಗೆಯ ಬಳಕೆ	37	112	267	496	648 (41%)
ಈ	ಸಂಪರ್ಕ ಕೌಶಲ್ಯ	83	303	506	412	203
ಉ	ಬೋಧನಾ ಸಾಮರ್ಥ್ಯ	21	119	383	704 (44%)	306
ಊ	ಬಹು ಮಾಧ್ಯಮ ಬೋಧನೆ	179	381	534	290	103
ಋ	ಬಹು ವರ್ಗ ಬೋಧನೆ	215 (13%)	347	443	339	155
ೠ	ಮೌಲ್ಯಮಾಪನ (ಅ) ಸಾಮರ್ಥ್ಯಧಾರಿತ	50	215	492	490	245
ಏ	(ಆ) ವಿಷಯಾಧಾರಿತ	29	152	461	554	252
ಐ	ವಿವಿಧ ಬೋಧನಾ ವಿಧಾನಗಳು	49	206	242	523	207
ಐ	ಪಾಠದ ವೀಕ್ಷಣಾ ಸಾಮರ್ಥ್ಯಗಳು	69	247	554 (34%)	496	177
ಒ	ಸಾ.ಉ.ಉ.ಕ.ಚಟುವಟಿಕೆಗಳು	169 (11%)	410	506	315	128
ಓ	ಸಮುದಾಯದ ಭಾಗವಹಿಸುವಿಕೆ	159	341	496	371	159
ಔ	ಪಠ್ಯೇತರ ಚಟುವಟಿಕೆಗಳು	72	267	476	510	197
ಅಂ	ಸಹಕಾರ ಮನೋಭಾವ ಮತ್ತು ಮಾನವ ಮೌಲ್ಯಗಳು	73	240	473	504	245
ಃ	ತರಗತಿ ನಿರ್ವಹಣೆ	30	98	359	642	422
ಕ	ಪ್ರದರ್ಶನ ಪಾಠಗಳು	59	203	477	545	276

This table clearly indicates that effectiveness of training tends to be between 60-80% and average placed at 75%. Hardly 10-20% finds as subject in effective

Comparing the opinion as expressed in questionnaire with that of interview, we find good correlation in terms of teacher perception of the training programme and actual teaching in school. The following are the findings from the above table

1) Teachers are not capable of identifying merits and demerits or role perception.
2) Teachers contradict their performance.
3) Language teaching and Language Kannada they seem to feel highly useful 'as is' (Table 4 4)
4) SUPW activities are not adequately covered during training. Mixed opinion (Table 4.4)

5) Core subjects and paper 5 are felt ineffective and not very useful in classroom.

6) Educational Psychology and Health and Hygiene are not found useful/effective

7) CTC camps are not welcome.

There is a general opinion that Part A to be minimised though it is difficult to suggest removal of any subject/topic. These assumptionistic view that DPEP is continued and MLL way of teaching (their coinage) has to be compulsorily taught at TCH 60% or more teachers opine that multi media approaches are very well covered in Training but more than 70% want rigorous training in preparing them. The interview and fact to face discussion with teachers from every district was taken up to get clarification for their expressed opinions. Even then they could not pin points the subjects or topics that require change or modification.

Table: 4.6 showing Percentage suggesting more Intensive Training

		No	%
ಅ	ವಿನೂತ್ಯ ಪಾಠ ಯೋಜನೆ	504	32
ಆ	ಬೋಧನೋಪಕರಣಗಳ ತಯಾರಿಕೆ	1174	74
ಇ	ಬೋಧನೋಪಕರಣಗಳ ಸೂಕ್ತ ಬಳಕೆ	824	52
ಈ	ಶಿಶು ಕೇಂದ್ರೀಕೃತಬೋಧನಾ ವಿಧಾನಗಳು	1039	65
ಉ	ಮೂಲ ಪರಿಕಲ್ಪನೆಗಳನ್ನು ಬೆಳೆಸುವುದು	808	51
ಊ	ತರಗತಿಯ ಬೋಧನೆಯಲ್ಲಿ ಸಂಪರ್ಕ ಕೌಶಲ್ಯ	609	38
ಋ	ಮಕ್ಕಳನ್ನು ಗುಂಪು ಚಟುವಟಿಕೆಯಲ್ಲಿ ತೊಡಗಿಸುವುದು	735	46
ಋೂ	ಬಹುವರ್ಗ ಬೋಧನಾವಿಧಾನಗಳು	680	43
ಎ	ಸಮುದಾಯ ಮತ್ತು ಪೋಷಕರ ವಿಚಿತ ಪಾಲ್ಗೊಳ್ಳುವಿಕೆ	881	55
ಏ	ಅಧಿಪ್ರೇರಣಾ ಚಟುವಟಿಕೆಗಳು	667	42
ಐ	ನೈದಾನಿಕ ಪರೀಕ್ಷೆ ಮತ್ತು ಪರಿಹಾರ ವಿಧಾನ	620	39
ಒ	ಶಾಲಾ ದಾಖಲೆಗಳು(ನಿರ್ವಹಣೆ)	948	60
ಓ	ಸೃಜನಶೀಲ ಬೋಧನಾ ವಿಧಾನ	751	47
ಔ	ಪ್ರತಿಭಾವಂತ ಮಕ್ಕಳಿಗೆ ಬೋಧನಾ ವಿಧಾನಗಳು	770	48
ಅಂ	ವಿಜ್ಞಾನ ಗಣಿತ ವಿಷಯಗಳು	1024	64

However when asked to indicate areas that require change and better treatment at TCH level they have given good suggestions. Table 6 gives supporting ideas.

Table: 4.7 showing Areas recommended for change

Priorities by Questionnaire	Priorities by Interview and Open Question
1. Preparation of Teaching Aids	1. SUPW Activities to be reduced
2. Activity Centered Teaching	2. Multigrade Teaching Focus
3. Science and mathematics Subjects	3. English and Hindi Methods of teaching to be introduced
4. Management of Records	4. Methods for gifted children

Merited Items in the present TCH Syllabus

1. Kannada and Methods of teaching Kannada
2. Preparing teaching aids and assignments
3. Skills in teaching
4. Practice in teaching
5. Use of Multi-media
6. Remedial Instruction
7. Compt. based evaluation
8. SUPW Activity

It was surprising to note that Teachers feel that lecturing, dictation, memorisation and revision classes separately for slow learners has been considered as remedial instructions. Another surprise that was revealed during contact session is that chances for multigrade teaching is less since they have at least one teacher for two classes and emergency arises only when a teacher applies leave and hence they concern for multigrade teaching was not pronounced. There are certain incidental ideas that are gathered by our team while interacting in the field. Some such convictions teachers expressed are:

- Complacency in teaching skills.
- Confidence in controlling classes through giving writing/copying work
- More time to be given for memorisation
- Lesson planning is not necessary for daily lessons
- Special subjects like Mathematics and Science need not be again taught in TCH
- Creativity is a natural product and need not be taught during training.
- Competency based evaluation can never happen

It was very heartening to note that on asking for the reasons for their feeling of adequacy in these areas (TCH), they express that since they have scored high in these subjects, they feel it can be continued. Whereas, the reality in the classroom teaching where quality is observed to be deteriorating is due to the fact that teachers do not use appropriate child centered approaches

while reaching and that they make learning and evaluation ritualistic. But this truth is not revealed! On the whole we can conclude saying that the training programme existing is found to be fairly satisfactory. Changes suggested are only by way of intensifying certain skills. However some teachers (a very small number) feel that the need to focus on the following aspects.

1. Need for relating methodology to agricultural facts
2. Maintenance of gender equality
3. Need for daily lesson plan writing technique
4. Assessment of competency in different ways
5. Value orientation
6. Use of computer.
7. Examination and Assessment (CCE)

Other observations

Lack of language teaching competence.

A detailed examination of the curricular process at both elementary and secondary teacher training levels by a group of language teachers, teacher educator as well as the recent evaluation results of DPEP-Phase II schools (MAS), surfaced the inadequate training language teachers are receiving. The national policy reiterates the implementation of 3 languages formula and improvement in the linguistic competencies of students at different stages of education. The main deficiency include the competency levels to be achieved by students in respect of each language have not been precisely specified

There is an urgent need to strengthen language teaching (all the three) and even at the training level more focus for language teaching at least at two level- first language and second language and need is there to prepare good caliber language teacher. There is need for **field tested** research in **methodology of teaching kannada** and other languages and use of technology and communication techniques. No teacher education institution has language laboratories.

Even during recruitment of teachers/teacher trainees the group felt that among other considerations proficiencies in language should form a necessary condition to become a teacher Language is the vehicle of transacting curriculum in all core subjects and co-curricular. This being the case 50% marks in language at the SSLC/PUC/BA/B Sc. the language should be focussed at teacher education level. The curriculum analysis in the short time available could identify the following skills that are very necessary at all levels of teacher training totally missing or at least not given necessary emphasis Apart from the generic and omnibus skills such as 3R's, acquisition of knowledge, the teachers are required to develop certain skills and capabilities.

The missing but needed skills in Teacher Education curriculum.

- Content skills knowing to learn (capacity to collect, analyse, organise and apply information)
- Communication skills speaking and listening effectively
- Adaptability skills -(solving problems and thinking creatively)
- Developmental skills – managing personal and professional growth
- Interpersonal skills, team work – working with community and negotiations skills
- Influencing skills – Work place culture organised effectiveness and leadership.

Evaluation Skills:

This is in view of the rapid knowledge obsolescence and to reach professional excellence as well as meet global challenges All along the knowledge and skills only are emphasised in the NCTE (1988) curriculum framework. A good teacher in our country has been an effective and diligent parent as well This means, the teacher should not only be a source of knowledge and skills but also **involve herself/himself in a meaningful manner with the activities of the student** In other words, teacher should develop **participatory skills, empathy, value for ideas from children and conduct himself professionally**. The curriculum should provide for all these social, ethical and human values Towards this **end curriculum requires a revamp or relook. It is better to re-engineer curriculum in teacher education** instead of **'add on' or 'remove' one or two units and alter marks.** Curriculum development appropriate to different levels of learning and providing for Multi-grade and Multi-level teaching has been a dream not fulfilled!. There is an urgent need to set up a team of teacher educators (worked in the classroom) to review and re-structure curriculum.

Section 5

Cost and Funding in Teacher Education

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Cost and Funding in Teacher Education

Teacher Education and profession of Teaching has attracted all along ; persons of average ability for the reason it was a low paid job. Today the tables have turned teachers are paid fairly well. Teacher educators of the Government institutions have security and are happy with their enrolments. Only the unaided institution staff are in-service and draw relatively low salary.

Since 1999-2000, there has been increase in the cost of higher education, including Teacher Education at all levels. The fee structure in B.Ed and TCH courses are given below.

Table showing Fee structure in B.Ed course

***Government* No.1 ED 131 URC 2000 dt 22.07.2000**

Category of seats		Kinds of fees Tuition In Rs	Development In Rs	Total In Rs
Government/ University colleges		3000	Nil	3000
Aided	Government seats	3000	1000	4000
	Management seats	8000	5000	13000
Private unaided	Government seats	6000	2000	8000
	Management seats	30000	5000	35000

Other Fees in B.Ed

	Rs	Rs
In Govt. Total Fees	3000 + 2125	5125
Aided (govt. seats) 25 seats will be more expensive	4000 + 2125	6125
Unaided (govt. seats) 50 seats more expensive	8000 + 2125	10,125

Expenditure per candidate for B.Ed course (inclusive of EXC and Assignments)

Government	7125
Aided	8125
Unaided	12,125

In all probability an additional Rs. 20-30,000 or more may be spent by trainees in 25% management seats. One year B.Ed with no guaranteed skill development / teaching proficiency is as expensive as this. The course is not economical, but trainees if employed in government institutions get returns well.

TCH tentative fee structure

	A. Tuition Fee	**Rs.**
	Government	1000.00
	Aided	1000.00
	Unaided	3000.00
	B. Other fees	
A+B	Government	2100.00
	Aided	3100.00
	Unaided	4100.00

Source: Admission Book

In 2001, further hike of Rs.4000/- only under development fees for unaided institution is made. The rationale is not visible. The unit cost thus at TCH ranges from Rs.1325 per candidate to Rs.3575 plus the management fees and others. The analysis shows that fees collected in institutions actually differ from what is stipulated in both levels.

The fees is collected under the following heads in a varied manner. Managementwise details with average fees per institution type is given below:

Government Institutions

Tution	**Development**	**Others**	**Total**
3000	-	2125	5125

Aided Institutions

Curricular	**Co-curricular**	**Others**	**Total**
10435.50	1762.50	-	12198

Unaided Institutions

Curricular	**Co-curricular**	**Others**	**Total**
21945.8	3434.2	-	25380

Obviously the TCH institutions require more money to maintain infrastructure as per standards of NCTE. They are thus forced to collect fees as development funds from parents.

The private teacher education institutions at all levels out number government institutions and are running with NCTE recognition The government is permitting more and more private management enter into the market especially at primary teacher training level This clearly implies the feasibility of these private management Officially, it is not clear as to where funding for such TEI's come from. But it is a fact that they share the same infrastructure with other sectors of education, since most of these private institutions run vocational educational courses / technical education courses or medical or management from where they get good revenue The faculty are not paid well in most of the unaided institutions, so they save on establishment.

In CP.Ed institution. the fees ranges from 12000/- to 75,000 - per trainee There are not many who withdraw due to the increase in fees. Parents and trainees are willing to pay in the hope of getting permanent job in the government. A small percentage of prospective teachers did feel that they are not getting returns by way of teaching proficiency nor content mastery in the short time and paying so much Many of the B.Ed trained teachers are working in unaided primary schools in Karnataka with lesser salary. (underemployment) There are feeling among urbanites that the returns through training in education is not very good when compared to computer application course which are equally expensive. Most of the trainers get jobs only after 5-6 years of waiting.

In-service programmes

The DIET's and CTE's only are conducting with adequate funds from government. Government has stipulated grants for in-service programmes like this. IASE's get 12 lakhs per year, CTE's 8 lakhs and DIETS 5 lakhs

Table 5.1 showing Expenditure pattern of in-service training programmes of the year 2000

Name	Amount Sanctioned	Amount Spent
DIET, Davanagere	1217720	1197229
CET Mangalore	500000	350568
DIET Belgaum	800000	600092
DIET Bangalore Urban	800000	739000
DIET Yermurs	800000	567717
DIET Dharwad	800000	800000
DIET Mangalore	830000	830000
DIET Kamalapura	830000	530000
DIET Kumta	800000	700000
CET Chitradurga	1054460	10.00000
CET Mysore	885000	825000
CET Jhamkandi	500000	495741
DIET Mysore	800000	800000
DIET Shimoga	800000	300000
DIET Kudegi	800000	400000
DIET Bellary	800000	400000
DIET Kolar	800000	604787
DIET Mandya	800000	800000
CET Gulbarga	500000	300000
DIET Hassan	1381920	1075948
Total	**16499100**	**13316082**

Most of the institutions spend 70% of the money only (table 5.1) and the TEI's giving in-service complain of receiving money late in the year and hence they cannot bestow enough thought on this. At both elementary and secondary they conduct orientation programmes often for 2-3 days in the same area. The management of money for **a better spectrum of themes is necessary to enhance the quality of in-service** education. It would then be satisfying the ground level needs at each level.

Funds are coming from government partly and the institutions collect collaborative funds from managements for conducting the structured courses in in-service programmes. Even in Physical Education huge amounts of money are spent recently for district level sports meet, conferences of field officers, coaching in various games, state level olympics and so on. Analysis of these

show that there is no financial crunch if inservice training is not extended to all teachers of the category. It is possible to run courses/programmes, **but the critical issue in in-service is that of quality of in-service, availability of Resource persons. and accessibility to all teachers.**

Money spent on getting a degree or certificate with little impact and money spent on in-service programmes without proper feed back / follow up of the outcomes cannot be regarded as cost effective That means there appears to be less correlation between "Quality" and the amount spent

Budget Allotment:

The analysis of the Budget allotments show a growing concern for provisions for teacher education Slight increase is observable in the sector wise allocation in the budget for school education.

Table 5.2 showing Budget at a Glance during 99-2000 and 2000-01 (Department of Education)

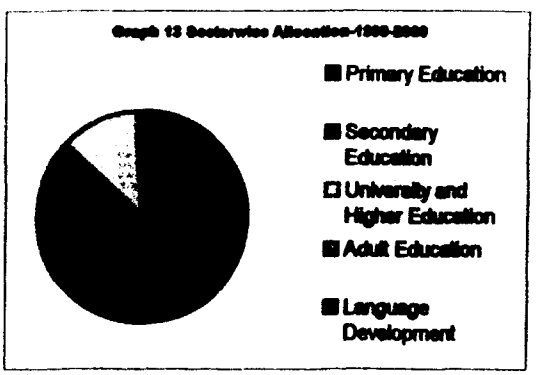
(Rs. In Lakhs)

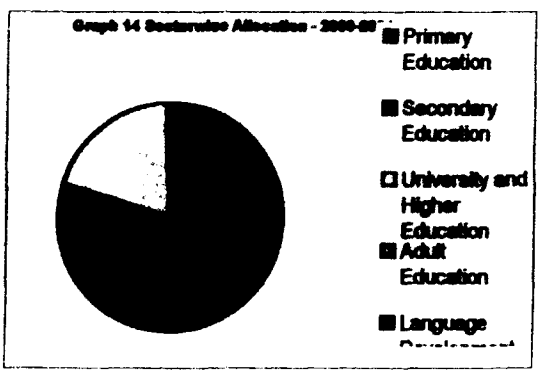
	1999-2000	2000-2001
Total Budget of the state		
Revenue Expenditure	153909.00	1715494.00
Capital Expenditure	242766.00	290612.00
Total	1781863.00	2006106.00
Expenditure on Education		
A. General Education		
Plan	45107.25	53359.74
Non-Plan	244100.41	295607.38
Total	289207.66	348967.12
B. Technical Education		
Plan	1061.50	1106.00
Non-Plan	5249.87	5012.30
Total	6311.37	6118.30
Education Capital Outlay	453.50	
Total Education		
Plan		54465.74
Non-plan		300019.68
	295972.53 **(16.61%)**	54485.42**(17.67%**

In Budget separate allotment for training programmes at elementary and secondary has been made under non plan and Government of India is providing necessary funds, comparative position of plan and non plan out lay of the state for education is given in Appendix Sector wise allocation under general education for 1999-2001 and 2000-2001 is as follows:

Table 5.3 showing Sector wise Allocation under General Education during 1999-00 and 00-01

Sector	Plan		Non-Plan		Total		Percent	
	99-00	00-01	99-00	00-01	99-00	00-01	99-00	00-01
Primary Education	30310.71	37473.73	125310.20	134257.49	156620.91	171731.22	*54.1*	*49.21*
Secondary Education	7896.58	9641.04	83887.45	89237.47	91784.03	98878.51	*31.6*	*28.03*
University and Higher Education	2026.00	1783.00	33108.27	62401.17	35134.27	64184.17	*12.1*	*18.83*
Adult Education	343.89	329.76	281.94	311.53	625.83	641.29	*0.2*	*0.18*
Language Development	374.11	480.21	1117.06	1223.83	1544.17	1704.04	*0.5*	*0.48*
General Education	4155.96	3652.00	342.49	8175.89	4498.45	11827.89	*1.55*	*3.27*
Total General Education	45107.25	53359.74	244100.41	295607.38	289207.66	348967.12	*100.0*	*100.0*
Technical Education	1061.50	1106.00	5249.87	5012.30	6311.37	6118.30		
Capital Outlay	453.50	54465.74	-	300019.68	453.50	354485.42		
Total Education	46622.25		249350.28		295972.53			





School education has been allotted a giant share but no separate **allocation for Teacher Education**. It is covered well under the aegis of DPEP and DIET for Primary Education. Relatively less allocation for secondary schools though natural, the teacher education component especially in core subjects at Secondary Education require more attention. This is a real gap at secondary teacher education.

SATCOM (Satellite Based Television Communication programme), for Teacher Education at primary was an effective programme and it would be nice if it is provided for in the Budget. Karnataka state is one of the leading states in using Information technology. Several agencies like ISRO, DRDO Complex, IISC, NIAS, ISEC and IIM are functioning at Bangalore and they could definitely help in reducing cost and share with Department of education in giving quality teacher training through high technology. Such **use of technology** in teacher education section requires **funding from** Apex agencies in the country or from Public Sector, linkages with them would certainly promote good teacher education. Since Teacher Education is pivotal in carrying out all the schemes of government successfully in Education sector, allotment for Teacher education could be independent. Funds are insufficient for Teacher Education

Funds are insufficient by budget allotment in the following areas:

1. In-service programmes for Elementary and Secondary level Teacher Education (double the existing amount of 5 lakhs and 8 lakhs).
2. Reforms in examination system at Teacher Education level especially at B.Ed - Minimum of 50 lakhs for developing question bank and reforms.
3. Extensive use of satellite communication for effective transaction of teacher education at all levels effectively – Semesterwise @ 75 lakhs per semester
4. Curriculum re-structuring and production of training modules at all levels 80 lakhs.

All these may require on an average minimum **20-25 lakhs** per item and the funds should be mobilised through UGC, UNESCO or Central Funds or through Public Sector Organisation.

Section 6

Findings, Critical Analysis of the Study

Section 6

Findings, Critical analysis of the Study:

Teacher performance is the most crucial input in the field of Education. Whatever policies may be laid down by the state/center, the ultimate executor of these policies is the classroom teacher. Hence Teacher selection, training, capacity building, motivation and work that she/he turns out assumes a paramount importance. Based on this hypothesis Sub Sector Study on Teacher Education is a significant one. The study was a revealing experience in many ways. There are experiences that make one feel happy about the small achievements made in Karnataka. There are pathos as well, driving one to get concerned about the host of alarming inadequacies in the teacher education sector.

Teacher education in Karnataka has brought in healthy changes in the Primary Teacher Education level but yet, to go a longway in other levels especially at "Pre-school and Secondary Teacher Education levels".

Achievements:

1. Teacher Education institutions are available at relevant levels in Karnataka such as nursery, pre-school, primary, secondary, physical education, Hindi shikshak, music/dance, drawing, typing, computer training and so on.
2. Most of these are run by Private organisation/trust or NGO groups. Managementwise distribution of institution are given below.

No.	Institutions	In Percentage		
		Govt.	Aided	Unaided
1	B.Ed	11.9	32.8	55.2
2	B.Ed Hindi Shikshak	Nil	Nil	100
3	TTI	28.6	31.00	40.4
4	BP.Ed	9.0	Nil	90.9
5	CP.Ed	2.4	7.3	90.2
6	Hindi Shikshak	3.57	Nil	96.4
7	NTTI	-	-	100
8	IED	-	-	100

Indicates the greater involvement of unaided institutions

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

4 Better governance. by common selection procedure, entrance test, regulating intake is observed

5 In the past 5 years NCTE has brought to order to a great extent (95%) infrastructure, of staff, pupil teacher ratio and service conditions of staff in all the training Institutions of all levels. This is due to the coordinated efforts of SRC, NCTE and DSERT. Fairly good linkages observable administratively.

6 M.Ed degree course is conducted by universities in Karnataka. Both contact and Distance modes are functioning.

7 Selection of trained teachers at all levels **excepting** in the crucial level of **pre-school education**, is satisfactory and some times surplus as seen by large number of unemployed trained graduates/undergraduates from the live registration at employment exchange

8 Service conditions of teacher educators have improved in a sound manner in all institutions excepting in preschool teacher education.

9. Both the National Policy (1986) as well as priority, constituent directive of Article 45, Karnataka introduced the Karnataka Compulsory Primary Education Act of 1961 has enforced compulsory training education. Efforts are made in enforcing this act ever-since. The state has made steady programmes in achieving universalisation of elementary education, though the progress has been uneven in different districts. Universalisation of Primary education was accepted as a target (in accordance with National Policy on Education) to be achieved by 2000 A.D. Since we have been unable to realise this target, we have to take up this primary task on a war footing. To ensure realisation of this target we have to set the following goals to be realised in a 3 year span.

- Access: The present scenario is that about 96% of the population has been provided lower primary schools within 1 km distance and higher primary schools within 2 km walking distance. Primary schools have been started in all habitations with a population of 200 or more (where as the National Norm is 300 population) and in other habitations with less than 200 population a primary school is available within1 km. Walking distance.
- Enrollment: Hundred percent enrolment of all children in the age groups of 6-14 in Primary schools with classes I to VII.
- Retention: Regular attendance of all children admitted by making schools attractive and learning joyful. Ensuring that all children once enrolled remain in the system without dropping out.
- Achievement ensure all children attain minimum levels of learning visualised in the programme.

The State has already taken several steps to achieve these goals.

10. **DPEP: District Primary Education Programme**:
Launched in 1994-95, has an impressive account of achievements in terms of enrolment, girls enrolment, school infrastructure, better learning facilities, production of improved texts with Teachers guide, on field experimentation in orienting the teachers to meet the requirements of competency based teaching learning. Human Development in Karnataka - 1999 records this. (1) A wide range of experience such as micro planning, capacity building, child centered teaching, teacher empowerment has been brought about in DPEP 16 districts of the state. Significant improvement in the areas of access, participation, quality and capacity building are observable (2) Introduction of activity based text books has created learning environment (3) Community participation and mobilisation through 'Chinnara mela', VEC melas have shown the success in better enrolment and support from community (4) The DPEP districts-I have enroled in 1995-96, 10.56 lakh children, where as in 1999-2000 it is 12.08 lakh. Similarly DPEP II districts have shown increase in enrolment from 17.19 lakhs (1996-97) to 21.92 lakh in 99-2000. (5) DPEP experience in the past 4-5 years have encouraged two academic projects that are crucial indicators for teacher education. They are:

- **Child to Child learning technique** – Nali-Kali , the encouragement and support given to Nali-Kali project at H.D Kote experiment is a unique experiment in child to child learning, adapting pedagogical principles to primary school education by the teachers themselves. Hundred and odd teachers are trained now starting with 15 teachers who are the sponsors (Appendix 12 for details).
- **A comprehensive induction training module was generated** (for the use of BRC's with assistance from DPEP). This induction training programme module gives on field experience on participatory training, keeping the learners totally involved, strategic planning and organising cooperative learning groups microplanning and such needed training areas. This module is used for primary school in-service teachers

These two achievements through the assistance of DPEP are commendable achievements and eye openers for teacher education fraternity and Karnataka should be proud of this achievement.

11. **Karnataka has set up 20 DIETS:** The DIETs (District Institute of Education and Training) are set up to strengthen the training of teachers with man-power and materials necessary. They have undertaken in-service programme. They are the centers through which the new thinking and approaches are communicated to ground level in the primary education. "**Chaitanya**" programme on models of the SOPT programme of VIII plan period is being implemented in Karnataka now.

12. For improving the quality of preservice teacher training programme at secondary level **10 colleges have been upgraded as Colleges of Teacher Education (CTE)** and one college as Institution of **Advanced Studies in Education (IASE).** These colleges conduct in-service programmes.

13. Content orientation programmes, science and mathematics teaching for under achievers and awareness in education technology and environment education are the thrust areas of in-service programmes. As many as 8 lakhs are spent on this per CTE.

Observed inadequacies or issues:

Teacher education has built within several problems and inadequacies enumerated by teacher educators, trainees, experts and parents. An analysis of these are summed up under the different levels of teacher education

Pre-School Education:

- Pre-school teacher education programme is isolated from primary schools. Attention and care given to the **pre-school teacher education** (NTTI) is inadequate. Several private organisation and unaided institutions have involved themselves and are training nursery in urban areas.
- The first important thrust area of NPE(1986) is **Early Childhood Care and Education (ECCE)** which includes integration of children with minor and average handicaps is not given importance as envisaged in the guidelines. This has been attended to very casually by giving IED training in the project mode (centrally sponsored) through one or two of the 5 IED unaided teacher training institutions. The PPTTI exams conducted by Department of Education.
- Anganwadi, Balwadi, Nursery and IED **programmes have not received adequate financial and academic support** or governance.
- Pre-school teacher **education certification is not made an eligibility requirement** for recruiting teachers in Kannada medium, Pre-schools in Karnataka.
- Primary **Basic Education** according to Karnataka (1983) Act is a right of child and suitable curriculum, training of teachers and attention are obligatory at this level. In other words, fundamental right of the child has not been adequately focussed.
- Service conditions of teachers in the NTTI's as well as other pre-schools have not been streamlined.

- Inservice programmes are structured but the periodicity is less. It is observed that planning at DIETs for IED training are relatively less strategic.
- An old obsolete curriculum (37 years) is being followed for the one year PPTTI certification without focus on pre-school techniques and readiness activities.

Primary (Elementary) Teacher Education

Teacher Education at the Elementary level has many inadequacies.

- **Duration of Teacher Education** at primary level **is insufficient** to develop certain skills and content knowledge among trainees. Inspite of control from NCTE, some of the Aided and **Unadided TTI's are not having proper infrastructural** facilities. **NCTE norms** for selection of Teacher Educators is **very rigid and impractical.** Posts are not sanctioned by the Department of Education as per NCTE norms. Hence **Teacher Pupil Ratio is 1:12** and vacancies are there in the institutions. **Unaided institutions** are **not protecting the service conditions** of teacher educators. Hence an appeal to seek grants for them
- The standard of trainers and trainees in the pre-requisite **content knowledge is very poor** even when they are selected on the basis of merit (capabilities of teachers). **Academic year of TTI's and Primary schools** are different and this has affected the teacher education programme especially from the point of view of practice teaching. The Central admission has with it the problem of posting a trainee from outside his native place. Trainees are unwilling and experience language problem. Poor coordination among the concerned agencies CAC, DSERT, DIET and KSEE Board, resulting in certain confusion calendar of events and the conduct of the course. Practice-teaching which forms the vital component of TTI's cannot be satisfactorily covered **because of late admissions and non-cooperation of the practising schools.** This raises issues like, should eligibility level be increased from PUC to Graduation?
- **Teacher education curriculum is loaded with theory as well as number of assignments. Curriculum requires reviewing.** Language especially **English and Methods of teaching English is inadequately focussed** and has presented difficulty. **Lack of demonstration lessons** in non-formal, multi-grade teaching, peer learning techniques, participatory approaches, competency based teaching. Trainees express lack of good books on pedagogy in Kannada. The recent revision of curriculum 2001 still suffers from information load and is not focussed on **capacity building**.

- Teacher Educators of **all TTI's are not involved in the special programmes** like DPEP, IED and are deprived of good experiences of them. **Value orientation and ways of infusing this among** primary school children is not focussed in pre-service/in-service.
- **No organised academic supervision of the TTI's** especially unaided and aided resulting in very poor quality of teaching-learning in TTI's. Supervision of practising lessons, correction of lesson plans are done in a very casual manner.

Secondary Teacher Education

- **Duration of training programme is insufficient to master any skill/technique/** competence among prospective teachers nor promote professional attitudes.
- Secondary Teacher Education **works in isolation** from schools and other levels and types of teacher education.
- In Karnataka **aided and unaided** teacher **education institutions at secondary level are more.** These institutions are said to flout the norms and cause poor quality in teacher education. Some recognised institutions are still not having infrastructure.
- The colleges are **generally understaffed.** (10.5% vacancies exist). **This they claim is due to non-availability of staff as per NCTE norms.** So NCTE norms require a review. The admission procedure though commendable, has presented problems to teaching trainers consequent to central admission bi-lingual teaching has become an impediment in teacher colleges. There is an appeal for having separate section for Kannada and English medium.
- Inspite of common admission cell, the **science-arts ratio of 50-50 is not maintained.** Female candidates are selected only to the tune of 20-25% (overall).
- **Content knowledge of graduate student trainees is not adequate.** This point out inability to sustain on a long term basis the innovative idea of content-cum-methodology approach.
- Practice teaching programme which is a crucial component of teacher education has not been impactful which may be the reason for non-cooperative attitude of practising schools.
- The practicing schools have non-cooperative attitude and are not giving adequate lessons. In the Practical work it is given to understand that the observation of lesson and correction of lesson plans are done often by junior lecturers. The team felt uneasy to hear remarks like Principals and Senior Scale Readers can abstain from this work.

- **Demonstration lesson, supervision practising lessons, correction of lesson plans are not done to the satisfaction of trainees.** Teachers out of the training colleges complain that the feed back and attention given was inadequate.
- The secondary teacher education **programme has not focussed on specific competence building** in special subjects, but has been information giving type.
- The assessment is completely biased Evaluation both internal and extenal is found to be unreliable and has no validity. Most of the colleges boost marks and no guidance is given in actually preparing either good teaching aids/unit tests.
- Secondary Teacher Education curriculum is not meaningful and is loaded with theory more than practice. The curriculum revamping has been another area of concern at all levels.
- Secondary Teacher Training has **become expensive** (fees is enhanced). Trainees feel dis-satisfied doing B.Ed for only 50% getting job often for low salary. **They feel they are inadequately equipped** to face the classes in reality.
- In-service programmes are conducted only by CTE's and IASE, and the concept of in-service programme is that it is an addditional work They do not regard it as an inseparable part of Teacher Education. In-service programmes are conducted but the **coverage of teachers is inadequate and area of in-service is limited** mostly to **content orientation.** There is **no feed back on the effectiveness of these programmes.** In-service programmes are not structured. Colleges of education depend only on Government for all leadership and in-service programmes. Working hours in the CTE's is difficult to be maintained due to in-service programmes.
- A Secondary teacher training college should be a bee hive of activities but most of aided/unaided colleges wait for getting calendar of events from government and members of the staff have 'burnt-out feeling 'with no enthusiasm , self-confidence and **value orientation among staff is inadequate.**
- Teacher education in Physical education has financial problems and they also require revision of curriculum

Analysis on Inadequacies

The problems or insufficiencies listed above implies that the encouragement and governance given to teacher education has inequalities. Teacher education has centralised administration. Only primary and secondary levels are governed strictly.

All other teacher education programmes are cared for inadequately. These inadequacies are specific to the type and level of institutions. One global factor is that teacher education is regarded as a **licentiate course** and **beyond this no one seems to have better vision.** So also **inservice porgrammes are not continuing teacher education but is regarded as an additional work.** The problem in teacher education is not of equity, or access but of **relatively low standards teacher educators have set for themselves.**

Lack of professional zeal and enthusiasm is marked. Lack of competence in teachers and teacher educators is another concern. The proverbial theory-practicum weightage, Ideal-real conflicts, Lack of supervision, Lack of encouragement for good work turned out are all continued as inadequacies. Hence the need **for massive in-service programme through the use of technology** so that it arouses every body and peps up teacher education. The vision and target to be reached has not been clear. The academic environment and work culture seems to be missing. Life is a tissue of habits and the teacher of teachers should act as a Role Model by possessing necessary study habits, and professional zeal. None of these are visible.

Section 7

Recommendations/ Future Possibilities

Section 7

Recommendations / Future Possibilities:-

(i) The vision to be regained

The National Policy of Education (1986) and later the NCTE frame work (1988) have explicitly expressed the vision of Teacher Education Programme as "Teacher Education Programme are programmes for professional preparation of teachers and not programmes of general academic study. They should accordingly provide for a comprehensive coverage of professional knowledge and understanding and attitudes, interests, values and skills and have a strong functional orientation". But most of teacher educators, officials, university professors do not subscribe to this and feel that a "generic omnibus education" (Seshadri'2000) is adequate.

This vision statement summarises the inadequacies and gaps of the teacher education programme in Karnataka. The teacher education sector study suggests on priority basis to launch **"Operation Teacher Education"** programme. This implies certain immediate **Action** that can be taken to break the **monotony.**

(ii) Re-Structuring Teacher Education Curriculum:

Curricular gaps are identified. This necessitates restructuring of curriculum at all levels with 60% weightage to Practicum and 40% weightage to theory. This implies an increase in the duration of training programme. Since the fee structure has been enhanced recently, there is no need for further hike. An additional 8 months internship added on before issuing certificates would enrich their competence.

Suggested Models are.

(a) Pre School Teacher Education:

Model 1: Early childhood care and Education certificate – 2 year course

I Year Theory--ECCE –	
Health, Hygiene–child development	40% weightage
I & II Year Practicals and	
School Experience programme	60% weightage

Model 2

Formal play school model including Health care. Alternatively, since education of children between 2 ½ - 5 yrs are taken care of by NGO's, to build gaps between urban-rural, it is suggested that a "Sanghatan of Shishu Shikshan" can be formulated with clear cut objectives and scheme of training teachers based on ECCE objectives. At this stage no eligibility requirement save that of 3 R's (working knowledge) and interest to bring up children be imposed. Establishing **shishu shikshana sanghatana** for the state and having District level "Kendras" may be launched/ Government as it is doing now can develop a stage specific comprehensive certificate course of 2 years with 1 year stipendiary internship.

(b) Primary Teacher Education

Curriculum should be thoroughly altered with an emphasis on SEP (School Experience Programme) suggested by NCERT (1991) in Elementary teacher education curriculum guidelines. This implies that the duration of the course be increased Suggested models of primary teacher education programme without increasing the fees (already hiked) are

- 2 years (pedagogy) + 1 yr (SEP) (upgraded TCH – 3 yrs)
- Internship Model - 2 years + 1 year internship (stipendiary)
- Content cum Methodology – 1 year content + 2 years (Teacher Education)
- Integrated Primary Teacher Education 6 semester model - 2 semester content – 2 semester pedagogy + 2 stipendiary internship
- Upgraded 3 year B.Ed / Elementary (after +2
- Technology based teacher training 2 yrs.
- (Separate academic groups should work details on the basis of NCTE – Framework)

(c) Secondary Teacher Education

The existing one year B.Ed programme is critically analysed and found to be non professional and is said to give "a general awareness" about teaching and certain pedagogic content. Since curriculum has been recommended to be revamped by all concerned alternative models that are found successful in our state and elsewhere in the country could be studied and an eclectic Karnataka curriculum frame be formulated keeping the back drop of **National curriculum framework** (1991) given by NCERT. **The alternative models** available are:

- **Internship based curriculum: 2 year B.Ed**

  I year pedagogy with content cum methodology input for special methods and field work -II year internship/ SEP (Framework in Section IV).

- B.Ed 18 months model - Theory cum field work-12 months practicism as SEP (School Experience programme) - 6 months (both are examination subjects).

  Theory: One year with only 3 foundation papers

  I - Emerging India - latest reforms, II Psychology of learner and human relations, III Principles and General Methods of Teaching, IV Specialisation in 2 core subjects / 2 languages teacher trainee (two languages from among languages prescribed for schools (50% marks in those languages at the graduate level to be insisted) (ii) two subjects from among 4 humanities - History, Geography, Economics, Political science, (iii) two sciences from among Physics, Chemistry, Biology, Mathematics **OR** 1 science and 1 technology (Tamilnadu model) .(The language teacher educators feel justice is not done combining 1 language with 1 core subject Such practice can be given up)

- **The 4 year BA.Ed/BSc.Ed course** after PU may be brought back to strengthen content knowledge.

- Competency Based Teacher Education. **Enriched B.Ed programme** (a) Participatory Teacher Education Programme. (Innovative model. tried out at Banasthali Vidya Peetha, Rajasthan. Trainee empowered open model of teacher education at B.Ed level which awards B.Ed (enriched) degree) at Banasthali Vidya Peetha (details in *appendix 13*).
- **Technology based teacher education model** : Many technology centers are structuring such a programme. Technological basis may strengthen the teacher education programme at all levels, such a model envisages planning lessons in a more comprehensive way by browsing through internet, develop study habit and habit of critical thinking on the part of teachers. (Karnataka University seems to have the Blue Print).

Suggested alternatives models need not charge the same amount of fees for an additional year, but only a feasible amount to be worked out. Access to high quality of Teacher Education would be expensive quality teacher preparation. Quality cannot be compromised with money. Quality Teacher preparation may reduce money spent on. Continuous In-service programmes. The fees hike is not cost effective even in terms of man power efficiency as a return. Also not more than 50% get immediately jobs. They have to wait or they get under employed. Considering the money spent on these 'wait' years increasing their experience and competency by extending the course by another 8-9 months for internship is regarded as viable proposition.

(d) M.Ed course:

- M.Ed programmes is meant to prepare teacher educators in the country is found to have weakness. There is an overload of theory and very little professional knowledge/skills to prepare Teacher Educators. Master of Education (M.Ed) should be strengthened from the professional angle, grass root requirements at different teacher education levels and extensive

use of technology and capability in working with community. The Report of International Committee on Education for 21st century (1996) recommends "that a thinking of teacher education is necessary in order for it to bring out in future teachers precisely those human and intellectual qualities that will facilitate a fresh approach to teaching". **(The Analysis is incomplete and need to be pursued).**

Alternative models:

- M.Ed of 18 months duration with 6 months internship in professional skills and field based research (This can be run by the PG Departments of Universities, IASE's or National level institutions like ISEC).
- Master of Teacher Education (M.TEd) course of study may be started with specialisation in any of the following fields Elementary, Secondary, Management, Administration and Special Education.

(iii) In-service Teacher Education:

- This has not been regarded as an inseparable component. The concept of in-service teacher education as an integral part of TEI's requires better understanding.
- At elementary teacher education level the in-service programme is institutionalised, But the duration should be increased and follow up included.
- At Secondary teacher education level, the in-service centers are located at CTE's and IASE. This does not cover the secondary school teachers of all types of schools. (At least one college of education per district be identified and upgraded as CTE). They may **start extending services with the practising schools and ensure better human relations with schools by teaching their children with improved techniques.** District level discussion meets and identification of professional leaders with innovative ideas be encouraged.

Institutionalising in-service programmes at secondary education level should be such a collaborative effort (partnership) of university departments of education, DSERT, the subject experts from the colleges of higher learning and leading research institutions in the state like ISEC/ IIM or NIAS. District level CTE's can function as resource centers.

- **In-service at Secondary education** be institutionalised: In-service programmes could be made mandatory for all teacher educators. They should be asked to demonstrate lessons in their practising schools on several new techniques, help them by prepare the necessary education materials they require and establish rapport with them.
- Post graduate departments of Education may take up research based innovative practices, conduct sharing sessions and give directions to CTE's and IASE's.
- **Start extending services** with the practising schools and ensure better human relations with schools by teaching their children with improved techniques.
- Encourage **District level discussion** meets and identification of professional leaders with innovative idea – **Idea Bank** be established
- Satellite TV Programmes: The Satellite-based interactive television programme for high school teachers in collaboration with technically advanced institutions like JNU, NIAS and ISRO should be evolved by such Post Graduate Departments of education who has technology know-how.
- In-service programmes could be organised for

(1) Professors and teacher educators on latest trends with the use of technology
(2) Principals and superintendents in administration
(3) Teacher educators of TTI and CTE in Action Research with suitable feed back

(iv) Recruit Staff:

Filling up vacancies in Teacher Education Institutions especially DIETs, CTE's and IASE's as per policy guidelines.

Indicators:

- Teacher Pupil ratio be maintained at 1:12 for both elementary and secondary teacher education level

- Wherever qualification requirement such as Master degree is not fulfilled, the rule are relaxed to stipulate a time gap within which this should be fulfilled otherwise they would lost their job
- School teaching experience suited to the level should be given due weightage while recruiting.

(v) Decentralise Teacher Education- An Academy of Teacher Education:

It is in the functioning of Teacher Education programme maximum inadequacies could be identified. The management of several levels of teacher education, in several modes and priorities of each being different requires mustering **strength to monitor inputs** giving equal attention and good manpower management including personal management. Such professional skills can be developed only through **continuous in-service programmes** strategically planned to develop the professional skills of teaching. An (autonomous) academy of Teacher Education can be established at the state level with linkages at district nodal centers to constantly monitor such programmes. Decentralise Teacher education by delegating the functions to an autonomous body. Implementation and sustenance of educational reforms depends on the functionaries. A mechanism needs to be evolved for the smooth and effective functioning of Teacher Education Programme to rule out inadequacies. Delegation of responsibilities with accountability and clear cut goals in five areas of Teacher Education namely: Administration, Finance, Academic- Curriculum and Instruction, Monitoring and Evaluation, Research and Capacity Building without the centralised control may enliven and augment the policy perspectives meaningfully. Independent wings in the five areas suggested with freedom to function professionally but with transparent actions is a wanted break through. We have stayed too long in a prescriptive, centralised control, which slows down progress. Lessons from developed countries and if we can take the lessons from our own country in the other sectors, privatisation is a viable solution.

This should not be another state run Department. Each wing can have a project co-ordinator who would select suitable, qualified teacher educators on **lien** for the project. Academy can have linkages with university departments and advanced study centers. Government can enter into partnership with private sector holding a check on societal justice. Teacher education complexes/ academies would then work with competition and satisfy the consumers. Alternatively, set up Task Force for different levels of Teacher Education. The academy of teacher education would train professionally the prospective teachers, teacher educators, as well as officials and researchers. The officials of the academy would be well qualified professors of education having expertise in the field and these posts should be filled by direct recruitment. Such a machinery can empirically determine the needs of teacher education and improve quality of teacher education programmes.

(vi) Establish Professional development Centers and operationalise.

Networking should be designed to cover the resources, the personnel and experiences. Sharing of these meaningfully without other mind maps but with the vision of improving teacher profile and teacher education. The existing **Professional Development packages may be reviewed and put to use.** These centers can work with community at large and establish better linkages between TEI's, parents and community. In other words, privatisation of Teacher Education may be thought of with financial controls/auditing. Professional development centers to be established. (The All India Secondary Teacher Federation Professional Development Center, Bangalore working in collaboration with Canadian Teachers Federation and Karnataka State Secondary Teachers Association). The **Professional development packages available could be reviewed or re-structured and put to use.**

(vii) Sensitisation Programmes for Teacher Educators and prospective teachers

Among several inadequacies observed lack of competency among teachers and teacher educators and lack of commitment in implementing curriculum are identified as predominant. In other words, "the value" (professional ethics) has deteriorated. On priority basis therefore, **value sensitisation orientation programme on massive scale to rebuild confidence** is recommended. May, the teaching fraternity regain the ethical stature lost. It is suggested that this can cover larger groups of teacher educators through satellite, television programmed and then followed by District level follow up. The RIMSE, Mysore's Value Orientation Model may be followed with modification if necessary.

(viii) Role of Universities:

(a) Universities and Post Graduate centers should conduct **Summer Schools** for professional growth in content enrichment taking assistance from UGC to improve the content knowledge of secondary teacher educators as well as develop professional skills. Duration of summer school should be 6 weeks.

(b) Special Orientation Programme for Secondary School Teachers (SOPSST) be planned immediately based on overcoming the two main inadequacy observed by this study that is Content knowledge deficiency among high school teachers and Lack of transactional skills and techniques of teaching at high school level by the post graduate departments and IASE.

(ix) Teacher Education Universities Teacher Education in the 21st century has assumed new perspective, broad and comprehensive. Teacher education is a life long process and a continuous process. It requires information management skills, Media Management, materials management and above all personal management skills inclusive of teacher personnel. Thus teacher education has become a vast field and deserves to be an exclusive discipline at the university level.

Like we have Agriculture University, Health University, Higher Education. **Why not Teacher education Universities be started?** Only then **proper attention** to all the multi faceted, multi-modes, multi dimensions of teacher education will be received. Several diversified programme in teacher education could be started

(x) **Revamp Examination and Evaluation System:** Evaluation system should be completely changed in Teacher Education at all levels A Continuous Comprehensive Evaluation should be introduced or Computer assisted evaluation system be evolved. Self appraisals, criterian reference testing and quality assured assessment could be the mode of assessment in the teacher education institutions. **(a) Set up Testing Service Centers:** A testing laboratory to generate parallel tools to assess teacher aptitude, teacher competency and performance tests attainments at various levels and other admission or eligibility tests is absolutely necessary **(b) Generate a Database** for teacher education . Each institutions should maintain profiles of teachers, their achievements, innovations, researches conducted, number of years of experience and gender Such a database would act as indicators for selection, promotion and nomination of personnel to different academic programmes.

(xi) Linkages to be strengthened

Collaborative working system (consortium) to be launched to avoid duplication of work as well as for optimal use of manpower All the DIETS, CTEs, IASE, Department of Education, DSERT and Post Graduate Departments to be connected for quick contacts and discussions technologically. The concept of meaningful collaboration and technology based linkages and net working should be worked out This implies the interpersonal relationships to be refined and develop ability to **work together** at all levels that is : among Elementary Teacher Education Institution in State,

among Secondary Teacher Education Institution in State, between Elementary Teacher Education Institutions and Secondary Teacher Education Institutions, among DSERT, NCTE, TEI's, CTE's and IASE's and Post graduate Departments of Education. A partnership mode/consortium mode attempted with no additional expenditure is need of the hour

(xii) Setting up Testing Service Centers:

A testing laboratory to generate parallel tools to assess teacher aptitude, teacher competency and performance tests attainments at various levels and other admission or eligibility tests is absolutely necessary. This may be taken up through UGC funding. Such a service center helps in maintenance of quality.

(xiii) A Database regarding teacher education institutions should be generated by every institution including individual profiles of teacher educators. This would facilitate formation of panels of resource persons, text book writers and researchers

(xiv) Start Edu-clinics: The 21st century demands stress free life. So counselling centers for teachers and teacher educators for taking decisions, in selection of courses, self assessment, self improvement, professional growth and for better academic attainments of teachers is necessary. Education centers or Edu- clinics are sighted already by NGO's and these centers would flourish for sometime to come as a "Third - Wave" out come. (Alwin Toffler)

(xv) Educational Research: Possibilities:

The study opened up discussion on the contribution of Researches in Education. "Education Research in India", remarked the Doyen of Teacher Education, Prof M.B. Buch (1991)* let me say that educational research in

*Key note address 4th Conference AIAER, Bangalore, April 1991

this country (India) has not influenced the educational system. In other words one may say, educational research has been more or less non productive. The non productive nature of educational research, is not because of quantity, but due to their scarcity of qualitative, good and relevant research ---- We had the NPE 1986. Even at that time, researches were never analysed to see whether, 'Research had anything to contribute to the formulation of the Education Policy' "

A decade has passed after listening to such searching thought on educational research. Even then educational research has little to offer as indicator for future planning. Facilities for research are available in all universities. So this deficiency could be overcome if committed researchers were to plan taking up problem from the administrators teachers, policy makers and society and produce solutions to them. Then, teacher education would improve with quality underlined. Tremendous energy could be released by widening the base of educational research. Research and dissemination of research results have to be unending activity. Research provided direction to educational change and educational change intern ushers a social change. A friend once remarked "without capacity one can exist. But commitment is the backbone of the profession".

The possibilities of research are numerous. We should only think and explore "Success will come to those who dare and Act". May this conviction dawn on all of us. May the attitudinal change set in to release the tremendous energy to think and cope with the changing times.

APPENDICES

Appendix I

Extract from Central Admission Cell, Government of Karnataka

Number of Applications received during the Year 2000-2001

	B.Ed	TCH
	13685	32614
Arts	10978	29361
Science	2707	3253
GM	2650	4302
SC	2687	5982
ST	808	1742
CI	1046	2224
2A	2101	6119
2B	681	2932
3A	1089	3294
3B	2623	8229
MALE	**8123**	**14231**
EEMALE	**5562**	**18383**

Medium

Kannada	-	28002
English		2088
Urdu	-	1183
Marathi		776

Number of candidate selected as per Roster

B.Ed	-	4115	*30.06%*
TCH	-	4931	*15.11%*

Appendix - 1

1999 B.Ed Live Registration Districtwise (Karnataka)

Sl. No	Districts	S.C			S.T			Cat.I			Cat.II A			Cat.II B			Cat.III A			Cat.III B			Others			Total		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	B'lore Urban & Rural District	125	332	457	27	17	44	72	48	120	181	221	402	107	121	228	346	256	602	199	301	500	1291	1926	3217	2348	3222	5570
2	Bagalkot	60	12	72	10	--	10	28	1	29	159	22	181	26	15	41	8	1	9	13	13	26	282	208	490	586	272	858
3	Belgaum	370	150	520	52	6	58	64	21	85	105	39	144	68	31	99	20	6	26	405	140	545	1496	552	2048	2580	945	3525
4	Bellary	124	41	165	84	33	117	77	21	98	186	75	261	82	82	164	47	31	78	576	266	842	388	460	848	1564	1009	2573
5	Bidar	365	91	456	49	19	68	73	44	117	70	63	133	62	46	108	36	22	58	627	268	895	318	357	675	1600	910	2510
6	Bijapur	190	47	237	6	1	7	40	15	55	90	39	129	129	66	195	12	1	13	148	50	198	301	224	525	916	443	1359
7	Chamarajanagar	203	67	270	14	3	17	30	2	32	39	12	51	3	3	6	15	7	22	51	11	62	276	62	338	631	167	798
8	Chickamagalur	52	26	78	10	3	13	21	8	29	113	56	169	5	57	62	38	38	76	314	77	391	36	162	198	589	427	1016
9	Chitradurga	156	25	181	119	18	137	132	15	147	135	25	160	45	24	69	154	32	186	417	65	482	129	111	240	1287	315	1602
10	Davangere	127	68	195	170	30	200	103	22	125	165	90	255	72	25	97	81	21	102	164	123	287	355	1188	1543	1237	1567	2804
11	Gadag	67	19	86	28	5	33	12	5	17	95	40	135	36	17	53	10	10	20	167	56	223	123	138	261	538	290	828
12	Gulbarga	115	87	202	24	11	35	158	41	199	545	75	620	138	91	229	95	20	115	540	528	1068	471	705	1176	2086	1558	3644
13	Hassan	174	36	210	6	--	6	11	8	19	28	19	47	22	17	39	57	24	81	41	13	54	---	---	---	339	117	456
14	Haveri	71	20	91	55	10	65	53	18	71	93	26	119	57	15	72	15	9	24	299	79	378	172	213	385	815	390	1205
15	Hubli	47	35	82	17	8	25	32	22	54	45	82	127	30	74	104	318	10	328	73	176	249	51	247	308	623	654	1277
16	Kolar	182	105	287	62	25	87	14	1	15	26	18	44	7	7	14	41	23	64	19	11	30	1705	632	2337	2056	822	2878
17	Koppal	39	8	47	19	8	27	20	8	28	105	32	137	31	11	42	26	13	39	180	47	227	227	142	369	647	269	916
18	Madikeri	9	6	15	--	2	2	1	1	2	21	32	53	--	9	9	41	68	109	2	5	7	4	104	108	78	227	305
19	Mandya	139	44	183	5	2	7	36	10	46	132	47	179	32	48	80	683	176	859	133	46	179	237	194	431	1397	567	1964
20	Mangalore(D.K)	15	24	39	14	18	32	14	38	52	46	130	176	13	4	17	44	82	126	58	154	212	73	325	398	277	775	1052
21	Mysore	153	51	204	16	7	23	61	18	79	151	45	196	8	53	61	204	46	250	150	63	213	229	426	655	972	709	1681
22	Raichur	88	31	119	30	1	31	13	81	94	149	64	213	18	40	58	17	7	24	30	6	36	299	276	575	644	506	1150
23	Shimoga	136	46	182	19	6	25	31	23	54	230	99	329	23	46	69	40	39	79	183	122	305	432	476	908	1094	857	1951
24	Tumkur	198	82	280	113	27	140	48	8	56	235	26	261	15	19	34	378	67	445	334	16	350	655	376	1031	1976	621	2597
25	Udupi	20	16	36	6	7	13	17	24	41	74	130	204	0	1	1	--	1	1	30	80	110	30	261	291	177	520	697
26	Karwar(N.K)	30	12	42	1	--	1	42	18	60	161	149	310	15	35	50	--	--	--	71	27	98	575	247	822	895	488	1383
	Total	3255	1481	4736	956	267	1223	1203	521	1724	3379	1656	5035	1044	957	2001	2726	1010	3736	5224	2743	7967	10165	10012	20177	27952	18647	46599

Placement B.Ed for the year 1999 (Karnataka)

Sl. No	Districts	S.C			S.T			Cat.I			Cat.II A			Cat.II B			Cat.III A			Cat.III B			Others			Total		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	B'lore Urban & Rural District	1	--	1	2	--	2	--	--	--	--	--	--	--	2	2	--	--	--	2	--	2	--	1	1	5	3	8
2	Bagalkot	--	--	--		--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
3	Belgaum	2	--	2	4	--	4	1	2	3	1	--	1	3	--	3	--	--	--	1	1	2	7	4	11	19	7	26
4	Bellary	18	3	21	10	5	15	6	1	7	17	10	27	10	3	13	2	1	3	15	7	22	23	35	58	101	65	166
5	Bidar	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
6	Bijapur	25	3	28	1	--	1	4	--	4	14	6	20	8	1	9	4	4	8	9	6	15	18	30	48	83	50	133
7	Chamarajanagar	--	--	--	--	1	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	1
8	Chickamagalur	4	--	4	--	--	--	--	--	--	1	--	1	1	--	1	--	--	--	2	--	2	2	1	3	10	1	11
9	Chitradurga	18	--	18	12	--	12	6	--	6	13	--	13	7	--	7	1	1	2	5	--	6	54	26	80	117	27	144
10	Davangere	--	--	--		--	--	--	--	--		--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
11	Gadag	1	1	2	1	--	1	--	--	--	1	--	1	--	2	2	--	--	--	4	--	4	1	--	1	8	3	11
12	Gulbarga	25	11	36	--	1	1	6	9	15	28	15	43	14	15	29	9	5	14	30	8	38	8	26	34	120	90	210
13	Hassan	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
14	Haveri	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	2	--	2	--	--	--	2	--	2
15	Hubli	4	--	4	3	1	4	--	--	--	2	1	3	--	1	1	3	2	5	--	1	1	1	--	1	13	6	19
16	Kolar	--	2	2	--	1	1	--	1	1	--	3	3	--	--	--	--	--	--	--	--	--	3	3	6	3	10	13
17	Koppal	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	1	--	--	--	1	--	1
18	Madikeri	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
19	Mandya	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
20	Mangalore(D K)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--		--	6	--	6	6	--	6
21	Mysore	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	1	2	1	1	2
22	Raichur	3	2	5	3		3	1	2	3	5	6	11	5	2	7	3	1	4	8	3	11	14	9	23	42	25	67
23	Shimoga	7	13	20	1	1	2	4	2	6	14	6	20	4	1	5	6	2	8	11	4	15	--	--	--	47	29	76
24	Tumkur	2	7	9	1	--	1	1	3	4	4	3	7	1	2	3	2	5	7	5	4	9	--	--	--	16	24	40
25	Udupi	--	1	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	1
26	Karwar(N.K)	2	1	3	--	--	--	1	--	1	3	2	5	--	--	--	--	--	--	--	--	--	3	4	7	9	7	16
	Total	112	44	156	38	10	48	30	20	50	103	52	155	53	29	82	30	21	51	96	34	130	141	140	281	603	350	953

2000 B.Ed Live Registration Districtwise (Karnataka)

Sl. No	Districts	S.C			S.T			Cat.I			Cat.II A			Cat.II B			Cat.III A			Cat.III B			Others			Total		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	B'lore Urban & Rural District	127	307	434	24	21	45	71	50	121	192	218	410	102	130	232	377	272	649	207	316	523	1271	1906	3177	2371	3220	5591
2	Bagalkot	65	14	79	11	2	13	29	2	31	159	18	177	128	24	152	9	2	11	39	21	60	183	219	402	623	302	925
3	Belgaum	525	165	690	68	3	71	70	44	114	108	62	170	72	42	114	15	10	25	442	162	604	1380	303	1683	2680	791	3471
4	Bellary	131	43	174	86	34	120	64	26	90	186	81	267	84	84	168	44	34	78	581	273	854	413	449	862	1589	1024	2613
5	Bidar	365	91	456	49	19	68	73	44	117	70	63	133	62	46	108	36	22	58	627	268	895	318	357	675	1600	910	2510
6	Bijapur	188	44	232	5	2	7	37	14	51	81	24	105	109	64	173	14	--	14	132	39	171	282	261	543	848	448	1296
7	Chamarajanagar	212	57	269	25	5	30	53	12	65	66	28	94	6	3	9	16	4	20	98	47	145	195	72	267	671	228	899
8	Chickamagalur	52	20	72	10	3	13	20	8	28	107	61	168	23	52	75	46	54	100	56	69	125	222	129	351	536	396	932
9	Chitradurga	169	25	194	126	15	141	9	119	128	93	12	105	73	37	110	85	19	104	250	16	266	415	82	497	1220	325	1545
10	Davangere	128	77	205	161	24	185	132	16	148	162	91	253	87	28	115	89	26	115	199	113	312	397	1068	1465	1355	1443	2798
11	Gadag	73	17	90	32	7	39	20	6	26	100	39	139	41	19	60	9	9	18	162	53	215	128	156	284	565	306	871
12	Gulbarga	185	90	275	31	15	46	180	32	212	575	84	659	190	51	241	110	14	124	417	682	1099	550	716	1266	2238	1684	3922
13	Hassan	184	35	219	7	--	7	11	7	18	31	17	48	120	18	138	57	24	81	41	13	54	--	--	--	451	114	565
14	Haveri	79	22	101	64	11	75	59	17	76	94	26	120	59	16	75	14	9	23	302	81	383	223	237	460	894	419	1313
15	Hubli	47	36	83	20	10	30	39	25	64	68	71	139	30	80	110	41	11	52	121	172	293	268	259	527	634	664	1298
16	Kolar	189	110	299	64	27	91	11	5	16	26	20	46	8	7	15	52	23	75	16	17	33	1701	642	2343	2067	851	2918
17	Koppal	60	4	64	26	12	38	24	9	33	230	47	277	35	16	51	36	18	54	105	53	158	253	184	437	769	343	1112
18	Madikeri	10	6	16	--	2	2	1	1	2	17	32	49	--	9	9	46	68	114	4	4	8	2	112	114	80	234	314
19	Mandya	129	37	166	2	1	3	47	12	59	123	53	176	33	53	86	685	186	871	69	49	118	344	160	504	1432	551	1983
20	Mangalore(D.K)	16	28	44	19	20	39	11	29	40	40	118	158	4	5	9	43	62	105	29	126	155	207	647	854	369	1035	1404
21	Mysore	150	55	205	19	10	29	72	25	97	78	21	99	16	58	74	220	60	280	166	71	237	309	441	750	1030	741	1771
22	Raichur	107	27	134	32	1	33	78	20	98	130	97	227	6	52	58	26	7	33	23	16	39	307	281	588	709	501	1210
23	Shimoga	130	41	171	22	7	29	37	26	63	249	113	362	27	46	73	42	35	77	181	113	294	392	533	925	1080	914	1994
24	Tumkur	202	87	289	112	27	139	60	49	109	16	23	39	19	23	42	470	79	549	336	36	372	1232	397	1629	2447	721	3168
25	Udupi	26	19	45	15	10	25	21	33	54	95	161	256	3	3	6	1	1	2	36	76	112	174	356	530	371	659	1030
26	Karwar(N.K)	32	37	69	6	1	7	51	33	84	52	187	239	15	34	49	2	2	4	2	47	49	301	342	643	461	683	1144
	Total	3581	1494	5075	1036	289	1325	1280	664	1944	3148	1767	4915	1352	1000	2352	2585	1051	3636	4641	2933	7574	11467	10309	21776	29090	19507	48597

Placement of B.Ed for the year 2000 (Karnataka)

Sl. No	Districts	S.C			S.T			Cat.I			Cat.II A			Cat.II B			Cat.III A			Cat.III B			Others			Total		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	B'lore Urban & Rural District	--	--	--	1	--	1	--	--	--	1	--	1	--	--	--	--	--	--	--	1	--	--	3	3	2	4	6
2	Bagalkot	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
3	Belgaum	9	1	10	1	--	1	--	--	--	--	--	--	1	--	1	--	--	--	--	--	--	--	--	--	11	1	12
4	Bellary	--	--	--	--	--	--	--	--	--	1	--	1	--	--	--	--	--	--	2	--	2	--	1	1	3	1	4
5	Bidar	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
6	Bijapur	--	--	--	--	--	--	--	2	2	--	--	--	1	1	2	--	--	--	--	--	--	3	3	6	4	6	10
7	Chamarajanagar	22	16	38	5	3	8	5	--	5	4	7	11	--	--	--	2	1	3	8	--	8	2	3	5	48	30	78
8	Chickamagalur	--	--	--	--	--	--	--	--	--	1	--	1	--	--	--	--	--	--	--	--	--	--	1	1	1	1	2
9	Chitradurga	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
10	Davangere	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
11	Gadag	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
12	Gulbarga	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
13	Hassan	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
14	Haveri	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
15	Hubli	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	1	1	--	1
16	Kolar	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	1	2	1	1	2
17	Koppal	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	1	1	--	1
18	Madikeri	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
19	Mandya	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
20	Mangalore(D.K)	--	--	--	1	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	1	2	--	2
21	Mysore	16	8	24	--	2	2	6	5	11	7	2	9	--	4	4	5	2	7	7	1	8	2	11	13	43	35	78
22	Raichur	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
23	Shimoga	12	12	24	6	--	6	2	1	3	7	4	11	4	1	5	1	1	2	8	2	10	--	--	--	40	21	61
24	Tumkur	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
25	Udupi	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
26	Karwar(N.K)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	3	4	1	3	4
	Total	59	37	96	4	5	19	13	8	21	21	13	34	6	6	12	8	4	12	25	4	29	12	26	38	158	103	261

T.C.H Live Registration Districtwise 1999 (Karnataka)

Sl. No	Districts	S.C			S.T			Cat.I			Cat.II A			Cat.II B			Cat.III A			Cat.III B			Others			Total		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	B'lore Urban & Rural District	213	316	529	36	26	62	35	45	80	152	190	342	135	390	525	128	362	490	110	311	421	635	6199	6834	1444	7839	9283
2	Bagalkot	102	46	148	52	5	57	70	9	79	72	73	145	86	43	129	22	13	35	293	128	421	911	471	1382	1608	788	2396
3	Belgaum	357	170	527	67	18	85	167	50	217	273	109	382	165	134	299	30	10	40	1232	510	1742	1334	824	2158	3625	1825	5450
4	Bellary	76	9	85	107	31	138	51	10	61	127	22	149	62	66	128	54	10	64	573	248	821	565	401	966	1615	797	2412
5	Bidar	687	383	1070	106	26	132	100	42	142	158	66	224	110	76	186	60	12	72	455	455	910	1176	623	1799	2852	1683	4535
6	Bijapur	555	130	685	21	6	27	140	51	191	320	110	430	270	176	446	43	16	59	750	186	936	1671	1041	2712	3770	1716	5486
7	Chamarajanagar	135	82	217	8	2	10	33	17	50	41	23	64	3	3	6	25	5	30	160	70	230	40	44	84	445	246	691
8	Chickamagalur	31	16	47	6	1	9	59	3	62	40	41	81	56	21	77	79	13	92	107	175	282	732	295	1027	1112	565	1677
9	Chitradurga	130	85	215	118	85	203	79	48	127	160	88	248	31	218	249	78	110	188	652	324	976	215	456	671	1463	1414	2877
10	Davangere	188	64	252	163	40	203	75	18	93	195	96	291	39	23	62	21	8	29	329	163	492	1584	1000	2584	2594	1412	4006
11	Gadag	19	13	32	51	10	61	28	4	32	190	54	244	65	16	81	24	7	31	543	222	765	213	184	397	1133	510	1643
12	Gulbarga	671	95	766	68	15	83	317	24	341	528	65	593	400	52	452	15	30	45	640	74	714	562	143	705	3201	498	3699
13	Hassan	184	74	258	38	14	52	22	24	46	27	32	59	50	19	69	77	79	156	5	44	49	--	--	--	403	286	689
14	Haveri	19	11	30	70	27	97	93	22	115	113	53	166	84	50	134	31	6	37	563	252	815	191	221	412	1164	642	1806
15	Hubli	40	37	77	32	20	52	42	43	85	88	139	227	80	156	236	11	19	30	422	327	749	208	525	733	923	1266	2189
16	Kolar	334	226	560	142	65	207	18	180	198	60	353	413	13	300	313	59	400	459	44	224	268	1810	648	2458	2480	2396	4876
17	Koppal	35	9	44	29	4	33	22	3	25	160	26	186	28	11	39	40	6	46	276	54	330	220	111	331	810	224	1034
18	Madikeri	4	13	17	--	--	--	--	1	1	2	18	20	--	3	3	12	78	90	7	28	35	30	153	183	55	294	349
19	Mandya	35	36	71	15	6	21	70	16	86	99	22	121	32	14	46	364	104	468	136	42	178	400	51	451	1151	291	1442
20	Mangalore(D.K)	7	9	16	8	6	14	2	10	12	17	49	66	--	2	2	8	32	40	28	90	118	2	122	124	72	320	392
21	Mysore	72	42	114	33	20	53	50	17	67	74	27	101	7	194	201	104	55	159	103	98	201	258	355	613	701	808	1509
22	Raichur	120	10	130	7	2	9	21	5	26	115	7	122	48	74	122	53	9	62	233	82	315	528	294	822	1125	483	1608
23	Shimoga	43	25	68	39	8	47	18	12	30	118	29	147	20	122	142	14	22	36	175	99	274	255	378	633	682	695	1377
24	Tumkur	101	36	137	56	28	84	35	12	47	152	207	359	145	22	167	512	263	775	156	34	190	22	100	122	1179	702	1881
25	Udupi	10	10	20	6	3	9		30	30	41	95	136	4	7	11	1	2	3	86	76	162	77	130	207	225	353	578
26	Karwar(N.K)	72	8	80	9	2	11	40	18	58		429	429	13	20	33	8	--	8	37	23	60	315	494	809	494	994	1488
	Total	4240	1955	6195	1289	470	1759	1587	714	2301	3322	2423	5745	1946	2212	4158	1873	1671	3544	8115	4339	12454	13954	15263	29217	36326	29047	65373

Placement T.C.H for the year 1999 (Karnataka)

Sl. No	Districts	S.C			S.T			Cat.I			Cat.II A			Cat.II B			Cat.III A			Cat.III B			Others			Total		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	B'lore Urban & Rural District	83	61	144	28	13	41	86	33	119	231	193	424	15	25	40	312	213	525	190	177	367	86	176	262	1031	891	1922
2	Bagalkot	3		3			0	1		1	2		2			0			0			0	42		42	48	0	48
3	Belgaum	11	2	13	3	1	4	5	2	7	16	7	23	3		3	3		3	39	12	51	25	15	40	105	39	144
4	Bellary	12		12	2		2	7		7	5	1	6	1		1	1		1	18	12	30	21	12	33	67	25	92
5	Bidar	19	7	26	2		2	4	1	5	9	4	13	4	1	5	2		2	21	8	29	25	9	34	86	30	116
6	Bijapur			0			0			0			0			0			0			0			0	0	0	0
7	Chamarajanagar	30	32	62	4	5	9	3	4	7	10	11	21		5	5	5	3	8	13	10	23	16	4	20	81	74	155
8	Chickamagalur	48	31	79	4	3	7	18	5	23	46	21	67	10	21	31	13	5	18	85	58	143	33	30	63	257	174	431
9	Chitradurga	18	15	33	4	5	9	6	6	12	1	39	40	22	3	25	5	6	11	73	54	127	5	9	14	134	137	271
10	Davangere	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
11	Gadag			0			0			0			0			0			0	4		4		1	1	4	1	5
12	Gulbarga	98	24	122	5	1	6	33	19	52	114	45	159	58	40	98	7	30	37	162	81	243	21		21	498	240	738
13	Hassan	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
14	Haveri	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
15	Hubli			0			0	1		1	5		5	1		1	1		1	12	2	14	1	2	3	21	4	25
16	Kolar	24	14	38	3	5	8	14	6	20	46	18	64	12	5	17	14	18	32	18	9	27	17	24	41	148	99	247
17	Koppal	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
18	Madikeri			0			0			0	6		6			0	36	9	45		1	1			0	42	10	52
19	Mandya	4	3	7	3	2	5	3		3	24	8	32		5	5	37	41	78	20	14	34	155	181	336	246	254	500
20	Mangalore(D K)	3	1	4	1		1	7	8	15	21	105	126		1	0	9	33	42	21	158	179	280	445	725	347	750	1097
21	Mysore	262	117	379	57	14	71	80	77	157	187	78	265	5	52	57	206	112	318	233	208	441	248	275	523	1283	933	2216
22	Raichur	14	5	19	15	3	18	9	3	12	58	14	72	10	3	13	7		7	54	10	64	70	62	132	261	100	361
23	Shimoga	20	23	43	17	12	29	12	11	23	48	40	88	34	31	65	17	14	31	87	77	164			0	204	208	412
24	Tumkur	2		2			0	3		3	3	3	6	3		3	3		3	2		2			0	13	3	16
25	Udupi	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
26	Karwar(N.K)	40	10	50	10	1	11	5	11	16	22	45	67	12	2	14	9	1	10	11	8	19	119	196	315	228	274	502
	Total	691	345	1036	158	65	223	297	186	483	854	632	1486	190	193	383	687	485	1172	1063	899	1962	1164	1441	2605	5104	4246	9350

T.C.H Live Registration Districtwise 2000 (Karnataka)

Sl. No	Districts	S.C			S.T			Cat.I			Cat.II A			Cat.II B			Cat.III A			Cat.III B			Others			Total		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	B'lore Urban & Rural District	218	307	525	40	79	119	51	48	99	160	197	357	136	392	528	144	352	496	123	320	443	587	6069	6656	1459	7764	9223
2	Bagalkot	169	22	191	26	28	54	64	10	74	76	65	141	128	42	170	26	13	39	313	133	446	613	217	830	1415	530	1945
3	Belgaum	616	238	854	110	140	250	182	78	260	293	158	451	175	180	355	58	2	60	1435	485	1920	1061	819	1880	3930	2100	6030
4	Bellary	34	12	46	82	98	180	40	9	49	50	14	64	26	38	64	20	12	32	432	104	536	397	338	735	1081	625	1706
5	Bidar	687	383	1070	106	132	238	100	42	142	158	66	224	110	76	186	60	12	72	455	455	910	1176	623	1799	2852	1789	4641
6	Bijapur	282	75	357	22	25	47	112	24	136	231	57	288	174	125	299	33	7	40	203	194	397	910	783	1693	1967	1290	3257
7	Chamarajanagar	76	35	111	11	12	23	22	13	35	28	17	45	2	--	2	13	3	16	95	38	133	68	67	135	315	185	500
8	Chickamagalur	31	16	47	8	10	18	60	10	70	80	20	100	50	30	80	75	25	100	110	170	280	690	319	1009	1104	600	1704
9	Chitradurga	102	67	169	70	135	205	86	42	128	152	79	231	135	41	176	1	148	149	394	221	615	245	331	576	1185	1064	2249
10	Davangere	183	62	245	165	210	375	68	28	96	200	95	295	43	25	68	27	8	35	330	168	498	1482	984	2466	2498	1580	4078
11	Gadag	14	8	22	48	58	106	27	3	30	148	36	184	51	16	67	19	1	20	448	147	595	145	154	299	900	423	1323
12	Gulbarga	709	138	847	83	108	191	319	30	349	543	76	619	397	54	451	22	30	52	661	83	744	650	136	786	3384	655	4039
13	Hassan	406	26	432	44	51	95	44	--	44	29	29	58	49	18	67	83	73	156	8	41	49	--	--	--	663	238	901
14	Haveri	69	5	74	69	94	163	93	23	116	113	58	171	79	55	134	30	8	38	504	263	767	132	227	359	1089	733	1822
15	Hubli	13	14	27	20	35	55	45	40	85	99	137	236	178	154	332	19	32	51	378	352	730	229	437	666	981	1201	2182
16	Kolar	334	226	560	142	207	349	18	180	198	60	353	413	13	300	313	59	400	459	44	224	268	1810	648	2458	2480	2536	5018
17	Koppal	31	12	43	22	27	49	22	3	25	241	31	272	37	9	46	35	9	44	236	55	291	232	98	330	856	244	1100
18	Madikeri	2	22	24	--	--	--	--	1	1	3	18	21	--	3	3	15	78	93	8	27	35	--	90	90	28	253	281
19	Mandya	39	70	109	11	14	25	58	16	74	97	21	118	30	11	41	402	44	446	149	32	181	312	119	431	1098	334	1432
20	Mangalore(D.K)	11	8	19	15	21	36		4	4	15	34	49	1	4	5	5	26	31	15	102	117	59	332	391	121	588	709
21	Mysore	89	57	146	53	78	131	59	21	80	89	35	124	21	166	187	116	70	186	99	90	189	268	412	680	794	860	1654
22	Raichur	121	10	131	7	9	16	25	5	30	101	48	149	55	92	147	12	2	14	237	96	333	348	209	557	906	505	1411
23	Shimoga	42	21	63	37	43	80	27	10	37	101	27	128	12	104	116	9	19	28	154	86	240	283	390	673	665	752	1417
24	Tumkur	175	110	285	62	95	157	36	19	55	156	236	392	132	48	180	512	300	812	174	22	196	5	--	5	1252	744	1996
25	Udupi	6	7	13	4	9	13	11	7	18	19	45	64	4	3	7	1	--	1	40	44	84	53	92	145	138	206	344
26	Karwar(N.K)	18	21	39	5	8	13	13	23	36	69	125	194	21	15	36	13	2	15	45	48	93	147	484	631	331	2444	2775
	Total	4477	1972	6449	1262	1726	2988	1582	689	2271	3311	2077	5388	2059	2001	4060	1809	1676	3485	7090	4000	11090	11902	14378	26280	33492	30245	63737

Placement T.C.H for the year 2000 (Karnataka)

Sl. No	Districts	S.C			S.T			Cat.I			Cat.II A			Cat.II B			Cat.III A			Cat.III B			Others			Total		
		M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
1	Bhore Urban & Rural District	--	--	--	--	--	--	--	--	--	--	--	--	--	1	1	--	--	--	--	1	1	1	--	1	10	2	12
2	Bagalkot	13	11	24	2	3	5	3	1	4	14	25	39	9	6	15	5	4	9	9	8	17	49	33	82	310	91	401
3	Belgaum	137	108	245	30	14	44	29	28	57	131	86	217	64	44	108	13	8	21	215	107	322	257	151	408	698	546	1244
4	Bellary	33	8	41	10	15	25	13	2	15	37	23	60	8	13	21	12	9	21	37	26	63	24	40	64	138	136	274
5	Bidar	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	1	2	--	2	6	--	6
6	Bijapur	18	9	27	1	2	3	3	3	6	14	11	25	2	4	6	2	3	5	4	4	8	59	44	103	156	80	236
7	Chamarajanagar	85	47	132	8	8	16	13	17	30	37	5	42	1	4	5	12	11	23	57	34	91	27	51	78	184	177	361
8	Chickamagalur	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--	--	--	--	1	--	1	8	--	8
9	Chitradurga	20	20	40	4	4	8	5	5	10	19	21	40	8	5	13	6	6	12	6	7	13	77	73	150	139	141	280
10	Davangere	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	18	--	18
11	Gadag	15	9	24	4	3	7	1	4	5	24	18	42	8	5	13	4	1	5	18	6	24	17	27	44	73	73	146
12	Gulbarga	2	--	2	--	--	--	--	1	1	1	1	2	--	--	--	1	--	1	--	--	--	1	--	1	5	2	7
13	Hassan	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
14	Haveri	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
15	Hubli	1	--	1	--	--	--	--	--	--	--	--	0	4	--	4	--	--	--	--	--	--	--	--	--	5	--	5
16	Kolar	--	1	1	--	--	--	--	--	--	--	--	0	--	--	0	--	--	--	--	--	--	--	1	1	0	2	2
17	Koppal	--	--	--	--	--	--	--	--	--	1	--	1	--	--	0	--	--	0	--	--	0	2	--	2	3	0	3
18	Madikeri	3	11	14	--	--	--	--	--	--	8	11	19	1	1	2	4	11	15	2	4	6	--	--	0	18	38	56
19	Mandya	--	--	--	--	--	--	--	--	--	--	--	0	--	--	0	--	--	0	--	--	0	143	166	309	143	166	309
20	Mangalore(D.K)	3	--	3	--	--	0	1	--	1	1	1	2	1	--	1	1	2	3	1	--	1	2	12	14	9	15	24
21	Mysore	--	--	--	--	1	1	--	--	--	--	--	0	--	--	0	--	--	0	--	--	0	1	--	1	1	1	2
22	Raichur	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
23	Shimoga	20	20	40	3	1	4	6	4	10	12	10	22	7	1	8	4	3	7	18	4	22	--	--	0	63	43	106
24	Tumkur	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
25	Udupi	10	5	15	8	3	11	2	9	11	13	24	37	1	7	8	1	--	1	4	7	11	5	6	11	44	61	105
26	Karwar(N.K)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
	Total	360	249	609	70	54	124	76	74	150	312	236	548	115	91	206	65	58	123	373	208	581	668	604	1272	2031	1574	3605

M.Ed Live Registration & Placement in Bangalore District for the year 1999 & 2000

As on	S.C			S.T			Cat.I			Cat.II A			Cat.II B			Cat.III A			Cat.III B			Others			Total		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
31.12.1999 Registration	22	9	31	7	1	8	7	2	9	20	4	24	7	5	12	10	6	16	42	10	52	--	--	--	115	37	152
Placement	--	1	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	1	--	--	--	1	1	2
31.12.2000 Registration	24	11	35	7	2	9	10	2	12	22	5	27	7	5	12	10	7	17	43	12	55	--	--	--	123	44	167
Placement	1	1	2	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	1	2

Note: M.Ed qualification applicants are registered at professional and executive employment exchange which is a state exchange and hence districtwise division is not given

Appendix 2

The norms prescribed by NCTE for the recruitment of teacher educators are as follows:

Elementary:

Teaching Staff:

Essential: Teacher-student ratio for the elementary teacher training institutions must be 1:12 excluding the Principal. For an intake of 100 students (50, first year + 50 second year) the teaching staff required would be 1 Principal and 8 teachers. If student intake is more, the number of teachers must be increased proportionately to maintain the teacher-student ration at 1:12. Part time teachers should not be counted for calculating the ratio. There should be at least one teacher with knowledge of the subject-content and its methodology in each of the following school teaching areas: English, Mother Tongue (or State language), Mathematics, Science, Social studies and Computer Education. There should be two separate teachers to teach foundations of Education and the general subjects. In addition, there should be one instructor for each of the following areas: Physical Education, Music, Workshop practice, Educational Technology. The number of teachers required will depend on the lecture work-load and the work-load of practice teaching supervision and other practical work connected with it. Further the adequacy of the number of teachers in a teacher education institution will have to be assessed from the point of view of number of students who come into an optional group and also in terms of the number of optional subjects to be offered by a student undergoing the course. All this is subject to the condition that there should be atleast one qualified teacher to teach each teaching subject (school subject) and one teacher per batch to teach the general subject.

B.P.Ed course P.G. Diploma

Table showing the Teaching staff qualifications required in B.P.Ed

Designation	Number Required		Educational Qualifications and Experience
	Essential	Desirable	
Principal/Head (Professor Grade)	1		As per UGC/University norms. PG Degree in Physical education with at least 5 years experience in recognised physical education institutions
Reader	2	3	As per UGC/University norms. PG Degree in physical education
Lecturers	6	8	As per UGC/University norms. PG Degree in physical education
Part Time coaches	1 each game/ sport		As per UGC/University norms. PG Degree in physical education

Supporting Staff required for BP.Ed: For Medical Officer: Essential - 1 (Lecturers Grade), Educational Qualifications and Experience MBBS preferably Diploma in Sports Medicine/Physiotherapy. For Librarian Essential - For Professional Assistant(PA), Library Assistant, Attendant, Lab.Assistant (Computer), Peon/Attendant: Essential - 1 and Desirable – 2. For Chowkidar: Essential –3, Desirable - 4, Sweeper: Essential –2, Desirable - 3, for Groundsmen cum –markers: Essential –6, Desirable - 8. Educational Qualifications and experience as per qualifications prescribed by the UGC/State Government.

		Physical Education qualifications	
Instructor in Work Experience	1	Agricultural, industrial or other crafts	Certificate/Diploma in craft
Instructor in Art,Music and Performing Art	1	Fine arts, Music and Performing	Degree/Diploma/Certificate in Fine Arts/Music/Performing Arts

Technical staff required in Secondary Education:
Librarian/Asst.Librarian, Professional Asst. No-1, Area-Library Science, Technical Asst. No-1, Area-Science/Technical subjects prescribed. Qualifications: University/State Government prescribed qualifications

Administrative staff required in Secondary Education: Office Staff-2, Helper-1. Qualification as per University/State Government norms

Building space required in Secondary Education

Essential	Number	Area
Classrooms	2	60 sq.m. each
Multipurpose room	1	100 sq.m.
Hall	1	125 sq.m.
Multipurpose Laboratory for computer, psychology and science practical	1	Approx. 140 sq.m + 45 sq.m for storage space
Library room with reading facilities for at least 30 students	1	50 sq.m. including storage space

M.Ed

Table showing the qualifications of the Teaching Staff required in M.Ed course

Designation	Requirement		Qualifications
	Essentail	Desirable	
Principal/Head	1 (in the rank of Professor)	1	As per UGC Norms with Ph.D in education.
Readers	2	2	As per UGC norms with P.G Degree in Education with Ph.D in Education / in an allied subject
Lecturers	2	3	As per UGC norms

Technical staff required in M.Ed: Librarian-1, Area-Library Science, Technical Asst.-1, Desirable-2, Area: Psychology Laboratory and Media. Qualifications as per UGC norms

Administrative staff required in M.Ed: Clerk, Typist, Helper-2, Qualification: As per University/State Government norms.

Building space required in M.Ed

	Essential	Desirable	Area
Classrooms	2 (Depending upon total Number of groups/ specialities	4	60 sq.m each
Hall	1		125 sq.m
Seminar oom	1		100 sq.m

Administrative Staff required in B.P.Ed: PA to the Head/Principal: Essential - 1, Section Officer/Office Superintendent: Essential-1, Desirable-2, Assistant/Cashier/Clerk: 3 and 4, Storekeeper: 1 and 2, Hostel staff: Cook, attendant, Chowkidar, Sweeper: One each

Land Area and Location required in B.P.Ed: Essential - 8 acres (5 acres for play fields and 3 acres for building, hostel and staff quarters) **Desirable-**10 acres (6 acres for play fields and 4 acres for building, hostel, and staff quarters)

C.P.Ed course

Table showing the Teaching staff qualifications required in CP.Ed

Designation	Number Required Essential	Desirable	Educational Qualifications and Experience
Principal	1		As laid down by state government/post graduate professional degree in physical education: at least five years experience in a recognised physical education institution
Lecturers	8	10	As laid down by State government/post graduate professional degree in physical education.

Administrative Staff required in CP Ed: Office Superintendent: Essential-1, Senior Assistant-cum-Cashier - Essential-1 Desirable-2 Clerk Essential-1, Desirable-3

Other Staff required in CP.Ed

Designation	Essential	Desirable
Medical Officer (Part time)	1 (Lecturer's grade consolidated allowance	1 (Lecturer's grade)
Librarian	1	2
Attendants peons	2	3
Lab Assistant	1	3
Chowkidar	3	4
Sweeper	2	4
Groundsmen	6	8
Hostel staff cook, attendant, sweeper, chowkidar		1 each

Academic area required in CP.Ed: Class Rooms: Essential-One room for every 50 students size 30 sq cm approximately, Desirable-2 additional rooms (30 sq m.), Multi-purpose Hall: Essential- 1 (200 sq m.), Desirable-1 (600 sq.m.), Health Education lab: Essential-1 (30 sq m.), Desirable-1 (50 sq.m.) ET lab: Essential-1 (30 sq m.), Desirable-1 (60 sq.m.), Anatomy - Physiology lab, Physio-therapy lab, Sports-Psychology lab, Bio-Mechanics lab, Desirable- 1 (30 sq.m.) and for Library: Desirable-250 sq.m.

Admministrative area required in CP.Ed

		Floor Area/Number Essential	Desirable
For	Principal's Room	1 (25 sq m.)	40 sq m.
	Teaching staff Common Room	1 (30 sq m.)	50 sq m
	Separate Room		1 each 20 sq m

Secondary

Table showing the qualifications of the Principal and teachers required in Secondary Education

Designation	No	Specialization	Qualifications
Principal/Head	1	Education	UGC Norms with PG Degree in education and with 10 years experience in teaching, research/ administration of which at least 5 years related to Teacher Education
Reader/Lecturer	3	Education	UGC norms with a PG degree in Education, MA (Edn)/M.Ed/PG in relevant school subject, 5 years teaching and /or research experience in teacher education institution, Ph.D in any subject, preferably in Education.
Lecturer	2	Method subjects	UGC norms with a Master's degree in a school subject and a PG Degree in Education
Lecturer	1	Method subject/	As above/Master's degree in P.Ed

Appendix 3

Physical progress under Primary Education (Karnataka)

		1997-98	1998-99	1999-2000(A)	1999-2000 (annual report of Edn Dept Apr 2000)	2000-2001 (std 1-7) as per Jan 2001 census
I Enrolment (in Lakhs)						
a) Classes I to IV						
i) Boys		28.20	27.90	28.24	29.35	
ii) Girls		27.42	26.47	26.31	26.32	
	TOTAL	55.62	54.37	54.55	55.67	
b) Standard V to VII						
i) Boys		14.95	15.72	16.27	16.45	48.11
ii) Girls		13.25	13.56	14.45	14.55	46.67
	TOTAL	28.20	29.28	30.72	31.00	94.79
II.No. Of Teachers		190866	201071	204250	209837	
III.No. Of Schools		46929	48135	48135	49612	

Appendix 4

Statistics of No. of Primary School Teachers (LPS+HPS) for the year 99-2000

Sl No.	District		Enrolment	No of Teachers Sanctioned	No. of Teachers Working		No. Of Teachers required/ vacancies
					Male	Female	
1	B'lore North	G	91510	2657	1396	999	159
		A	96290	2120	908	1041	
		U	169558	3603	1218	2371	
2	B'lore Rural	G	229878	9060	5046	3612	203
		A	12370	239	109	126	
		U	31340	1088	355	691	
3	B'lore South	G	138624	4106	2209	1581	265
		A	81310	2051	955	1095	
		U	174709	5027	1706	3321	
4	Bagalkot	G	242947	5887	3177	2275	589
		A	15961	298	130	150	
		U	34528	917	311	606	
5	Belgaum	G	575655	15013	7922	5671	1200
		A	20588	183	83	95	
		U	76740	1936	618	1204	
6	Bellary	G	286538	6751	3604	2580	451
		A	31375	558	259	296	
		U	35586	1170	397	773	
7	Bijapur	G	292044	7178	3860	2764	551
		A	33625	825	384	440	
		U	30780	2211	296	575	
8	Bidar	G	226795	5305	2916	2088	389
		A	66839	927	399	458	
		U	23345	372	123	238	
9	Chitradurga	G	210131	6607	3628	2597	476
		A	19487	274	107	122	
		U	24913	608	180	350	
10	Chamarajanagar	G	109927	3279	1769	1267	269
		A	13082	216	101	115	
		U	10657	328	111	217	
11	Chickamagalur	G	141083	5963	3269	2340	453
		A	8128	101	42	48	
		U	12032	389	126	246	
12	Davangere	G	222980	6651	3648	2612	239
		A	35606	576	265	303	
		U	35631	986	335	651	
13	Dharwad	G	183401	4628	2430	1739	484
		A	25279	275	128	147	
		U	40138	480	163	317	
14	Dakshina Kannada	G	164965	5023	3409	1824	845
		A	94927	1803	840	963	
		U	31770	825	280	545	
15	Gadag	G	142945	3732	1986	1421	352
		A	6823	75	35	40	
		U	15800	368	122	238	

Sl No	District		Enrolment	No of Teachers Sanctioned	No of Teachers Working		No Of Teachers required/ vacancies
					Male	Female	
16	Gulbarga	G	444998	10099	5497	3935	587
		A	68707	1317	610	699	
		U	57447	1491	504	981	
17	Hassan	G	214694	8748	4847	3470	138
		A	13495	212	99	113	
		U	30331	1201	408	793	
18	Haveri	G	217352	5881	3063	2192	763
		A	6289	137	63	73	
		U	16594	480	162	316	
19	Kolar	G	30369	11139	5646	4042	601
		A	22357	601	231	265	
		U	71023	2432	801	1560	
20	Koppal	G	174388	3774	1941	1390	418
		A	4058	57	27	30	
		U	15668	405	137	268	
21	Kodagu	G	49996	2069	1076	771	178
		A	4085	131	61	70	
		U	10922	376	128	248	
22	Mandya	G	206100	7494	3702	2650	420
		A	14128	252	113	129	
		U	32724	701	238	463	
23	Mysore	G	276360	8451	4497	3219	392
		A	46631	835	389	446	
		U	74481	1904	646	1258	
24	Raichur	G	221174	5024	2614	1871	306
		A	12609	184	86	98	
		U	30048	827	278	542	
25	Shimoga	G	187840	6994	3780	2706	597
		A	17028	370	172	198	
		U	39513	1342	454	884	
26	Tumkur	G	334619	12027	6520	4668	622
		A	14989	368	171	197	
		U	31854	1509	512	995	
27	Uttara Kannada	G	174036	7383	3961	2835	625
		A	8184	123	56	65	
		U	16161	462	156	305	
28	Udupi	G	101730	3230	1656	1186	291
		A	75059	2340	756	866	
		U	12708	396	134	260	
	State Total	G	5893079	184153	99069	70305	12863
		A	869309	17448	7579	8688	
		U	1187001	33834	10899	21216	

Appendix 4

Statistics of No. of Primary School Teachers (High School) for the year 99-2000

Sl No	District		Enrolment	No.of Teachers Sanctioned	No of Teachers Working		No. Of Teachers required/ vacancies
					Male	Female	
1	B'lore North	G	11450	559	302	213	29
		A	36657	1205	724	431	
		U	51427	3971	1241	2705	
2	B'lore Rural	G	27375	1236	540	382	101
		A	29350	867	543	324	
		U	12616	678	213	465	
3	B'lore South	G	15471	766	392	277	47
		A	47868	1386	868	518	
		U	55763	2718	855	1863	
4	Bagalkot	G	12183	712	367	259	32
		A	26324	821	499	297	
		U	9440	536	169	367	
5	Belgaum	G	18157	1307	659	465	98
		A	91861	3028	1878	1120	
		U	21162	1324	411	896	
6	Bellary	G	22651	905	459	324	47
		A	19333	609	382	227	
		U	9236	432	136	296	
7	Bijapur	G	7758	635	319	226	33
		A	35450	1411	841	501	
		U	10792	729	211	461	
8	Bidar	G	17051	1145	537	380	81
		A	13319	676	424	252	
		U	11605	732	230	502	
9	Chitradurga	G	14951	821	422	299	47
		A	31863	1168	727	434	
		U	9643	614	189	412	
10	Chamarajanagar	G	12954	436	225	159	63
		A	7572	251	157	94	
		U	5853	300	30	268	
11	Chickamagalur	G	16560	899	448	316	65
		A	15242	687	429	256	
		U	4720	358	113	245	
12	Davangere	G	24786	1232	649	459	52
		A	18560	758	475	283	
		U	3634	262	82	180	
13	Dharwad	G	6727	395	209	148	30
		A	30904	518	325	193	
		U	11992	441	138	300	
14	Dakshina Kannada	G	21946	1181	519	367	112
		A	40552	1223	958	252	
		U	9197	502	156	339	
15	Gadag	G	7045	487	253	178	51
		A	21598	730	456	272	
		U	5180	345	109	236	

Sl No.	District		Enrolment	No of Teachers Sanctioned	No of Teachers Working		No Of Teachers required/ vacancies
					Male	Female	
16	Gulbarga	G	37615	2188	1033	730	166
		A	16952	590	369	220	
		U	20170	976	307	669	
17	Hassan	G	31545	1787	1118	558	147
		A	24241	873	547	326	
		U	10825	765	240	523	
18	Haveri	G	9207	660	325	229	64
		A	23871	864	541	323	
		U	9649	534	168	366	
19	Kolar	G	43108	1728	788	556	117
		A	19135	618	387	231	
		U	14684	1027	318	694	
20	Koppal	G	15268	725	371	262	35
		A	6566	221	137	82	
		U	3562	199	63	135	
21	Kodagu	G	4865	363	178	125	22
		A	11278	389	244	145	
		U	2660	207	65	142	
22	Mandya	G	37194	1388	670	473	82
		A	20883	664	415	248	
		U	13056	595	187	408	
23	Mysore	G	37951	1459	727	513	123
		A	31063	918	575	343	
		U	22455	1165	367	798	
24	Raichur	G	19897	831	379	268	28
		A	6347	203	127	76	
		U	7781	411	123	268	
25	Shimoga	G	25241	1288	653	461	94
		A	21113	709	444	265	
		U	11887	797	249	542	
26	Tumkur	G	34179	1684	816	576	124
		A	59598	2220	1391	829	
		U	14325	1036	326	710	
27	Uttara Kannada	G	9594	711	366	259	36
		A	26943	1031	645	384	
		U	5645	473	148	324	
28	Udupi	G	17306	748	374	265	74
		A	20909	719	400	239	
		U	5296	191	60	129	
	State Total	G	560035	28276	14098	9727	2000
		A	755342	25357	15908	9165	
		U	374255	22318	6894	15423	

Appendix 5

Teacher Pupil Ratio

Current Status

Facilities in Schools – Teacher Pupil Ratio based on data from the Task Force Report

	Bangalore Division	
1	Bangalore North	36.2
2	Bangalore South	36.52
3	Bangalore Rural	26.49
4	Chitradurga	33.66
5	Davanagere	35.61
6	Kolar	29.06
7	Shimoga	28.33
8	Tumkur	28.89
	Div. Average	**31.84**

	Mysore Division	
1	Chamarajnagar	36.02
2	Chikkamagalur	24.33
3	Dakishna Kann	37.67
4	Hassan	25.66
5	Kodagu	27.05
6	Mandya	32.77
7	Mysore	35.17
8	Udupi	35.3
	Div.Average	**31.74**

	Belgaum Division	
1	Bagalkot	42.91
2	Belgaum	41.22
3	Bijapur	43.69
4	Dharwar	49.15
5	Gadag	41.75
6	Haveri	40.06
7	Uttara Kann	25.5
	Div.Average	**40.16**

	Gulbarga Division	
1	Bellary	45.58
2	Bidar	35.73
3	Gulbarga	47.35
4	Koppal	49.89
5	Raichur	48.75
	Div.Average	**45.46**

Appendix 6

PRIMARY

Statement showing Scheme-wise Plan and Non-Plan Allocation, Expenditure for the year 1999-2000 and allocation

(Rs. In Lakhs)

Sl. No	Scheme with Head Of Account	Allocation for 1999-2000			Expenditure for 1999-2000			Percentage of Expenditure			Allocation for 2000-2001		
		Plan	Non Plan	Total	Plan	Non Plan	Total	Plan	Non Plan	Total	Plan	Non Plan	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Machinery & Equipment 2202-01-052-0-01	110.00	---	110.00	110.00	---	110.00	100%	---	100%	85.00	--	85.00
2	Maintenance and repairs to Pry.School Buildings 2202-01-053-0-01	--	254.68	254.68	---	127.44	127.44	50.03%	---	50.03%	--	275.00	275.00
3	Special Programme for construction of Pry.School building in Urban areas 2202-01-101-0-06	300.00	---	300.00	300.00	---	300.00	100%	---	100%	300.00	---	300.00
4	Inspection Primary 2202-01-104-0-00	450.00	53.38	503.38	429.12	39.28	468.40	95.63%	73.17%	93.05%	250.00	58.75	308.75
5	Vidya Vikasa (Free Uniform) 2202-01-109-0-03	1400.00	---	1400.00	1400.00	---	1400.00	100%	---	100%	1400.00	---	1400.00
6	Special Component Plan Vidya Vikasa 2202-01-789-0-01	1000.00	---	1000.00	1000.00	---	1000.00	100%	---	100%	1000.00	---	1000.00
7	Tribal Sub Plan Vidya Vikasa 2202-01-796-0-01	400.00	--	400.00	400.00	---	400.00	100%	---	100%	400.00	---	400.00
8	Project Function unit 2202-01-800-1-04	50.00		50.00	---	---	---	---	--	---	30.00	---	30.00

1	2	3	4	5	6	7	8	9	10	11	12	13	14
9	Educational Facilities SC ST Children (School Bags) 2202-01-789-0-02	---	---	---	---	---	---	---	---	---	---	---	---
10	Providing School Bags to SC Girls (School Bags) 2202-01-796-0-02	200.00	---	200.00	200.00	---	200.00	100%	---	100%	200.00	---	200.00
11	Tribal Sub Plan providing Edn Facilities to ST girls (school Bags) 2202-01-796-0-02	50.00	---	50.00	50.00	---	50.00	100%	---	100%	60.00	---	60.00
12	Pustakalaya 2202-01-800-1-Lib	100.00		100.00	72.00	---	72.00	72%		72%	100.00	---	100.00
13	Special Component 2202-01-796-0-03	---	---	---	---	---	---	---	---	---	---	---	---
14	Tribal Sub-Plan Pustakalaya 2202-01-800-1	---	---	---	---	---	---	---	---	---	---	---	---
15	Anara 2202-01-800-1	100.00	28.23	128.23	97.76	19.74	117.50	98%	69.92%	90.26%	100.00	29.17	129.17
16	Repairs to classrooms 2202-01-800-1-Lib	894.00	---	894.00	894.00	---	894.00	100%	---	100%	54.00	---	540.00
17	Constructions of Class rooms 2202-01-800-17	1616.00	---	1616.00	1616.00	---	1616.00	100%	-	100%	2000.00	---	2000.00

1	2	3	4	5	6	7	8	9	10	11	12	13	14
18	Manoranjana Vi'romotion of Phy.Edn and Sports) 2202-01-800-1-19	60.00	---	60.00	60.00	---	60.00	100%	---	100%	60.00	---	60.00
19	World Bank Assisted programe of DPEP 2202-01-800-1-70	1100.00	---	1100.00	1100.00	---	1100.00	100%	---	100%	700.00	---	700.00
20	Minimum Level of Learning 2202-01-800-1-31	---	---	---	---	---	---	---	---	---	---	---	---
21	Activities to promote universalisation of Prv.Edn 2202-01-800-1-35	25.00	---	25.00	20.92	---	20.92	83.68%	---	83.68%	100.00	---	100.00
22	Academic activities of Urdu and other Minority language Schools 2202-0-800-1-36	60.00	---	60.00	60.00	---	60.00	100%	---	100%	70.00	---	100.00
23	Appointment of Village Teacher motivators 2202-01-800-1-39	10.00	---	10.00	---	---	---	---	---	---	0.00	---	---
24	Non Govt Teacher Training Institutes	---	434.80	434.80	---	434.80	434.80	---	98.94%	98.94%	---	456.54	456.54
25	Govt.Pry.Sch(Salary to Teachers) State sector 2202-01-101-0-03	---	---	---	---	---	---	---	---	---	---	---	---
	Total	7925.00	767.09	8686.09	7809.98	621.46	8431.26	98.17	97.06	96.65	7395.00	791.35	8186.35

Secondary

Statement showing Schemewise Plan and Non-Plan allocation. Expenditure for the year 1999-2000 and allocation for 2000-01

(Rs.in Laksh)

Sl. No	Scheme with Head Of Account	Allocation for 1999-2000			Expenditure for 1999-2000			Percentage of Expenditure			Allocation for 2000-2001		
		Plan	Non Plan	Total	Plan	Non Plan	Total	Plan	Non Plan	Total	Plan	Non Plan	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Direction and Administration 2202-02-001-0-03	100.00	464.91	564.91	85.62	395.22	480.84	85.62%	85%	85.12%	100.00	467.44	567.44
2	Secondary Inspection 2202-02-101-0-00	19.00	221.40	240.40	8.00	197.70	205.70	42.11%	89.29%	85.57%	20.00	232.50	252.50
3	Graduate Teachers under training	—	15.80	15.80	—	14.50	14.50	—	91.77%	91.77%	—	17.06	17.06
4	Bulk Purchase of Books 2202-02-105-0-01	25.00	11.58	36.58	25.00	11.58	36.58	100%	100%	100%	20.00	12.51	32.51
5	Bijapur Sainik School(Scholarship) 2202-02-107-3-00	—	96.00	96.00	—	143.32	143.32	—	—	—	—	—	—
6	Govt High Schools 2202-02-109-0-03	—	—	—	—	—	—	—	—	—	—	—	—
7	Supply of equipment to secondary Schools 2202-02-109-0-05	100.00	—	100.00	100.00	—	100	100%	—	100%	100.00	—	100.00
8	Addition and Alteration 2202-02-109-0-06	300.00	—	300.00	300.00	—	300.00	100%	—	100%	300.00	—	300.00

1	2	3	4	5	6	7	8	9	10	11	12	13	14
9	Secondary School Buildings 2202-02-109-0-09	800.00	---	800.00	797.00	---	797.00	99.62%	---	99.62%	400.00	---	400.00
10	Equipment to Bijapur Sainik School 2202-02-110-3-02	10.00	1.83	11.83	10.00	1.83	11.83	100%	100%	100%	10.00	1.83	11.83
11	Kittur Rani Chennamma Residential School Scholars 2202-02-110-3-03	---	40.00	40.00	---	63.88	63.88	---	---	---	---	64.27	64.27
12	Promotion of Phy Edn and Sports 2202-02-110-3-08	30.00	---	30.00	30.00	---	30.00	100%	---	100%	40.00	---	40.00
13	Ranna Memonal residential High School, Mudhol 2202-02-800-9-01	25.00	---	25.00	25.00	25.00	---	---	---	---	70.00	---	70.00
14	GIA to muslim minority Residential Schools 2202-02-800-9-02	150.00	---	150.00	110.00	---	110.00	73.33%	---	73.33%	180.00	---	180.00

1	2	3	4	5	6	7	8	9	10	11	12	13	14
15	Sri Morarji Desai Residential Schools 2202-02-80-9-03	950.00	—	950.00	902.94	—	902.94	95%	—	95%	800.00	—	800.00
16	Dr Ambedkar Mission Residential School for SC/ST Girls Shimoga 2202-02-110-3-05	—	27.80	27.80	—	27.80	27.80	—	100	100	—	31.40	31.40
17	Budda Rakkitha Residential School for SC?ST Dharwad 2202-02-110-3-06	—	26.00	26.00	—	24.93	24.93	—	95.88	95.88	—	30.00	30.00
18	K.S.E.E Board 2202-02-800-1-01	30.00	—	30.00	—	—	—	—	—	—	150.00	—	150.00
	Total	2539.00	905.32	3455.32	2393.50	880.76	3274.32	92.66	97.32	94.57	2190.00	978.01	3168.01

Appendix

Language Development

Statement showing Schemewise Plan and Non-Plan allocation. Expenditure for the year 1999-2000 and allocation for 2000-01

(Rs.in Laksh)

Sl. No	Scheme with Head Of Account	Allocation for 1999-2000			Expenditure for 1999-2000			Percentage of Expenditure			Allocation for 2000-2001		
		Plan	Non Plan	Total	Plan	Non Plan	Total	Plan	Non Plan	Total	Plan	Non Plan	Total
1	2	3	4	5	6	7	8	9	10	11	12	13	14
1	Award of Scholarships to students studying in High Schools 2202-05-103-0-05	2.00	---	2.00	2.00	---	2.00	100%	---	100%	2.00	---	2.00
2	Supply of essential Books to libraries of Sanskrit Colleges 2202-05-103-0-17	2.00	---	2.00	2.00	---	2.00	100%	---	100%	2.00	---	2.00
3	Organising seminars and Competitions to students in sanskrit colleges 2202-05-103-0-18	6.00	---	6.00	6.00	---	6.00	100%	---	100%	5.00	---	5.00
4	Hindi Teachers Training College Mysore 2202-05-102-0-06	---	10.51	10.51	---	7.30	7.30	---	69.43%	69.43%	---	12.0 4.04	12.04
5	Govt Sanskrit Colleges 2202-05-103-0-01	---	127.09	127.09	---	98.26	98.26	---	91.75%	91.75%	---	12.04	126.20
6	Sanskrit Patashala (GIA) 2202-05-103-0-02	---	353.03	353.03	---	556.93	---	---	---	---	---	431.58	431.58
7	Scholarships (sanskrit) 2202-05-103-0-08	---	---	---	---	---	---	---	---	---	---	---	---
	Total	10.00	470.63	480.63	10.00	662.49	672.49	100	140.76	139.91	9.00	569.82	578.82

Appendix 7

Table showing Staff Position

		In Position			Vacant Since				
TEACHING	**Sanctioned**	**Male**	**Female**	**Tot**	**1Yr**	**2Yrs**	**3Yrs**	**>3Yrs**	**NR**
Principal	20	18	2	20	0	0	0	0	0
VP	15	9	0	9	1	0	0	0	5
PSTE									
Sr. Lecturer	20	13	3	16	0	0	1	0	3
Lecturer	161	85	53	138	0	0	0	1	22
WE									
Sr. Lecturer	20	8	2	10	1	1	0	0	8
Lecturer	21	14	2	16	0	1	0	0	4
DRI									
Sr. Lecturer	19	10	2	12	1	0	0	0	6
Lecturer	67	40	9	49	0	0	0	0	18
IEIC									
Sr. Lecturer	20	13	1	14	0	1	0	0	5
Lecturer	19	14	2	16	1	0	0	0	2
CMDE									
Sr. Lecturer	20	5	1	6	1	1	0	0	12
Lecturer	21	16	1	17	0	0	0	0	4
ET									
Sr. Lecturer	20	5	0	5	0	2	0	0	13
Lecturer	19	12	1	13	0	0	0	0	6
P & M									
Sr. Lecturer	20	5	0	5	0	1	0	0	15
Lecturer	20	12	2	14	1	1	0	0	4
Satistician	19	3	0	3	0	0	0	2	14
NON-TEACHING									
Librarian	20	1	0	1	0	0	0	2	17
Lab Assistant	17	5	3	8	0	0	0	0	11
Computer Optr	1	0	0	0	0	0	0	0	1
Technician	20	1	0	1	0	0	0	3	16
Accountant	16	9	3	12	0	0	0	1	3
Superintendent	26	19	3	22	0	0	0	1	3
Clerks	178	121	41	162	0	2	0	0	14
Peon	117	67	22	89	0	2	0	0	26
Mali	5	3	0	3	0	0	0	0	2

Appendix 8

Training Design for BRC Faculty

Day 1:

1. Introductions, getting to know each other, setting ground rules, expectations from the training programmes.

2. What does a child know before coming to school: Pot exercise/How does a child learn: discussion

3. Childhood games individual listing, small group listing, plenary discussion. Analysis: Learning to count in the class room Vs learning to count through lagore/gilli-danda etc

Lunch

4. Fear of Maths personal experience of Maths learning, alternative approaches to Maths learning (some activities)- koti matu balehannu, kere dadda

5. Task for the evening, designing an activity.

Ensure periodic wake up!

6. Discussion with BRC faculty as trainers:

- Seating arrangements: Why floor seating: air of informality, breaking hierarchy and protocol, more interactive, participatory. How to avoid floor seating degenerating into lectures on the floor? How to ensure that participants are not forced to be seated in the same position for more than 45 minutes at a time-recall different formations of seating through the day.

- What were some of the techniques of participation tried out during the day? For example, setting ground rules and involving participants in different functions (hall management, time-keeping, materials arrangement, etc) for the training. Did individual listing, small group discussion, plenary group discussions also contribute to participation? Was the pot exercise participatory-did the resource person have to do all the thinking, or was the thinking done by the participants group-is it desirable necessary/required in a participatory training programme to involve participants in thinking? (Core group should ensure that they do not do all the summing up for the trainee group, or feed conclusions to the group before they are ready for it). If the concept of lock/lottery system were introduced, check whether participants thought that these also contributed to participation? Did the

system of writing on chart paper and displaying charts all over the hall also contribute to better participation?

- So the thought of the Resource group working as a tem Was it necessary for all members of the team to be together through all the sessions; did the participants get the feeling that different members were performing different functions necessary for the overall training programme? Watch out for responses like - other members of the team interrupting the main facilitator. This will need to be taken up later as well.

Day 2:

1 Recap

2. Presentation of activities designed by the group Discussion of characteristics of an activity (core Group to ensure: in case groups do not come up with any good activities, that they have a good activity ready, so that the characteristics of an activity emerge from the discussion of the activity)

3 Problems faced by teachers: individual listing, small group listing, plenary group listing, classification into academic, administrative, community related, personal etc.

Lunch

4 10-Questions game: (Brief recapitulation of characteristics of an activity). Proceed to discussion on how children acquire and process information

5. Listing problems/difficulties in EVS: Reading of EVS approach paper (10-15 minutes): Discussion of the main issues in the approach paper,

Ensure periodic wake up

Discussion with BRC faculty:

- Different types of group formation/group formation techniques (brief recap)

- Making everybody participate (brief recap)

- Flexibility in timings - sessions flow from one to another; not compartmentalised

- To read/discuss portions related 'Activity', namely Tale of two classrooms, Nature of learning, How does a child learn, Activity, Material, Methods, problems of teachers, role of teachers-in Vol.I (pages 1-14). To read Tale of two training, Training Environment, Problems faced by trainers (pages 1-10) and activities/games, How to conduct an activity in a training session, salient feature of an activity, How to create new activities, Activity and Material, Wake up activities: Why and how (pages 19-22) of Vol II of the training manual. Probe whether BRC faculty have understood that: activity based teaching is competency based teaching, one activity can lead to many competencies or also that many activities can go towards strengthening only one competency, some competencies need no activities at all. If there is lack of clarity, we will have to do something to make it clearer on the next day.

Day 3

1. Recap/Feedback

2. Maths Pre-knowledge: Read Teachers' Diary in Maths Approach Paper (Page 25) Activity: counting without touching/counting with touching + other activities (Yavadappa -Yarusanna, Yavadaethra-yavadagidda, etc)

Lunch

3 Language Pre-knowledge: Refer Pot chart drawn earlier-list language preknowledge. Read Language Approach paper (page 15-20)

4. Language is learnt in a context: Gender and language context

5. Equality: Is inequality (gender + caste) learnt? Does inequality affect learning; what should we do, if it affects learning? (Read Equality approach paper Pages 42-52, 58-60)

Discuss with BRC faculty:

- Continue discussion (initiated on the first day) on BRC faculty working as a team, rat separate individuals.

- What are the minimum physical arrangements required for training programme; is their confusion/inclarity regarding funding available for training of teachers. Does the Trainers attitudes to teacher's (trainees) affect the quality of physical arrangements made of the training?

Day 4

1. Recap
2. 2. Maths: +, - Activities
3. Language: Activities for Listening, speaking, reading, writing; Read Language Training Design pages 45-47 for sabki kavita, making sentences with unconnected words, sabki kahani, word matrix

Lunch

4 How does EVS learning take place? Activity: What learning takes place when a child accompanies parents to a 'Santhe', shopping, selling etc

5 5. Can EVS be part of language and Maths Analysis – Is 'Kempu, Kempu' an EVS, Maths, or Language activity? 'Snail' story Read Pages 59-612 of EVS training Design

6. Spatial Relations

Discussion with BRC Faculty

1. How to tell a story? Audience participation in story telling

Day 5

1. Recap
2. Maths: X, ÷ activities
3. MLL: Reading and discussion of MLL approach paper (pages 53-57)
4. Lunch
5. Maths: Debates – Learning by heart; Wrong answers Vs right process, Girls and Maths, (Read Maths approved paper pages 29, 30)
6. My own Maths Manual

Discussion with BRC Faculty

- Discussion on how to organise a training programme (planning, administering/managing, logistic arrangement, academic counseling, writing reports, taking feedback, building in feedback into training programme, self evaluation)

- Preparing a checklist of action before, during and after a training programme

Day 6

1. Evaluation Reading and discussion of the approach paper pages 61-67.
2. Group Activity: Creating a format for recording a child's progress as trainers' feel is feasible

Lunch

3. Feedback of total training programme: Recap of all the charts
4. Goodbye.

Field Study: Other Consolidated Tables

Table showing opinions of Elementary Teacher Educators

Sl. No.	Particulars	A	PA	D
1	The present number of Pre-service training institutions are adequate	84.8	15.15	–
2	Trained graduates get easily employed	9.09	30.30	60.6
3	Language teachers are in demand at High School/Elementary School	24.2	48.4	21.2
4	Mathematics and Science teachers are not adequate at High school/elementary school	75	18.8	9.09
5	Present day trained teachers do not exhibit needed teaching competencies in the subjects they teach	42.4	51.5	12.12
6	Pre-service training does not have impact on class room teaching	15.15	69.6	18.18
7	The teacher preparation institutions need to cater to both pre-service and in-service programme	84.8	15.15	3.03
8	Inability to procure adequate number of practicing schools lead to in effectiveness in training	48.4	39.3	12.12
9	Co-operation from practicing school is not satisfactory	45.4	15.15	9.09
10	Duration of the training programme is not adequate to develop teaching skills effectively	48.4	30.3	21.2

A: Complete Agreement, PA: Partial Agreement, D: Complete Disagreement

Table showing Training Programmes

Important Programmes of TCH Courses				Impact of Training Programme		
Sl. No.	Contents	I Rank	II Rank	Sl. No.	Contents	%
1	Conducting prayer	81.8	–	A	To become a professional teacher by gaining knowledge, skills and method of teaching	48.4%
2	Conducting lecture class	21.2	48.4	B	To understand the problems of students	7.57%
3	Preparing teaching materials	36.3	48.4	C	Programme was average	9.09%
4	Correction of Lesson plan	48.4	24.2			
5	Supervision of lesson	48.4	9.09			
6	Organising music, drawing competition for students	27.2	18.18			
7	Using A.V.aids	45.4	9.09			
8	Conducting sports	15.15	24.2			
9	Acting as an Practical examiner	27.2	21.2			
10	Participate in workshop	54.5	–			

A. Consolidated Report of Chaitanya Programme(CP)

A	Gender	Male 39	Female. 16	Total 55
B	Districts	Bangalore 20 Mangalore 03 Kodagu 02	Mandya 05 Tumkur. 06 Hassan 03	Kolar 09 Mysore 04 Udupi 02
C	Teaching Experience:	Lower Primary 9 Single Teacher 2	Higher Primary 18 Teacher Training Inst 56	

D Teaching Subjects:

T.C.H I yr		T.C.H IIyr	
	Percentage		Percentage
Kannada	14.5%	Principles of Teaching	30.9%
Science	25.4%	Psychology	16.3%
Social	36.3%	Administration	27.2%
Maths	29.09%	Problems of Education	7.27%
English	10.9%	Special Education	32.7%
Human values	9.09%	Value Education	9.09%

Importance of Different levels of teaching		Concept of MLL	
Contents	Percentage	Contents	Percentage
Competency teaching	92.72%	Activity oriented	16.36%
Content Teaching	9.09%	Optimum level of knowledge	43.63%
		Creativity and child competency	25.45%
		Psychological basis	9.09%

Importance of Chaitanya programme

Sl. No.	Contents	Percentage
a	To develop competency	9.09%
b	Activity oriented	50.90%
c	Teaching	23.63%
d	Increasing levels of learning	14.5%
F	Use of skills	9.09%

Aspects Not useful CP

Sl. No.	Contents	Percentage
a	Special Children	18.18%
b	Evaluation	7.27%
c	All	47.27%
d	Nil	10.90%

Suggestions to improve the training programme

Sl. No.	Contents	Percentage
a	Should be in English	7.27%
b	To be effective still	23.63%
c	Residential facilities	12.72%
d	Nil	25.4%

Appendix

Extract from Curricular Frame Work of 2-year B.Ed RIE Scheme (Experimental)

I Semester

1.	BS	1.1	Education in Emerging Indian society
2.	BS	1.2	Understanding the Learner
3.	BS	1.3	Instruction: Process and Skills
4.	BS	1.4	Evaluation of Learning
5.	BS	1.5(a)	Content-cum-Methodology of Teaching Physical Science
	BS	1.5(b)	Content-cum-Methodology of Teaching English
6.	BS	1.6(a)	Content-cum-Methodology of Teaching Mathematics
	BS	1.6(b)	Content-cum-Methodology of Teaching Biological Science
	BS	1.6(c)	Content-cum-Methodology of Teaching Social Studies
7.	BS	1.7(a)	Health, Physical Education and Recreation
	BS	1.7(b1)	Work Experience (Agriculture)
	BS	1.7(b2)	Work Experience (Technology)
	BS	1.7(b3)	Work Experience (Commerce)
	BS	1.7(b4)	Work Experience (Library Science)

II Semester

8	BS	2.1	Psychology of Teaching and Learning
9	BS	2.2	Instructional Media, Materials and Strategies
10.	BS	2.3	School Management
11	BS	2.4	Action Research
12.	BS	2.5(a)	Content-cum-Methodology of Teaching Physical Science
	BS	2.5(b)	Content-cum-Methodology of Teaching English
13.	BS	2.6(a)	Content-cum-Methodology of Teaching Mathematics
	BS	2.6(b)	Content-cum-Methodology of Teaching Biological Science
	BS	2.6(c)	Content-cum-Methodology of Teaching Social Studies
14.	BS	2.7(a)	Health, Physical Education and Recreation
	BS	2.7(b1)	Work Experience (Agriculture)
	BS	2.7(b2)	Work Experience (Technology)
	BS	2.7(b3)	Work Experience (Commerce)
	BS	2.7(b4)	Work Experience (Library Science)

III Semester

15.	BS	3.1	Pre-Internship and Internship in Teaching
16.	BS	3.2	Working with Community

IV Semester

17.	BS	4.1	Secondary Education in India: Status, Problems and Strategies
18	BS	4.2	Curriculum, Design and Development
19	BS	4.3	Action Research 9Project) - Continuation of BS 2.4
20.	BS	4.4(a)	Content-cum-Methodology of Teaching Physical Science
	BS	4.4(b)	Content-cum-Methodology of Teaching English
21	BS	4.5(a)	Content-cum-Methodology of Teaching Mathematics
	BS	4.5(b)	Content-cum-Methodology of Teaching Biological Science
22	**Optionals (Any Two)**		
	BS	4.6(i)	Guidance and Counselling in Secondary Schools
	BS	4.6(ii)	Education of Children with Special Needs
	BS	4.6(iii)	Information Technology Literacy
	BS	4.6(iv)	Vocational Education
	BS	4.6(v)	Population Education
	BS	4.6(vi)	Environmental Education
	BS	4.6(vii)	Pre-School Education
	BS	4.6(viii)	Elementary Education
	BS	4.6(ix)	Non-formal Education & Alternative Schooling
	BS	4.6(x)	Adult Education
	BS	4.6(xi)	Educational Technology
	BS	4.6(xii)	Distance Education
	BS	4.6(xiii)	Comparative Education
	BS	4.6(xiv)	Women Education
	BS	4.6(xv)	Value Education
23	BS	4.7(a)	Working with Community (continuation of BS 3.2)
	BS	4.7(b)	Health, Physical Education and Recreation

Structure and Scheme of Examination

Sl. No	Course No	Course Title	Content Hour/ Week	Duration of Exam (in Hrs)	Maximum Marks Sees/In	Term	Total
		Semester – I					
1	BS 1.1	Education in Emerging Indian society	4	2½	15	60	75
2.	BS 1.2	Understanding the Learner	4	2½	15	60	75
3.	BS 1.3	Instruction: Process and Skills	4	2½	25	50	75
4.	BS 1.4	Evaluation of Learning	4	2½	15	60	75
5.	BS 1.5	CCM-1(Phy Sc/Eng)	6*	3	50	75	125
6	BS 1.6	CCM 2(Maths/Bio.Sc/Soc Studies (School based experience & Practicum in Teaching)	6*	3	50	75	125
7	BS 1.7	(a) Health, Physical Education and Recreation	2		25		25
		(b) Work Experience (Agr/Tech/Com/Lib)	2		25		25
		Total (Semester I)	18 Wks		220	380	600
		Semester—II					
8.	BS 2.1	Psychology of Teaching and Learning	4	2½	15	60	75
9	BS 2.2	Instructional Media, Materials & Strategies	4	2½	25	50	75
10	BS 2.3	School Management	4	2½	15	60	75
11	BS 2.4	Action Research	2	2	15	30	45
12	BS 2.5	CCM 1(Phy Sc/Eng)	6*	3	50	75	125
13	BS 2.6	CCM-2(Maths/Bio.Sc/Soc.Studies) (School based experience & Practicum in Teaching)	6*	3	50	75	125
14	BS 2.7	(a) Health, Physical Education and Recreation	2		25		25
		(c) Work Experience (Agr/Tech/Com/Lib)	2		25		25
		Total (Semester-II)	18 Wks		220	350	570
		Semester–III					
15	BS 3.1	Pre-Internship & Internship in Teaching	4 Wks* 8 Wks*				
		Sessional Work/Workshop	2 Wks*		325		325
16	BS 3.2	*Working with Community* (WWC)	2 Wks*		Grades		
		Total (Semester-III)					
		Semester – IV					
		Secondary Education in India – Status Problems and Strategies	4	2½	15	60	75
		Curriculum Design and Development	4	2½	15	60	75
		Action Research (Project)	2		30	50	30
		CCM-1(Phy Sc/Eng)	4	2½	25	50	75
		CCM-2(Maths/Bio.Sc/Soc.Studies)	4	2½	25	50	75
		Optional – 1	4	2½	25	50	75
		Optional – 2	4	2½	25		75
		(a) Working with Community	3		Grades		
		(b) Health, Physical Education and Recreation	2		25		25
		Total (Semester–IV)	18 Wks		185	320	505
		Grand Total of (4 Semesters)	**72 Wks**		**950**	**1050**	**2000**

Note: *includes practicum in contact hours and course outline provides the breakup of marks; Assessment in WWC will be done using Five Grades – O,A,B,C,D

The study team recommends this framework with upgradation of content in all the theory papers of Foundation papers, CCM and optionals. Similarly field work to be included for sessional Marks in all papers.

Technology Based Teacher Training Programme
Syllabus for the ET (Proposed for TCH)

T.C.H I Year

	Topics	No of Hours	
		Theory	Practicals
1	Computer Concepts. History of Computers – Hardware	3	--
2	Application of Computers, Software – Introduction to Windows 95, Paint Brush.	2	6
3	Programming Logic	6	
4	Lesson Plan. Algorithm	5	4
5	Programming language-Qbasic. Introduction-variables constants Statements Let, Print, Input, Decision making, If then, If then else, Loops, Counters, For Next, Library Functions, Go Sub, On GoTo Graphics, Sequential Files, Project	28	54
6	Utilities Introduction to Word-Documentation, Poster Making (Word Art, Clip Art, AutoShapes), Competition		12
	Total Number of Classes (Approximately)	**44**	**76**
	T.C.H.II year		
1	Introduction To Windows 95, Display properties, Word Pad, calculator	2	8
2	Introduction To MS Word, Documentation, letter writing, Poster Making, Mailmerge	6	8
3	Introduction To MS Excel, Spreadsheet, Graphs, Function	6	8
4	Introduction To MS Powerpoint, Preparation, Slides presentation, Multiple Slides	3	12
5	Project, Project presentation		13
6	Foxpro-Database, Quieres, Programming, Competition	8	16
7	Introduction to C++, Programming, Advanced Technologies	6	4
	Total Number of Classes (Approximately)	**31**	**69**

- **Syllabus by Edu.Tech – Lata Satagopan**

Appendix 10

Proposed Curriculum for Pre-Primary Teacher Education*

(Based on Early Childhood, Care and Education)

Objectives:

- To enrich the knowledge of teachers about child development.
- To train the teachers to complement the role of primary care taker.
- To prepare teachers to identify individual needs of children.
- To prepare teachers to work in the communities and prepare case studies and reports.
- To train teachers to guide parents and care takers about health, immunisation programmes, sanitation, etc.,
- To develop skills and attitudes essential to work with young children.
- To develop skills to prepare educational programmes for children based on individual needs.
- To develop skills to organise play and prepare improvised play materials.
- To train teachers to develop community based programmes on child care and education.

Duration of the course:

Three semesters comprising of six months each, with two foundation papers, stage relevant specifications and practicals.

Qualification:

- Basic Education – SSLC
- Interest towards care and education of young children.
- Dedication to provide services to promote health, safety and care of children between 0-6 years.
- Positive attitude about special needs of children with disabilities

Instructional Techniques:

- Collection of data through surveys
- Preparation of case studies and reports
- Development of individual child records
- Guided project work
- Community base programmes
- Group discussions
- Presentation of papers/seminars
- Preparation of improvised play materials and teaching aids
- Lectures

* suggested by the study Team

Curriculum components weightage

I. First Semester

A. Foundation Papers 20%

1. Pre-School Education in India:
   - Historical background
   - Educational Acts and Policies
   - Aims of Pre-School Education
   - National Education Policy

2. Child Development 20%
   - Developmental characteristics
   - Areas of development (physical, cognitive, language, etc.,)
   - Factors influencing development
   - Developmental delays and implications

B. Stage Relevant Specification

(Field activity, survey, observation, case study project work, data collection, discussion, reporting and lectures)

3. (a) Physical and Motor development 10%
   characteristics, stages of development , motor co-ordination, etc.,
   (b) Developmental stages - delays- implications

4. (a) Cognitive development - Piagetian and other lines of treatment, mentalability, environmental factors, conceptual development, perception, memory attention, etc ,
   (b) Factors influencing cognitive development delays and implications (disabilities, intelligence, socio-economic background).

5. (a) Language Development dimension and activities 10%
   (sounds, vocabulary, sentence patterns)
   (b) Delays in speech and language development (sensory deficits, lack of speech stimulation emotional problems, etc.,)

C. ***Practicum / Field Work*** 30%

6. (a) Practical work and reporting (with children, homes/community)
   (b) Preparation of care studies/records.
   (c) Preparation of checklists (developmental milestones)

II. Second Semester

A. Foundation Courses 20%

1. Pre-School Education in India
   - Early Educational Systems (methods, merits and demerits)
   - Development of ECCE centres – advantages
   - Pre-school education – Karnataka perspective
   - NGO's and their contribution towards early childhood education.

2. Child development 20%
   - Areas of development continued (personal and social development)
   - Early childhood – Medical care (before and after birth)
   - Individual differences
   - Factors affecting early childhood development

B. Stage Relevant specification 10%

3. (a) Early childhood care and safety – prenatal, natal, post natal, immunisation, medical care, first aid, etc.,

   (b) Factors affecting early childhood – special health problems, diseases, disabilities, etc.,

4. (a) Development of personal and social skills (self help skills, daily living skills, social skills-sharing, co-operation, behaviour, etc,)
   (b) Project work / practical work – children with disability – reference to special skills such as self-help skills, ADL, behavioural problems, etc.,
   (c) Arranging community awareness programmes – street play, dramatisation, posters, meetings, etc.,

III. Third Semester

Stage Relevant Specification

1 (a) Readiness and Initiation skills 10%
   - Exercises, play activities, organisation of play
   - Gross motor co-ordination skills – running, jumping, pushing, throwing, etc.,
   - Fine motor co-ordination skills – paper tearing, cutting, pasting, clay work, scribbling, drawing, etc.

   (b) Methods to develop co-ordination skills in disabled children 10%

2. Conceptual development 10%

(a)

- Shapes – circle, square, triangle, etc., recognise, distinguiesh, match,..
- Size (big, small, bigger, smaller)
- Texture (soft, rough, smooth, etc,)
- Weight and Quantity - heavy, light, less, more, little
- Time (morning, afternoon, evening, day, night)
- Colour of plant, dress flower)
- Sound – vehicles, birds, animals, domestic, voice recognition, etc.
- Number – counting fingers, objects, number cards, charts, etc.,

(b) Teaching concepts to children with disabilities 10%

3. (a) Reading and Writing Skills 15%

- Conversation, naming, picture reading, rhymes, story telling, dramatisation, letter and word recognition, meaning, etc.,
- Pencil / chalk grip, eye hand co-ordination, position of hand, scribbling, colouring, drawing, writing, etc.

(b) Teaching reading and writing skills to dyslexic children 15%

B. Practicum / Field Work 30%

4 (a) Practice Teaching

(b) Plan of action to develop ECCE centers

(c) Individual educational plan for children with special needs

Districtwise Number of Trainers who answered Questionaire

Sl. No.	District	No. of Trainers		
		M	F	Total
1.	Bagalkot	30	29	59
2.	Bangalore Rural	73	44	118
3.	Bangalore Urban	45	69	115
4.	Belgaum	37	40	77
5.	Bellary	30	30	60
6.	Bidar	35	17	53
7.	Bijapur	25	20	45
8.	Chamarajnagar	8	9	17
9.	Chikkaballapur	23	31	54
10.	Chitradurga	23	28	51
11.	Dakshina Kannada	23	36	59
12.	Davangere	20	21	41
13.	Dharwad	44	43	87
14.	Gadag	13	8	21
15.	Gulbarga	35	12	47
16.	Hassan	37	17	54
17.	Haveri	15	15	30
18.	Kodugu	16	58	74
19.	Kolar	40	49	89
20.	Kumta	30	23	53
21.	Mandya	23	13	46
22.	Mysore	40	40	80
23.	Shimoga	44	52	96
24.	Tumkur	60	54	114
25.	Udupi	21	32	53

Class Wise total number of Teachers handling subjects

Class	Total No. of Teachers handling subjects
I – IV	710
V –VII	551
I – VII	325
Total	1586

Towards a Participative TE Programme - The ANWESHANA Experience

The above stated considerations point to the limitations in our TE Programmes which are inevitable due to their pre-designed specifications. Most significant one being, all student teachers are expected to discuss the logic underlying the TE curriculum and understand as well as appreciate it. It is assumed that every one would be able to do this and absorb the spirit of TE. There is need for and possibility of providing opportunities during TE programme to all student teachers to truly participate and learn in one's own way. That is, TE Programme can be designed to allow student teachers to actively participate in it not merely as recipients but also in developing curriculum and its transaction modes. The nature of activities or learning experiences and their number could emerge according to learner needs. Such a programme would be meaningful and enriched an experience to each student-teacher individually. Each would find one's own potential and be capable of using it effectively. Organisationally, such an integrative, experiential approach would induce into the TE Programme greater rigour, avoid redundancy in substantive inputting, enhance assimilation and optimise resource utilisation without over stretching resource-time frame.

It is with such line of argument as the basis, an attempt was made at the Faculty of Education Banasthali Vidyapith, during the year 1997-98. The main aim was to explore possibility of evolving such a flexible programme within the time-resource frame available and of finding out the extent to which the experience becomes 'participative'. The group which was subjected to such a process called the whole experience as one of 'exploring' and so gave themselves the nomenclature of 'ANWESHANA'.

Teacher Educator's Role

Visualising a flexible, non directed TE Programme requires redefining teacher educator's role. Instead of being 'source' of learning experiences, teacher educator would be essentially of support, guide supplement, organiser, participant and facilitator. For playing this role teacher educator should have.

- content clarity not merely in one's own subject and course of study to be dealt with, but about TE as a composite field of study. Conceptual clarity and integrated view of

such a kind is very necessary for teacher educator to provide support to student teachers as and when sought

- understanding and appreciation for varied instructional methods and media, especially the individualised and group interactive ones. also competence to practice these in non-directed ways
- sensibility in perceiving learner needs. ability not to interfere in the learning route of learners but recognise and support it.
- the competence to generate audio, visual and audio visual triggers, instructional material, to make them available at appropriate sequences
- high initiative and organising ability, and tolerance to stand by while student teachers find their own way but be alert and available
- a great deal of co-ordination with other teacher educators to work in unison.

Chief phases of the Anweshana experience were.

- *initiation and sensitisation*
- *substantive inputting*
- *appraisal and feed back*

INITIATION involved making decisions as to how to go about independently; gaming and ice-breaking were used.

SENSITISATION comprised several inputs which led to student teachers perceiving their own strengths and weaknesses, acceptance of others, significance of teacher roles and demands on teachers and field conditions. Greater emphasis on these was given during the initial days and gradually such sessions were far spread.

Diagram 1

Sensitisation Sessions:

Initial	What do I expect from B.Ed?
	What are my strengths and weaknesses
	I introduce a friend
	I wish I could . . . .
	Irish whispers
	My most +ve experience with a teacher
	My most -ve experience with a teacher
	Ring toss game
Interim	Feed back sessions-how have I changed?
	Why does it happen so?
	Talk out
Later	What else can happen?
	How to maintain one's stance amidst opposition
	Can we do something to change?
	I am today . . . .
	Feedback sessions

SUBSTANTIVE INPUTTING comprised all the actual learning experiences other than sensitisation and appraisal. It represented the 'process' dimension of the programme. Below given diagram presents an overview of how the process was carried on:

Identification of problem	→	Seeking solutions →	Consolidation →	Identification of problems→

The entire "Substance" was approached as 'problems' perceived relevant by the Group for becoming effective teachers. The group made decisions as to how to seek solutions. On the basis of this, the Group consolidated its learning which led to identifying further problem or problems. Like this the entire process was a sequence of these three phases.

Identification of problem was attempted in more than one way. These included group interaction as the main mode, as well as observation of school, classroom groups, and library work, whenever more than one problem was identified, the group either prioritised or simultaneously attempted to seek solutions by forming small groups.

Seeking solutions comprised varied activities that were undertaken as and when the group perceived the need. Analysis of all the activities revealed three main categories such as.

I) **individualised** - PLM, reading material, library work, term paper preparation, visual, audio and audio-visual material preparation, school based practice.

II) **group interactive** - group discussions, small group as well as whole group, workshop sessions, instructional material generation, theme based display(model/exhibit preparation, organisation and display in exhibition), presentation to visitors, role play and simulation, organising group activities.

III) **teacher initiated** - initiation, orientation, discussion, monitoring, guidance, tutorial, preparation of instructional material, appraisal forms, lectures, demonstration, assessment and feed back, knowledge update.

Diagram-2


KINDS OF INSTRUCTIONAL INPUTS
Teacher initiated
visual triggers
audio triggers
problem presentation
knowledge updata
demonstrations
general monitoring
Lectures
Discussion
Student centered
school based activities
conduct of exams
observation
Practice of teaching
discussion with school staff
Individually
self learning
library work
skill based teaching
role-play
assignment
preparation of material in workshops
PLM
ISM
Bibliography
self report
best from waste
display/exhibition
glossary
In group
analysing triggers
library study
simulation practice
small group discussions
content group discussions
content mapping workshop
content organisation workshop
formulation of IO's workshop
relating content with IO's workshop
thematic display
selecting themes
collecting collating data
organising exhibition
preparing material

Curriculum Framework for TE Enriched B.Ed Programme B.Ed (Hons.)

Curricular Details:

The curricular components with their weightage of marks will be as under

Group A: Core Courses:

Course		
1.	Teacher and Instructional Process	75
2.	Teacher, Learner and Class group	75
3.	Teacher and pupil performance assessment	75
4.	Teacher and School	75
5.	Teacher and society	75
6.	Teacher and Secondary Education system in India	75

Group B: Teaching Models and Approaches

	Teaching of School Subject 1	75
	Teaching of School Subject 2	75

Group C: Special Area of Study

	Developing Instructional Material and Instructional Support Material Any one of each	
1.	. PLM, Enrichment Material, Remedial material	35
2.	Visuals, audio, audio-visual material	35

Group D: Preparation of Improvised Material:		40
1.	Material useful for instructional purposes	
2.	Material useful in daily life	
Group E: Practical Component		300
		1000

Scheme of Evaluation:

Course in Groups A and B will have a maximum marks of 75 each Every component in Group A,B,C,D and E will have the below stated weightage for formative and summative evaluation

Courses in Groups A & B	20%	80%
Courses in Group C	50%	50%
Courses in Group D	100%	-
Courses in Group E	70%	30%

Extract taken from: A comparative study of Teacher Education in 4 countries w.r.t. Ideology, Objective and system of education by Shashikala Gaiekwad

Five Year Secondary Teacher-Education Programme (FYSTEP)

Components	First Year	Second Year	Third Year	Fourth Year	Fifth Year
General Education	Language I-Mother Tongue LanguageII-Regional/National Subject 1 (Arts/Science/Com)	Language I – (Continued) Language II– (Continued Subject1 (A/S/C Continue)	Language: I/II (Cont.) : English Subject1 (A/S/C Continue)	Language I/II (Cont) :English Contents of two school Subjects (SSC/HSSC level)	
	Subject 2 (Arts/Science/Com) Subject 3 (Arts/Science/Com)	Subject2 (A/S/C Continue) Subject3 (A/S/C Continue)	Subject2 (A/S/C Continue) Subject3 (A/S/C Continue)		
Professional Education: a)Theory Component	Paper I: Indian Culture, Heritage and value system of teaching profession (a) Historical Perspective (5units)	Paper I: Indian Culture, Heritage and value system of teaching profession (a) Current and future perspective (5units)	Paper III: General methods of teaching and evaluation techniques (5 units)	Paper III: General methods of teaching and evaluation techniques (5 units)	Condensed course of Paper Paper I & II (5 units)
	Paper II: Educational Foundations (a) Philosophical and sociological (5 units)	Paper II: Educational Foundations (a) Psychological (5 units)	Paper IV: Innovations and experimentation in education (5 units) OR Problems and issues in Indian education (a) General problems (5 units)	Paper IV: Innovations and experimentation in education (5 units) OR Problems and issues in Indian education (a) Administrative, organisational and management (5 units)	Condensed course of paper III & IV (5 units) Guidance for sessional work on theory papers
			Paper V: Methods of teaching two school subjects (5 units)	Paper V: Methods of teaching two school subjects (Continue) (5 units)	
b) Practicum Component	Nil	Nil	Nil	Micro teaching Projects and assignments on theory papers Group discussions, seminars, workshops on topics related to theory papers Self study and library work Co-curricular activities Internship in Secondary school I (1 Dec. to 26/29 Feb) (12 weeks)	Internship in Secondary II (15 July to 30 Sept.) (10 weeks) SUPW Co-curricular activities Sessional work related to theory papers Self study and library work Projects and assignments on theory papers

Certain suggestives requirements of the Models

1. The teacher educator in this model will have to deal with general education subjects, professional education subjects and in-service programme activities in the college. This naturally expects the teacher educator to be of 'multi-facility personality' so from qualification point of view he/she must essentially be holder of the master degree in subject(s) and M.Ed./ M.Phil in education. An additional qualification, (if made compulsory?) that of Ph.D., in education will certainly help in the process of teacher preparation in a desired manner. The teacher educator must have the capacity to integrate general and professional course skillfully. The dilution of this requirement will bring failure to this programme.
2. This teacher educator must have atleast five years experience of teaching at secondary school level who will be able to understand the problems of the school teaching and environment.
3. This government will have to enact a law to make the school available for internship in teaching.
4. The Headmaster and Co.op Tr. should be made to accept by law to work as Co.op.Tr., if found suitable by the college of education and offered the same.
5. The school must be made to make all the facilities available to the P.T.s if asked for.
6. The full utilisation of P.Ts , to give the entire experience of a regular teacher be done but the school has to see that it does not lead to exploitation of PTs.
7. Such colleges will require a suitable building to conduct classes and install various laboratories of various subjects and also a very comprehensive library.
8. The natural requirement of the premises, large enough to conduct various out of classroom activities.
9. There should be adequate facilities for education experimentation, innovation, research to be undertaken by the teaching faculties.

It is a matter of great delight that Maharashtra State Board of Secondary and Higher Secondary Education, Pune has introduced 'Education' as an elective subject in its +2 stage curriculum as per its circular number 7579 dated 14th December 1993. This is a very welcome step taken by the Maharashtra Government. This will ensure the flow of better students to undertake the proposed course of FYSTEP-Model-II of this research with a better understanding and background, provided the curriculum and syllabus so prepared, are based on Indian ideology, culture and values.

List of B.Ed Colleges in Karnataka

1. Govt.college of Education. Jamakhandi. Bija Bagalkot
2. SR Kanti College of Education. Ilkal Bagalkot
3. Dr.Ambedkar College of Edn., Bangalore
4. Jayachamarajendra (SJES)COE. Medahalli Bangalore
5. MVJ College of Edn, Bangalore
6. R.V.Teacher's College Bangalore
7. Sanjaygandhi College of Education Bangalore
8. Sri.Sarvajna College of Edn, Bangalore
9. BES College of Education. Bangalore Bangalore
10. MES College of Education Bangalore
11. New Horizon College of Edn, Bangalore
12. Vijaya Teachers College Bangalore
13. Al-Ameen College of Edn Bangalore
14. Rajaji Nagar College of Edn.,B'lore
15. Kotturswamy College of Edn Bellary
16. TMAE College of Edn,Harapanhalli Bellary
17. Chausan College of Edn, Chikkodi Belgaum
18. Govt.College of Edn Belgaum
19. K S R College of Edn,(1 B.P.Ed tr) Belgaum
20. KREC'S College of Education, Bailahongal Belgaum
21. Jain Mahila Mandal Women's College Belgaum
22. Basaveshwara College of Edn.(HKE) Bidar Bidar
23. Bilal College of Edu,(HKE Society's Basaveshwara) Bidar
24. JSS(BLDEA's) College of Edn, Bijapur
25. MLMS College of Edn. Chickmagalur
26. Sri.Venkateshwara College of Edn., Chitradurga
27. Govt.College of Edn(CTE) Chitradurga
28. M.M. College of Edn., Davanagere
29. Srisaila College of Edn, Harihar Davanagere
30. *Bapuji College of Edn. Davanagere Davanagere*
31. KLE Society's College of Edn, Hubli Dharwad
32. University College of Edn, Dharwad
33. Vijayanagar College of Edn, Hubli Dharwad
34. JP College of Edn, Gadag
35. Govt.College of Teacher Education Gulbarga
36. Jawahar College of Edn, Yadgir Gulbarga
37. Mohamaddi College of Edn, Gulbarga
38. Chandbibi College of Education Gulbarga
39. B R D M College of Edn,Sakelespur Hassan
40. Hasanamba College of Edn, Hassan

List of T.C.H Institutes in Karnakata

1. Basaveshwara TTI
   Bagalkot
2. Govt, TTI , Hungund
   Bagalkot
3. Al-Khateeb TTI
   Bangalore
4. Balachandra TTI
   Bangalore
5. DIET,TTI
   Bangalore
6. East West TCH.
   Rajajinagar
   Bangalore
7. Fathima TTI
   Bangalore
8. Gandhi Vidayshala TTI
   Bangalore
9. GKM Primary TTI
   Bangalore
10. Gramantara Vidya
    Samsthe,TTI
    Bangalore
11. Jayendra TCH College
    Bangalore
12. Kaginele
    Mahasamsthana
    Gurupeeta
    Bangalore
13. *Lowry Memorial TTI*
    Bangalore
14. Mahabodi, TTI
    Bangalore
15. My Institute TTI
    Bangalore
16. NSVK TTI
    Bangalore
17. Oxford TTI
    Bangalore
18. R.V. TTI
    Bangalore
19. Sacred Heart, TTI
    Bangalore
20. Shanitini TTI
    Bangalore
21. SJES TTI, Medahalli
    Bangalore
22. SLN TTI,
    Bangalore
23. St.Theresa TTI
    Bangalore
24. Venkatesha TTI
    Bangalore
25. Attilakkamma Sree
    Muneeshwar TTI,
    Chennapatna
    Bangalore Rural
26. DIET,TTI
    Bangalore Rural
27. Sri Bhagya
    Byraveshwara TTI-
    Bidadi
    Bangalore Rural
28. Sri.Mahadevamma
    TTI,Hulikatte
    Bangalore Rural
29. AL-Ameen Urdu TTI
    Belgaum
30. Beyon Smith TTI
    Belgaum
31. DIET,TTI
    Belgaum
32. KLE Society's SS
    Banaswal TTI
    Belgaum
33. KSS Kannada TTI
    Belgaum
34. Marati TTI,Tilakwadi
    Belgaum
35. Sri Shivagra TTI,
    Inchal
    Belgaum
36. Sri.Nilakanteshwar
    TTI,Bilahongal
    Belgaum
37. St.Joseph's Convent
    TTI
    Belgaum
38. Vidya Samvardhak
    Mandal TTI, Nippani
    Belgaum
39. Vivekananda TTI
    Belgaum
40. DIET,TTI
    Bellary
41. Sri.SharanaBasavesw
    ara,Kanamadugu
    Bellary
42. TMAE Society TTI,
    Harapanahalli
    Bellary
43. D.Devarajuns TTI
    Bidar
44. DIET, TTI
    Bidar
45. Anjuman Urdu TTI
    Bijapur
46. DIET, TTI, Ilkal
    (BAGALKOT)
    Bijapur
47. Govt, Urdu TTI
    Bijapur
48. SS TTI, Lachyan
    Bijapur

41. Sri.Adichunchanagiri College of Edn.Channraypatna Hassan
42. Vivekananda College of Edn., Araseikere Hassan
43. Kumareshwara College of Edn, Hangal (Dharwad) Haveri
44. Municipal College of Edn., Chikballapur Kolar
45. Sri.K.Venkatapathepp a College of Edn., Kolar
46. *Gold Field College of Education. Bangarapet Kolar*
47. Sarvodaya College of Edn,Madikere Kodagu
48. Shankare Gowda (PE)College of Edu Mandya
49. Govt.college of Education Mangalore
50. St. Ann's College of Edn, Mangalore
51. Govt.College of Edn(CTE) Mysore
52. Omkaral Somani Institute of EducationMysore
53. Kaginele College of Education Mysore
54. RIE College of Education Mysore
55. Sharada Vilas Teachers College Mysore
56. St.Joseph's College of Edn., Mysore
57. Sri.Ramakrishna Institute of Moral and Spiritual Edn, Mysore Mysore
58. SRK College of Edn, Raichur
59. TMAE College of Edn, Gangavathi, Koppal Raichur
60. Kumudavathi College of Edn, Shikaripur Shimoga
61. National College of Edn., Shimoga
62. Indira College of Edn., Tumkur
63. KSEF College of Education,
64. Sri. Siddaganga College of Edn., Tumkur
65. Sri.Siddartha College of Edn., Tumkur
66. TVV College of Education, Madugiri Tumkur
67. Dr.TMA Pai College of Edn, Udupi
68. Kamal Baliga College of Edn, Kumta Uttara Kannada
69. Shivaji College of Edu, Karwar Uttara Kannada

B.Ed Hindi Shikshak

70. DBHPS,LalabhadurShastri Shiksha Snatak Bangalore
71. DBHPS,Dr.B.D.Jatti ShikshakSnatak Belgaum
72. DBHPS Hindi Shikshak Bijapur
73. DBHPS Rajiv Gandhi Shikshak Snatak Dharwad
74. DBHPS.Basaveswara Skikshan Mysore

49. Ramachandra TTI, Chamarajnagar

50. DIET,TTI Chikamagalur

51. Govt, TTI for Men Chitradurga

52. Govt, TTI, Hosadurga Chitradurga

53. Sharana Haralaiah TTI, Chellakere Chitradurga

54 Sri SarvaSeva Bodhaka Shikshanodya,Malladihall iSarvaSeva Bc DhakaSikshanalaya,TTI Chitradurga

55. DIET, TTI, Mangalore Dakshina Kannada

56 Govt, TTI, Balmata, Dakshina Kannada

57. Rosa Mistica TTI, Mangalore Dakshina Kannada

58. St.Ann's TTI, Mangalore Dakshina Kannada

59. DIET, TTI Davanagere

60. Anjuman TTI, Ghantikeri, Hubli Dharwad

61. Anjuman TTI, Rattihalli Dharwad

62. Ashrafee TTI, Hubli Dharwad

63. Basel Mission TTI (CSI) Dharwad

64. DIET,TTI Dharwad

65. Govt,TTI Dharwad

66. Vanitha TTI Dharwad

67. SJF,TTI Gadag

68. DIET,TTI, Kamalapur Gulbarga

69 Govt TTI for Women Gulbarga

70 Govt, TTI, Yadgir Gulbarga

71 Govt,TTI for men Gulbarga

72 KWET Asha Jyothi TTI Gulbarga

73. KWET, Faizal Ulmoon TTI Gulbarga

74 Mahanteshwara TTI,Afzalpur Gulbarga

75. Dattatreya Primary TTI, CR Patna Hassan

76 DIET, TTI Hassan

77 JSS Primary TTI,Doddaballapura Hassan

78. Janatha TTI, Hangal Haveri

79. *JGKP TTI, Hubli Dharwad*

80. KLE Society's JG TTI, Hubli Dharwad

81. Mahila Vidyapita,TTI, Hubli Dharwad

82. DIET,TTI, Kudige Kodagu

83. Saraswathi TTI, Madikeri Kodagu

84. Sarvodaya Women TTI, Virajpet Kodagu

85. *Afza TTI Kolar*

86. AL-Ameen Anjuman Urdu TTI Kolar

87 Annai Fatima TTI, Gauribidanur Kolar

88. *Bharathiya Vidyarthi Nilaya TTI Kolar*

89. Bhavani TTI, Bethamangala Kolar

90. DIET,TTI Kolar

91. K.Venkatapatheppa TTI, Chikkaballapur Kolar

92. Municipal TTI, Chikkaballapur Kolar

93 Nandi TTI, Chikkaballapur Kolar

94. Netaji TTI, Malur Kolar

95. Noori TTI, KGF Kolar

96. Ramapriya TTI Kolar

97 Shreyas TTI, Chintamani Kolar

98. Sri.B.V.N.TTI,Roberts onpet Kolar

99. Sri.Laxmi Vidyalaya TTI, Bangarapet Kolar

100. Sri.Pavan TTI Kolar

101 Suvarana Teacher Training Institute, KGF,Kolar

102. Bapuji TTI, Mangaluru, Yelburga,Koppal

103. Govt., TTI,Raichur Koppal

104. DIET, TTI Mandya

105. Govt. TTI, Nagamangala Mandya

106. Govt., TTI, Malavalli,Mandya

107. Sri.K.V. Shankare gowda TTI, Mandya

108. St.Joseph's TTI for Women,Mandya

109. Capitanio TTI Dakshina kannada

110 Bharath Unial TTI Mysore

111. DIET, TTI Mysore

112. Farooqia TTI Mysore

113. Govt.Maharani's TTI for women, Mysore

114. Institute of Education, Mysore

115. J.S.S. TTI for Men Mysore

116. J.S.S. TTI for Women, Mysore

117. Sameera TTI,Lakshmipura Mysore

118. St.Joseph's Convent TTI for Women,Mysore

119. DIET, TTI, Yermarus,Raichur

120. Govt., TTI, Sindanoor,Raichur

121. Children's Edu. Society TTI for Women,Shimoga

122. DIET,TTI Shimoga

123. Govt.TTI, Shimoga

124. DIET, TTI Tumkur

125. Govt. TTI Chikkanahally Tumkur

126. Indira Edu. Soceity'sTTI Tumkur

127 Siddartha TTI, Suddgartganagar Tumkur

128 Siddharatha TTI, Tiptur, Tumkur

129. Sree Basaveshwara TTI Tumkur

130. Sri. Sidaganga, TTI,Tumkur

131. Govt TTI for Women,Udupi

132. Kumuda Umashankar TTI, Kokkarne,Udupi

133. DIET, TTI, Kumta Uttara Kannada

134. Primary TTI, Ankola, Uttara Kannada

List of C.PEd Colleges in Karnataka

1. Basaveshwara College of PE Bagalkot
2. R.S.Malwad College of PE, Bagalkot
3. *Sri.Vidyaprasarada PE College Bagalkot*
4. YMCA College of PE, Bangalore
5. Attilakkamma College of PE, Channapatna Bangalore Rural
6. *Sri.Vinayaka education society, Doddaballapur Bangalore Rural*
7. Beynon Smith College of PE, Belgaum
8. Tarur College of PE, Raibag Belgaum
9. Tungabhadra College of PE, Kottur Bellary
10. Dr. S.Radhakrishna College of PE,Humanabad Bidar
11. Jai Jyothi College of PE Bidar
12. Sanjay College of PE, Bidar
13. Shri.Padmaraj College of PE,Sindigi Bijapur
14. *Sri.Vinayaka Vidyavardhaka sangha PE,Dhavalagi Bijapur*
15. SS College of PE Bijapur
16. Sri.Ramachandra College of PE, Chamarajnagar
17. Bapuji College of PE,Challekere Chitradurga
18. Centenary College of PE, Malladihalli Chitradurga
19. *SJM College of PE, Garehatti Chitradurga*
20. Sri.Gaviranganathaswamy C.PE Chitradurga
21. Sri.S. Kabeerananda Swamy College of PE Chitradurga
22. M.K. Anantharaj College of PE, Moodbidri Dakishana Kannada
23. Sree Maheshwara College of PE Davanagere
24. Dr.B.G.Patil PE College, Rannebannur Dharwad
25. KMA College of Pe, Laxmeshwar, Shirhatti Dharwad
26. Shri.K.G.Nadgir College of PE Dharwad
27. Shri.Prabhurajendra College of Edn., Gadag
28. *Jnana Jyothi College of PE, Baralu Hassan*
29. *Sahyadri College of Education Hassan*
30. Vidyaranya College of PE.Arasikere Hassan
31. T.M.A.Es College of PE,Haggeri Haveri
32. Shri.Bhairveshwar College of PE Hubli
33. Govt.,College of PE,Chikkabalapura Kolar
34. Sri.BVN College of PE,Robertsonpet,KGF Kolar
35. Sri.K.Venkatapathepp a college of PE,Chikkabalapur Kolar
36. S.G.K.V.B.College of PE Mandya
37. Sri. Adichunchanagiri College of PE, BG Nagara Mandya
38. Suvarnamukhi College of PE, Pandavapura Mandya
39. J.S.S. College of PE Mysore

40. Karnataka People's Edu.Soceity. Yermarus Raichur

41. KSR College of PE, Lingasugur Raichur

42. VRET College of PE Raichur

43. Malnad College of PE,Thirthahalli Shimoga

44. Sri.Divya College of PE Tumkur

45. Mahasathi College of PE, Ulga, Karwar Uttara Kannada

46. Mahatma Gandhi College of Education,Ankola Uttara Kannada

47. St.Anthony College of PE, Honnavar Uttara Kannada

List of B.PEd Colleges in Karnataka

1. Basaveshwara College of PE Bagalkot

2. Bangalore University of PE. Bangalore

3. Beyonsmith College of PE Belgaum

4. Tungabhadra College of Edu. Kottur Bellary

5. Jnana Jyothi College of PE, Baralu,Channarayapat na Hassan

6. Centenary College of Pe, Malldihalli Chitradurga

7. Sri.K.G.Nadgir College of PE Dharwad

8. Shri. Prabhurajendra College of P.E, Gadag

9. Shyam Sundar College of PE Gulbarga

10. Sri.Venkatapatheppa College of PE, Chikaballapur Kolar

11. University College of PE Mysore

List of NTTI in Karnataka

1. Hymamshu. Jothi Kala Peetha,NTTI Bangalore

2. Nehru Smaraka Vidya Kendra,NTTI Bangalore

3. Malleswaram Shishuvihar NTTI Bangalore

4. Oxford NTTI. JP Nagar, B'lore

5. Siddartha NTTI, Tumkur

6. Children's Education Society, PPT Shimoga

7. St.Joseph's NTT Mysore

8. Jagadamba Shishuvihara NTTI Mysore

9. JSS PPT, Saraswathipuram Mysore

10. Dr.TMA Pai NTTI, Kunjibettu Udupi

11. Ashrfee PPT,Krishnapuram. Hubli Dharwad

12. Times NTTI, Afzalpur Gulbarga

List of Hindi Sikshak Colleges in Karnataka

1. KHPS Hindi Shikshak Trn.College Bangalore
2. KMHSS Hindi Shikshak Trn.College Bangalore
3. KMHSS Hindi Shikshak Trn.College Bangalore
4. MHPP HindiShikshak Tr.college,Raj Bangalore
5. KMHSS Hindi Shikshak Trn.College Belgaum
6. KMHSS Hindi Shikshak Trn.College Bellary
7. KLE Society's Hindi Shikshak Bidar
8. MHPP Hindi Shikshak Trn College Chitradurga
9. DBHPS, S Nijalingappa College Davanagere
10. MHPP Hindi Shikshak Trn.College, Arasikere Hassan
11. DBHPS,Mahaveer Shiksha Hassan
12. KMHSS Hindi Shikshak Trn.College Hassan
13. DBHPS Hindi Shikshak Hubli
14. KMHSS Hindi Shikshak Trn.College Hubli
15. MHPP Hindi Shikshak Trn.College Hubli
16. MHPP Hindi Shikshak Trn.College Kolar
17. DBHPS,Sardar Vallabhai Patel Koppal
18. DBHPS,Indira Gandhi Mangalore
19. Govt.Hindi Tr.Trn.College Mysore
20. KMHSS Hindi Shikshak Trn.College Raichur
21. DBHPS,Mahatma Gandhi Shimoga
22. KMHSS Hindi Shikshak Trn.College Shimoga
23. MHPP Hindi Shikshak Trn.College Shimoga
24. DBHPS, Sri Vishweshawara Trn College Shimoga
25. MHPP Hindi Shikshak Trn.College, Madhugin Tumkur
26. DBHPS,Acharya Vinoba Bhave Tumkur
27. Sri.M.Puttathimmaiah H.S. Trn.Co Tumkur
28. MHPP Hindi Shikshak Trn.College Tumkur

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Virajpet

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Kamala Baliga Teachers College
Kumta

Principal
Rajajinagar Teachers College
B'lore

Principal
National College of Education
Shimoga

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Hubli

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Principal
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Chamarajanagar

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Mysore

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Regional Institute of Education
Mysore

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Raichur

Principal
M.L.Nanjaiah Setty Narasimha Setty
College of Education, Chikamagalur

Prof.K.Raghu
Principal, S.A.C College of Education
Bidar

Dr.R.S.Yeli
Basaveshwara College of Education
Bidar

Dr.G.S.Sukeshappa
Principal, Srishaila College of Education,
Harihara

Principal
St.Joseph's T.T.I, Mysore

Principal,
DIET, Hassan

Principal
Sarvodaya T.T.I,Virajpet

Sri.Dasharatha Rao
Superintendent
Siddartha T.T.I, Tumkur

Sri Sangappa Jalale
Principal,
DIET, Bidar

Sri.Prasada Reddy
Principal, AE & CS Ramapriya
T.T.I, Mulbagal

Sri.G.Manjunath
Superintendent
Oxford T.T.I, B'lore

Sri.P.Seetharama Somayaji
Superintendent
Kumuda Umashankar T.T.I, Udupi

Sri.A.Sharanappa
I/c Superintendent
S.S.B.T.T.I, Bellary

Sri.N.Vasudeva Bhatt
Physical Director
Y.M.C.A College, B'lore

Sri.R.S.Hosur
Principal
Sri Bhairaveshwar C.PEd College
Hubli

Sri.D.N.Gowda
Govt.Maharani T.T.I, Mysore

Superintendent
Hamarayana Somani T.T.I, Mysore

Sri.Basavaiah
Government T.T.I
Mandya

Sri.Doddasiddaiah
J.S.S.T.T.I, Mysore

Superintendent
Government T.T.I, Tumkur

Sri.A.P.Narayanappa
Superintendent
Saivaseva Bhodhaka Shikanalaya T.T.I,
Chitradurga
Sri.Danavendra.S.G
I/C Principal,
DIET, Kumta

Sri.Siddaram Uppin
Principal
HindiShikshak [B.Ed] Training
College

We thank all the above members sincerely as well as the Principals of Colleges of Education, BP.Ed and Hindi Shikshak: Superintendents of TTI's and CP.Ed Institutions of Karnataka who have helped us by interactive response.

Questionnaire's sent by R.V. Educational Consortium to all the Training Institutions in Karnataka

R.V. EDUCATIONAL CONSORTIUM

Jayanagar, Bangalore-11

Teacher (Fresh) Feed Back Schedule

Dear Teacher,

I hope you enjoyed the pre-service training programme (B.Ed course) at the college. We are interested in improving quality in teacher training colleges. As a person recently come out of training and as a teacher in the classroom, you would have certainly used some aspects of training. You might also have felt certain inadequacies in training. Frankly answer this questionnaire and help us improve teacher training. Thanking you - **Sub-Sector Study Team**

ಪ್ರಿಯ ಉಪಾಧ್ಯಾಪಕರೇ,

ನಿಮ್ಮ ಕೌಶಾಪೂರ್ಣ ತರಪೇತಿ ಕಾರ್ಯಕ್ರಮವು (ಬಿ.ಇ.ಡಿ ಮ್ಯಾಸಂಗ) ಅರಾಯಾಯಕವಾಗಿತ್ತೆಂದು ನಂಬುತ್ತೇನೆ. ಶಿಕ್ಷಕ ತರಪೇತಿ ಮಹಾವಿದ್ಯಾಲಯಗಳಲ್ಲಿ ಶಿಕ್ಷಣದ ಗುಣಮಟ್ಟ ಹೆಚ್ಚಿಸುವುದರಲ್ಲಿ ನಮಗೆ ಆಸಕ್ತಿಯಿದೆ. ತಾವು ಇದೀಗ ತರಪೇತಿ ಪಡೆದಿದ್ದೀರಿ ಹಾಗೂ ಉಪಾಧ್ಯಾಯರಾಗಿದ್ದೀರಿ ಮತ್ತು ತರಪೇತಿಯಲ್ಲಿ ಪಡೆದ ಕೆಲವೊಂದು ವಿಚಾರಗಳನ್ನು ಬಳಸಿಯೂ ಇರಬಹುದು. ಹಾಗಾದರೂ ನೀವು ಕೆಲವು ಸ್ಪಷ್ಟ ನ್ಯೂನತೆಗಳನ್ನು ತರಪೇತಿ ಹಂತದಲ್ಲಿ ಗಮನಿಸಿರಬಹುದು. ಆದುದರಿಂದ ಮುಕ್ತವಾಗಿ ಹೆಚ್ಚಿಸುವುದರಲ್ಲೂ ಸಹಾಯಮಾಡಿ. ವಂದನೆಗಳು.
-ಅಧ್ಯಯನ ತಂಡ.

Name: Male ☐ Female ☐
ಹೆಸರು:

College where trained — ಸರ್ಕಾರಿ ☐ ಸರ್ಕಾರೇತರ ☐
ತರಪೇತಿ ಪಡೆದ ಮಹಾವಿದ್ಯಾಲಯ

School where working:
ಕೆಲಸಮಾಡುತ್ತಿರುವ ಶಾಲೆ

Classes held: VIII ☐ IX ☐ X ☐
ಕಲಿಸುತ್ತಿರುವ ತರಗತಿಗಳು:

Subjects taught: Lang ☐ Sc ☐ Maths ☐ So.Sc ☐
ವಿಷಯಗಳು

Year of completing training: ☐☐☐☐
ತರಪೇತಿ ಮುಗಿಸಿದ ವರ್ಷ

Experience: ವರ್ಷಗಳು ☐
ಅನುಭವ

I. With which of the following reasons did you take to the B.Ed course? Tick the box against each phrase. Indicate first two preferences.
ಕೆಳಗೆ ಸೂಚಿಸಿರುವ ಯಾವ ಕಾರಣಗಳಿಂದ ತಾವು ಬಿ.ಇ.ಡಿ ಪದವಿಗೆ ಸೇರಿದಿರಿ? ಪ್ರತಿ ಪದ ಸಮೂಹಕ್ಕೆ ಎದುರಾಗಿ ಕೊಟ್ಟಿರುವ ಚೌಕದಲ್ಲಿ ನಿಮ್ಮ ಆದ್ಯತೆ ಮೇಲೆ ಮೊದಲೆರಡು ಸ್ಥಾನವನ್ನು ಸೂಚಿಸಿ

a) to acquire knowledge about teaching.
ಬೋಧನೆಯ ಬಗ್ಗೆ ಜ್ಞಾನ ಸಂಪಾದಿಸಲು ☐

b) to get certificate and join the job of teaching.
ಸರ್ಟಿಫಿಕೇಟನ್ನು ಪಡೆದು ಶಿಕ್ಷಕರ ಕೆಲಸಕ್ಕೆ ಸೇರಲು ☐

c) to spend time usefully one year
ಒಂದು ವರ್ಷದ ಕಾರ್ಯಕ್ರಮವಾದ್ದರಿಂದ ಹೊತ್ತು ಕಳೆಯಲು ☐

d) to serve children in villages.
ಹಳ್ಳಿಯ ಮಕ್ಕಳಿಗೆ ಬೋದನೆಯಿಂದ ಸೇವೆ ☐

e) to help my family realise their goals.
ಪೋಷಕರು ತಮ್ಮ ಗುರಿ ಸಾಧನೆ ಮಾಡಲು ☐

f) any other specify.
ಬೇರೇನಾದರು ಸ್ಪಷ್ಟೀಕರಿಸಿ ☐

II. Which of the subjects you studied during training programme has been of great help to you in your career as a teacher. Mark your opinion against each by putting '✓' mark.
ನೀವು ತರಪೇತಿಯಲ್ಲಿ ಕಲಿತ ವಿಷಯಗಳಲ್ಲಿ ಉತ್ತಮ ರೀತಿ ನೆರವು ನೀಡಿರುವುದರ ಬಗ್ಗೆ ನಿಮ್ಮ ಅಭಿಪ್ರಾಯವನ್ನು '✓' ಗುರುತಿನ ಮೂಲಕ ಸೂಚಿಸಿ

No.	Subjects	Completely	Partly	Not useful
1.	Languages ಭಾಷೆಗಳು			
2.	Core subjects ಮುಖ್ಯವಿಷಯಗಳು (Physics, Mathematics, History, Geography, Chemistry, Biology)			
3.	SUPW activities ಸ.ಉ.ಉ.ಕ ಚಟುವಟಿಕೆಗಳು			
4.	Citizenship training camp ಪೌರತ್ವತರಪೇತಿ ಶಿಬಿರ			
5.	General pedagogic subjects ಶೈಕ್ಷಣಿಕ ವಿಷಯಗಳು (problems of Ind.Edu.Paper I/II)			

No.	Subjects	Completely	Partly	Not useful
6.	Educational psychology ಶೈಕ್ಷಣಿಕ ಮನೋವಿಜ್ಞಾನ			
7.	General methods/special methods ಸಾಮಾನ್ಯ ವಿಜ್ಞಾನ / ವಿಶೇಷ			
8	Educational organisation, management ಶೈಕ್ಷಣಿಕ ಆಡಳಿತ ಮತ್ತು ವ್ಯವಸ್ಥೆ			
9	Examination/Evaluation ಪರೀಕ್ಷೆ / ಮೌಲ್ಯಮಾಪನ			
10.	Practice Teaching ಬೋಧನಾಭ್ಯಾಸಗಳು			
11.	Development of Instructional Materials ಬೋಧನಾ ಸಾಮಗ್ರಿಗಳ ತಯಾರಿಕೆ			

III You have developed several teaching skills during your training programme. What percentage of impact do each of them have in your work. Indicate by '✓' mark in the appropriate column

ನೀವು ಈಗಾಗಲೇ ಅನೇಕ ಬೋಧನಾ ಕೌಶಲ್ಯಗಳನ್ನು ಬೆಳೆಸಿಕೊಂಡಿರುವಿರಿ ಹಾಗೂ ಫಲಾನುಭವ ಪಡೆದಿದ್ದೀರಿ. ಮುಂದಿನ ಪಟ್ಟಿ ಸಮುಚಿತ ಎದುರು '✓' ಗುರುತಿನಿಂದ ನಿಮ್ಮ ಮೇಲೆ ಆ ವಿಷಯದ ಪ್ರಭಾವವನ್ನು ಶೇಕಾಡವಾರು ಸೂಚಿಸಿ

		ಶೇಕಡಾವಾರು (%)				
No.	Areas/Skills	20	40	60	80	100
1	Teaching skill ಬೋಧನಾ ಕೌಶಲ್ಯ					
2	Questioning ಪ್ರಶ್ನಿಸುವಿಕೆ					
3	Use of Black Board ಕಪ್ಪು ಹಲಗೆಯ ಉಪಯೋಗ					
4	Processing content ವಿಷಯ ವಿಶ್ಲೇಷಣೆ					
5	Developing learning competence ಕಲಿವಿನ ಸಾಮರ್ಥ್ಯ ಬೆಳೆಸುವಲ್ಲಿ					
6.	Teaching Multi-grade ಬಹುವರ್ಗ ಬೋಧನೆಯಲ್ಲಿ					
7.	Evaluation - Content based ಮೌಲ್ಯಮಾಪನ - ವಿಷಯ ಪ್ರಧಾನ - Competency based - ಸಾಮರ್ಥ್ಯಾಧಾರಿತ					
8.	New techniques of teaching ಹೊಸ ಬೋಧನಾ ತಂತ್ರಗಳು					

9.	Observing lessons ಪಾಠಗಳ ವೀಕ್ಷಣೆ					
10	Co-curricular activities ಪಠ್ಯೇತರ ಚಟುವಟಿಕೆಗಳು					
11	Teaching with Multi Media ಬಹುಮಾಧ್ಯಮ ಬೋಧನೆ					
12.	Working with Community ಸಮುದಾಯದೊಂದಿಗೆ ಕೆಲಸ					
13	Giving demonstration lessons ಮಾದರಿ ಪಾಠಗಳು					
14	Maintaining schools records ಶಾಲಾ ದಾಖಲೆಗಳನ್ನು ಇಡುವಲ್ಲಿ					
15	Doing Action Research ಕ್ರಿಯಾ ಸಂಶೋಧನೆ ಮಾಡುವಲ್ಲಿ					

IV. Mention below areas/skills which you feel ought to have been practised more during training course. (pre-service)
ಯಾವ ಕೌಶಲ/ಕ್ಷೇತ್ರಗಳಲ್ಲಿ ಇನ್ನೂ ಹೆಚ್ಚಿನ ತರಪೇತಿಯ ಅವಶ್ಯಕತೆಯಿತ್ತು ಪಟ್ಟಿಮಾಡಿ

1.

2

3

4

V. Which subjects / activity you would like to remove from training programme given a choice to do so. List them.
ಅವಕಾಶಕೊಟ್ಟಲ್ಲಿ ತರಪೇತಿ ಪಠ್ಯವಸ್ತುವಿನಿಂದ ತೆಗೆಯಲು ಇಚ್ಛಿಸುವಿರಿ, ಪಟ್ಟಿಮಾಡಿ.

1

2

3.

4.

VI. After all, how helpful was the teacher training course to make you a professional teacher?
ನಿಮ್ಮನ್ನು ವೃತ್ತಿಪರಬೋಧಿಕರನ್ನಾಗಿ ಮಾಡುವಲ್ಲಿ ಶಿಕ್ಷಕ ತರಪೇತಿ ಕಾರ್ಯಕ್ರಮ
ಹೇಗೆ/ಎಷ್ಟರ ಮಟ್ಟಿಗೆ ಸಹಾಯಮಾಡಿತು?

****

IV. Mention possible ways of over coming the problems.
ಈ ಸಮಸ್ಯೆಗಳಿಗೆ ಸಾಧ್ಯವಾದ ಪರಿಹಾರಗಳನ್ನು ಸಲಹಿಸಿ.

1.

2

3

4

Thank you for your cooperation

Name
Address

Date

Karnataka Education Sector Study
DSERT and R.V.E.C

Respected Sir/Madam,

Please fill up this and return the same to Dr T K Jayalakshmi, Director, R.V. Educational Consortium. ***Wherever space is insufficient use separate sheets of paper.***

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I Following statements are the opinions of experienced Teacher Educators. Read them and indicate your response by encircling *1–complete agreement (A)*, *2- partial agreement (PA)* and *3–complete disagreement (D) (any one)*

ಕೆಳಗೆ ಸೂಚಿಸಿರುವ ಹತ್ತು ಹೇಳಿಕೆಗಳು ಅಥವಾ ಅಭಿಪ್ರಾಯಗಳು ಅನುಭವಿ ಪ್ರಶಿಕ್ಷಕರಿಂದ ಪಡೆದಿದೆ. ಅವುಗಳನ್ನು ಓದಿ ಮತ್ತು ನಿಮ್ಮ ಉತ್ತರವನ್ನು ವೃತ್ತ ಸುತ್ತಿ ತಿಳಿಸಿ. ನಿಮ್ಮ ಉತ್ತರವು *ಪೂರ್ಣ ಸಮ್ಮತ (ಪೂ.ಸ)* ಎಂದಾದರೆ ಸಂಖ್ಯೆ *1*ನ್ನು ವೃತ್ತಿಸಿ. *ಅರ್ಧ ಸಮ್ಮತವಾದರೆ (ಅ.ಸ) -2*ನ್ನು ಮತ್ತು *ಪೂರ್ಣ ಅಸಮ್ಮತವಾದರೆ (ಅ) -3*ನ್ನು ವೃತ್ತಿಸಿ.

	A ಪೂ.ಸ	PA ಅ.ಸ	D ಅ
1. The present number of pre-service training institutions (TCH) are adequate. ಪ್ರಸ್ತುತ ನಡೆಯುತ್ತಿರುವ ಶಿಕ್ಷಕರ ತರಪೇತಿ ಸಂಸ್ಥೆಗಳು/ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯಗಳು ಸಾಕಷ್ಟಿವೆ.	1	2	3
2. Trained graduates get easily employed ತರಪೇತಿ ಪಡೆದ ಪಧವೀದರರಿಗೆ ಸುಲಭವಾಗಿ ಉದ್ಯೋಗ ದೊರಕುವುದು.	1	2	3
3. Language teachers are in demand at High School Elementary school ಭಾಷಾಶಿಕ್ಷಕ/ಕಿ ಯರು ಹೆಚ್ಚಾಗಿ ಪ್ರೌಢಶಾಲೆ/ಹಿ.ಪ್ರಾ.ಪ್ರಾಥಮಿಕ ಶಾಲೆಗಳಲ್ಲಿ ಬೇಕಾಗಿದ್ದಾರೆ.	1	2	3
4. Mathematics and Science teachers are not adequate at High school / Elementary school ಗಣಿತ/ವಿಜ್ಞಾನದ ಶಿಕ್ಷಕರು ಬೇಕಾದ ಪರಿಮಾಣದಲ್ಲಿ ಪ್ರೌಢಶಾಲೆ/ಹಿರಿಯ ಪ್ರಾಥಮಿಕ ಶಾಲೆಗಳಲ್ಲಿಲ್ಲ.	1	2	3
5. Present day trained teachers do not exhibit needed teaching competencies in the subjects they teach. ಈಗಿನ ತರಪೇತಿ ಪಡೆದಿರುವ ಶಿಕ್ಷಕ/ಕರು ಬೇಕಾದ ರೀತಿ ಶಿಕ್ಷಣ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಅವರ ಬೋಧನಾ ವಿಷಯಗಳಲ್ಲಿ ಪ್ರದರ್ಶಿಸುತ್ತಿಲ್ಲ.	1	2	3
6 Pre-service training does not have impact on classroom teaching. ಶಿಕ್ಷಕ ತರಪೇತಿ ತರಗತಿ ಬೋಧನೆಯ ಮೇಲೆ ಪರಿಣಾಮವನ್ನು ಬೀರಿಲ್ಲ.	1	2	3
7. The teacher preparation institutions need to cater to both pre-service and inservice programmes. ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ / ತರಪೇತಿ ಕೇಂದ್ರಗಳು ಅನುಭವ ಪೂರ್ವ ಹಾಗೂ ಅನುಭವ ನಂತರದ ಶಿಕ್ಷಕರಿಗೆ ತರಪೇತಿ ಕೊಡುವಂತಾಗಬೇಕು.	1	2	3

Karnataka Education Sector Study
DSERT and R.V.E.C

Respected Sir/Madam,

Please fill up this and return the same to Dr T K Jayalakshmi, Director, R.V. Educational Consortium. ***Wherever space is insufficient use separate sheets of paper.***

****

1 Following statements are the opinions of experienced Teacher Educators. Read them and indicate your response by encircling *1-complete agreement (A)*, *2- partial agreement (PA)* and *3-complete disagreement (D) (any one)*

ಕೆಳಗೆ ಸೂಚಿಸಿರುವ ಹತ್ತು ಹೇಳಿಕೆಗಳು ಅಥವಾ ಅಭಿಪ್ರಾಯಗಳು ಅನುಭವಿ ಪ್ರಶಿಕ್ಷಕರಿಂದ ಪಡೆದಿವೆ. ಅವುಗಳನ್ನು ಓದಿ ಮತ್ತು ನಿಮ್ಮ ಉತ್ತರವನ್ನು ಪ್ರತಿ ಸಲ್ಲಿ ತಿಳಿಸಿ. ನಿಮ್ಮ ಉತ್ತರವು *ಪೂರ್ಣ ಸಮ್ಮತ (ಪೂ.ಸ)* ಎಂದಾದರೆ ಸಂಖ್ಯೆ *1*ನ್ನು ವೃತ್ತಿಸಿ. *ಅರ್ಧಭಾಗ ಸಮ್ಮತವಾದರೆ (ಅ.ಸ)* -2ನ್ನು ಮತ್ತು *ಪೂರ್ಣ ಅಸಮ್ಮತವಾದರೆ (ಅ)* -3ನ್ನು ವೃತ್ತಿಸಿ.

	A ಪೂ.ಸ	PA ಅ.ಸ	D ಅ
1. The present number of pre-service training institutions (TCH) are adequate. ಪ್ರಸ್ತುತ ನಡೆಯುತ್ತಿರುವ ಶಿಕ್ಷಕರ ತರಪೇತಿ ಸಂಸ್ಥೆಗಳು/ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯಗಳು ಸಾಕಷ್ಟಿವೆ.	1	2	3
2 Trained graduates get easily employed ತರಪೇತಿ ಪಡೆದ ಪದವೀದರರಿಗೆ ಸುಲಭವಾಗಿ ಉದ್ಯೋಗ ದೊರಕುವುದು.	1	2	3
3. Language teachers are in demand at High School Elementary school ಭಾಷಾಶಿಕ್ಷಕ/ಕಿ ಯರು ಹೆಚ್ಚಾಗಿ ಪ್ರೌಢಶಾಲೆ/ಹಿ.ಪ್ರಾಥಮಿಕ ಶಾಲೆಗಳಲ್ಲಿ ಬೇಕಾಗಿದ್ದಾರೆ.	1	2	3
4. Mathematics and Science teachers are not adequate at High school / Elementary school ಗಣಿತ/ವಿಜ್ಞಾನದ ಶಿಕ್ಷಕರು ಬೇಕಾದ ಪರಿಮಾಣದಲ್ಲಿ ಪ್ರೌಢಶಾಲೆ/ಹಿರಿಯ ಪ್ರಾಥಮಿಕ ಶಾಲೆಗಳಲ್ಲಿಲ್ಲ.	1	2	3
5. Present day trained teachers do not exhibit needed teaching competencies in the subjects they teach. ಈಗಿನ ತರಪೇತಿ ಪಡೆದಿರುವ ಶಿಕ್ಷಕಿ/ಕರು ಬೇಕಾದ ರೀತಿ ಶಿಕ್ಷಣ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಅವರ ಬೋಧನಾ ವಿಷಯಗಳಲ್ಲಿ ಪ್ರದರ್ಶಿಸುತ್ತಿಲ್ಲ.	1	2	3
6. Pre-service training does not have impact on classroom teaching. ಶಿಕ್ಷಕ ತರಪೇತಿ ತರಗತಿ ಬೋಧನೆಯ ಮೇಲೆ ಪರಿಣಾಮವನ್ನು ಬೀರಿಲ್ಲ.	1	2	3
7. The teacher preparation institutions need to cater to both pre-service and inservice programmes. ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ / ತರಪೇತಿ ಕೇಂದ್ರಗಳು ಅನುಭವ ಪೂರ್ವ ಹಾಗೂ ಅನುಭವ ನಂತರದ ಶಿಕ್ಷಕರಿಗೆ ತರಪೇತಿ ಕೊಡುವಂತಾಗಬೇಕು.	1	2	3

8. Inability to procure adequate number of practising schools lead to in effectiveness in training
ಪ್ರಾಕ್ಟಿಸ್ ಟೀಚಿಂಗ್ ನಡೆಸಲು ಸಾಕಷ್ಟು ಪ್ರಮಾಣದಲ್ಲಿ ಶಾಲೆಗಳು ದೊರೆಯದಿರುವುದು ತರಪೇತಿ ಕಾರ್ಯಕ್ರಮವನ್ನು ಪರಿಣಾಮಕಾರಿ ಆಗದಂತೆ ಮಾಡುವುದು. 1 2 3

9. Cooperation from practising school is not satisfactory
ಪ್ರಾಕ್ಟಿಸ್ ಟೀಚಿಂಗ್ ಶಾಲೆಗಳಿಂದ ದೊರೆಯುತ್ತಿರುವ ಸಹಕಾರ ಸಮರ್ಪಕವಾಗಿಲ್ಲ. 1 2 3

10. Duration of the training programme is not adequate to develop teaching skills effectively.
ತರಪೇತಿಗೆ ದೊರೆಯುತ್ತಿರುವ ಕಾಲಾವಧಿ ಬೋಧನಾ ಕೌಶಲ್ಯಗಳನ್ನು ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಬೆಳೆಸಲು ಸಾಲದಾಗಿದೆ. 1 2 3

Substantiate your response to each of the above statements briefly.
ಪ್ರತಿ ಹೇಳಿಕೆಗೆ ನಿಮ್ಮ ಉತ್ತರವನ್ನು ಸೂಕ್ಷ್ಮವಾಗಿ ಸಮರ್ಥಿಸಿ.

II. Which of the following alternative methods of transacting curriculum do you follow in your institution? Indicate against each the number of times per week the method is used, state the subjects in which you use and No.of beneficiaries.
ಕೆಳಿಗೆ ಸೂಚಿಸಿರುವ ಪಠ್ಯವಸ್ತುವನ್ನು ಮಂಡಿಸುವ ಪರ್ಯಾಯ ವಿಧಾನಗಳಲ್ಲಿ ಯಾವ ವಿಧಾನವನ್ನು ನೀವು ನಿಮ್ಮ ಸಂಸ್ಥೆಯಲ್ಲಿ ಅನುಸರಿಸುತ್ತಿರುವಿರಿ? ಪ್ರತಿವಿಧಾನದ ಎದುರು ವಾರದಲ್ಲಿ ಎಷ್ಟು ಸಲ ಆ ವಿಧಾನವನ್ನು ಬಳಸುವಿರಿ ಹಾಗೂ ಯಾವ ವಿಷಯಗಳಲ್ಲಿ ಬಳಸುತ್ತೀರಿ ಮತ್ತು ಇವರ ಫಲಾನುಭವಿಗಳ ಸಂಖ್ಯೆಯನ್ನು ಸೂಚಿಸಿ.

Alternative Methods	*Subjects*	*No.of beneficiaries*	*No.of time's used per week*
1. Small group discussion			
2. Panel discussion			
3. Team teaching			
4. Project method			
5. Seminars			
6. Activity based technique			
7. Community involved techniques			
8. Field trips			
9. Laboratory techniques			
10. Peer learning			
11. Library based methods			
12. Use of A-V materials			
13. Quiz			
14. Any other			

III Which of the following programme of the TCH course according to you is most essential. Mark your priorities by ranking them as 1,2, ------etc., against each of them
ಕೆಳಗಿನ ಯಾವ ಟಿ.ಸಿ.ಹೆಚ್ ಕೋರ್ಸ್‌ನಲ್ಲಿ ನಡೆಸುವ ಕಾರ್ಯಕ್ರಮಗಳು ಅತ್ಯಾವಶ್ಯಕ, ನಿಮ್ಮ ಆದ್ಯತೆ ಪ್ರಕಾರ 1, 2, ------- ಇತ್ಯಾದಿ ರ್‍ಯಾಂಕಿನಿಂದ ಸೂಚಿಸಿ.

Conducting prayer
ಪ್ರಾರ್ಥನೆ ನಡೆಸುವುದು

Conducting Lecture classes
ತರಗತಿಯಲ್ಲು ಉಪನ್ಯಾಸಗಳು

Preparing teaching materials
ಬೋಧನೋಪಕರಣಗಳ ತಯಾರಿಕೆ

Correction of Lesson plans
ಪಾಠಯೋಜನೆಗಳನ್ನು ತಿದ್ದುಪಿಕೆ

Supervision of lessons
ಪಾಠಗಳನ್ನು ವೀಕ್ಷಿಸುವುದು

Organising Music, drawing competitions for students
ಹಾಡು, ಡ್ರಾಯಿಂಗ್ ಮುಂತಾದ ಸ್ಪರ್ಧೆಗಳನ್ನು ಮಕ್ಕಳಿಗಾಗಿ ಯೋಜಿಸುವುದು

Using a-v aids
ದೃಕ್ ಶ್ರವಣ ಸಾಧನಗಳನ್ನು ಬಳಸುವುದು

Conducting sports
ಆಟ ಆಡಿಸುವುದು

Acting as an examiner for practical examination
ವಾರ್ಷಿಕ ಪ್ರಕ್ಟಿಕಲ್ ಪರೀಕ್ಷೆಯಲ್ಲಿ ಪರೀಕ್ಷಕರಾಗಿ ಕೆಲಸಮಾಡುವುದು

Participating in Inservice programme
ಕಾರ್ಯಾಗಾರದಲ್ಲಿ ಭಾಗವಹಿಸುವುದು

IV. Mention problems the institution has faced in running the course effectively.
ಪರಿಣಾಮಕಾರಿಯಾಗಿ ತರಪೇತಿ ಶಿಕ್ಷಣವನ್ನು ಕೊಡುವಲ್ಲಿ ನಿಮ್ಮ ಸಂಸ್ಥೆ ಅನುಭವಿಸಿದ ಸಮಸ್ಯೆಗಳಲ್ಲಿ 3/4ನ್ನು ತಿಳಿಸಿ.

1.

2.

3.

4.

Karnataka Education Sector Study

DSERT and R.V.E.C

For IED

1 The important objectives of IED scheme

1.

2.

3

2 Brief history of IED in Karnataka – specify date of introduction, training inputs, number of institutions, financial inputs.

(Attach in separate sheet)

3. Intake of your institution for training, method of selecting candidates.

4. Total number of trainees that are trained in your institutions since 1996 and job placement estimation of these.

5 Programme Design – enclose a copy of the course content/syllabus.

6. Which of the following alternative methods of transacting curriculum are being followed in your institution? Indicate against each the number of teachers using this and state the subjects in which they use these methods.

Alternative Methods	*No.of lecturer's*	*Subjects*
1. Small group discussion		
2. Panel discussion		
3. Team teaching		
4. Project method		
5. Seminars		
6. Activity based technique		
7. Community involved techniques		
8. Field trips		
9. Laboratory techniques		
10 Peer learning		
11. Library based methods		
12. Use of A-V materials		
13. Quiz		
14. Any other		

7. Mention the different programmes undertaken by your institution during the following years in order to build teaching competency among trainees.

	Name of Programme	Beneficiaries	Follow up
1996			
1997			
1998			
1999			
2000			

8. Mention the Inservice programmes organised by your institution between 1996-2000 specifying the nature of programme, no.of beneficiaries, follow up and sponsors of the programme.

9. ***Financial implication.***

(a) Kindly give an estimate of the total expenditure per trainee for *completing the course* (inclusive of curricular and co-curricular activities).

Class	Expenditure	
	Curricular Per trainee	Co-curricular Per trainee
	Total	

(b) Kindly give an estimation of total expenditure per teacher while conducting workshops for inservice teachers.

Workshop	Expenditure

10. Mention problems the institution has faced in running the course effectively.

1.

2

3

4

11. Any suggestions you would like to list for improving teacher training programme for education of disabled children