DEVELOPMENT AND THE PRESENT STATUS OF SECONDARY TEACHER EDUCATION IN JAMMU AND KASHMIR STATE

DISSERTATION
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BY
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This is to certify that the dissertation entitled 'Development and the Present Status of Secondary Teacher Education in Jammu & Kashmir State', being submitted by Miss Tasleema Bano, embodies original work done by the candidate herself.

The entire work was carried out under my supervision and that I allow her to submit the same in fulfilment of the requirements of the degree of M.Phil. in Education of this University.

[Signature]

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Chapter I

INTRODUCTION

1.0 Significance of Teacher

The quality of a nation depends upon the quality of education. The quality of education depends upon the quality of schools. The quality of schools depends upon the quality of teachers. Thus the quality of nation really depends upon the quality of teachers. Thus the teachers play very important role in making the nation. They are, therefore, called nation-builders.

The Principal, the building, the curriculum and faith in modern methods of teaching and evaluation are very important and play an important role in the quality of education but all these are of no use if the teacher cannot utilise these provisions. The teacher is the main agent of education. There is no substitute for a good teacher.

From the past the teacher has occupied an important position, prestige and respect in our country. He has been given a place above all and the society bowed in reverence to him. During Vedic period the gift of education was considered the best gift in the society. The teacher occupied a place of pride at the top of the social ladder because he encouraged learning in society and give wisdom to his students.
Teacher is also held in high esteem in Buddhism and Jainism. In Islamic educational institutions, teachers are not only responsible for academic work but for spiritual piety and high character of its students. The life of the teacher was an ideal for the student.

The teachers have been revered by kings, princes, warriors, statesmen, politicians and businessmen. The status, the obligation and privileges of the teacher have been considerably enhanced in the modern educational system. Now the teachers participate in planning and policy making for the entire school as well as for their own classes.

India lies in villages. The teacher carries an outstanding position in the eyes of the people who live in villages. The teacher is expected to provide a leading role in modernising the village society. The village people have extreme faith in their village teacher. The school children whether living in villages or towns or cities consider their teachers in high esteem. They consider them only as right. They want to do as their teachers demand. The school children are quite innocent at the time of admission. Whatever they learn later on in the school is from their teachers. The teachers leave indelible impressions upon their students. Naturally if teachers are good they will leave good impression upon the students. Though all the teachers impress the students, one or two teachers leave more impressions upon a particular
student whom the student makes his ideal and tries to identify himself with that teacher. It is natural that if all the teachers are good, all the students will have choice of the selection of their ideal from good ones only.

Among the groups of teachers, the position of a school teacher is the best. His students pay him more regard than the university students pay for their teachers.

Thus, the teacher in general and school teacher in particular, is in a position to make or mar the society. What will the teacher do depends upon his own education.

1.1 Significance of Teacher Education

If the teacher is so important, his preparation is equally important. The preparation of a school teacher starts from his own school education, continues through higher education and takes final shape through teacher education. The society needs not only teachers but it needs competent teachers. In the past teachers' training being a professional course used to be imparted in a perfectly stereotyped atmosphere. In the last decade efforts have been made to bring out teachers from the teacher education institutions with broadened outlook. Teacher education institutions attempt to inculcate in student-teachers those qualities which make them good teachers. They create those qualities among those
which lack them and foster the under-developed ones. The properly qualified and trained teacher becomes the pivot around which the entire educational system revolves. It is said that educating a boy is educating an individual, educating a girl is educating a family, but if you educate a teacher, you are educating the whole community. Thus the teacher education occupies a central position in the total educational programme. A teacher is what his preparation has been.

Teacher education results in the improvement in the teaching-learning activities carried on in the schools. It helps the future teachers to enable their students to realize their potential to the maximum degree through the enrichment of the learning environment and enables them to deal more effectively with the increasing range and complexity of the problems that they face.

The researchers have revealed that teachers' verbal interaction in the classroom has a direct and indirect effect upon the student's learning and attitudes. The future teachers are, therefore, prepared to encourage students to initiate talk in the classroom, help in the development of lesson through active participation and handle students' responses through practicums.

The teacher education programmes generally focus on the
development of teacher knowledge, teaching skills or both.
The traditional teacher education programmes replete with an emphasis on knowledge about educational psychology, school and the social order and methods and materials are frequently given as examples of the focus on teacher knowledge. The recent performance based and competency based teacher education programmes support for focus on teaching skills. The new programmes in teacher education specially four-year teacher education programme emphasize teacher's awareness of the emotional reactions of students, teacher's empathy to respond to these emotions and ability to organize teaching strategies which consider the emotional needs of the students. The teacher education programme makes the teachers more than competent technicians. They make them aware about themselves and others who possess interpersonal competencies as well as pedagogical skills.

Practice-teaching is an important component of teacher education programme. It is a consequence of the apprentice-ship approach. It is affective, simple and common sensical. Teaching is a highly personal business and it is probably unreasonable to expect students to be able to put into operation the findings of research couched in general terms as teaching principles since principles are impersonal. Some people take the view that teaching is caught not taught so that
the best way to become a teacher is to watch teachers at work and go and do likewise. Others take the view that it is really impossible to teach any one to teach. Teachers are born and not made. Teaching is seen as an art form akin to writing poetry or painting. Practice teaching, is, therefore, seen as providing the opportunities to display, recognize and refine the abilities that are latent in the student.

Thus the teacher education programme both theory and practice are important to provide good teachers to the society.

1.2 Need of the Study

The importance of teacher education has been discussed in the previous section. It has much more significance in respect of Jammu and Kashmir State. Its literacy is very poor in general and amongst female in particular. It is predominantly a Muslim state. Muslims have poor literacy rate in India in general but the situation is more acute in case of Jammu and Kashmir. The Government of India is making all efforts to bring it at par with other States as far as the development in general and educational development in particular is concerned. Probably for this reason Jammu and Kashmir was the first State in India which made all
education free from Primary to higher education. Other States have not been able to do this so far but Jammu and Kashmir State did it forty years back. In spite of this, situation has not improved.

Teacher education is an important component of education. There is a need to see the development of teacher education in the State of Jammu and Kashmir. Since teacher education is linked with the school education on the one hand, and higher education on the other hand, this study will give us an opportunity to see the development of education in this State in the last four decades. The researcher will be able to find out the present state of affairs also of teacher education in the State.

The area of teacher education in Jammu and Kashmir State has been neglected area. No body has made any study much less a research study of the teacher education in Jammu and Kashmir. Thus, the researcher will be able to find out the number of secondary teacher education institutions, their historical development, the admission procedure in these teacher training institutions, the presented qualifications and experience for admission, the courses of study in theory as well as practice-teaching, the teaching-learning method, the co-curricular activities organised by these teacher training institutions. The researcher will also be able to
find out the sources of income of these teacher-training institutions and the assessment procedure for internal assessment and external assessment. It makes more significant at the present time because National Policy of Education has been framed and as in other areas so in the area of teacher-education development work is to be done. How many Centres of Advanced Study in Education are to be opened in the State? In which region of the State they are to be located? How many teacher-training institutions can be provided special assistance by the University Grants Commission in the State? Which are those institutions which are to be provided with this special assistance? All these questions can be better answered and proper and adequate action can be taken if necessary data are made available through the present study.

1.3 Title of the Study

'Development and the Present Status of Secondary Teacher Education in Jammu and Kashmir State'.

1.4 Objectives of Teacher Education

The quality of teacher education depends upon the knowledge of subject matter and knowledge of pedagogy. The knowledge of pedagogy and its application to day-to-day class-room teaching depends upon the objectives of teacher education.
In our teacher education institutions the cognitive goals of teaching have been emphasized over a long time. In theory it has been advocated that school is responsible for the total development of the personality of the child but in practice the total teacher education programme has been geared for the mental development and had rarely included educational experiences that enables him to stimulate the socio-emotional and moral development of the child. The following are the main objectives of secondary teacher education:

1. The student-teacher possesses competence to teach subjects of specialization on the basis of accepted principles of learning and teaching in the context of the new school curriculum.

   The new school curriculum provides undifferentiated general education in first ten years of schooling. The teacher education prepares the student-teachers for teaching two languages -- one language and social sciences, mathematics or sciences.

2. The student-teacher develops skills, understanding, interests, and attitudes which enables him to foster all round growth and development of the children under his care.

   The teacher education institutions play an effective role in the achievement of this objective as they provide such programme of teacher education to their student-teachers that they are capable to develop the total personality of the students.
3. The student teacher possesses sufficient theoretical and practical knowledge of health and physical education, games and recreational activities and socially useful productive works.

The teacher education curriculum — a framework — prepared by the N.C.E.R.T. includes Special Training Programme Package II (Socially Useful Productive Work), Special Training Programme Package III (Health, Physical Education, Games and Recreational activities) and related physical work as compulsory courses and 30 per cent weightage has been given to those courses. Later on it was also revised and a National Curriculum on Secondary Teacher Education has been prepared.

4. Teacher education develops skills in identifying, selecting, innovating and organizing learning experiences for teaching the general and special subjects.

Teacher education institutions provide such learning experiences to student-teachers which develop competence in the student-teachers to teach the courses of their specialization on the one hand and physical education, games and recreational activities and socially useful productive work on the other hand.

5. Teacher-education develops understanding of psychological principles of growth and development, individual differences and similarities and cognitive, psychomotor and attitudinal learnings.

The teacher-education institutions achieve this objective through the course of educational psychology and special courses in pedagogical theory on the one hand and content-cum-methodology and practice teaching and related practical work on the other hand.
6. Teacher-education develops skills in guiding and counselling the children in solving their personal as well as academic problems.

The teacher education institutions play an effective role in developing the skills of guidance and counselling in student-teachers through providing special courses for the purpose in pedagogical theory and giving practical application to theoretical knowledge and skills during internship in teaching.

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

The teacher is responsible for the all-round development of his students. It is his responsibility that he develops an amicable relationship in the roles of his home, peer group and the community.

It is, therefore, the responsibility of the teacher education institutions that they provide such learning experiences to their students that can play an effective role in this task.

8. The student-teacher understands the role of the school in changing the society.

The school has been designed as a specialized agency for educating the young members of the society. In the past all education was given through informal agencies but as society became more complex and culture developed various specialised expressions, it was thought necessary to have new agency which could transmit the social and cultural heritage more efficiently, more
deliberately and systematically.

The schools play this role only if the teacher understands this role of the school. The teacher plays his role if he has been prepared for this task in his teacher education programme.

Thus, the teacher education institutions include this course as one of the compulsory courses in the B.Ed. course in pedagogical theory.

9. The student-teacher undertakes investigatory projects and action research.

A teacher has to make several innovations in his teaching assignment. An effective and conscientious teacher performs this function effectively and continuously. He selects investigatory projects and conducts action research.

It is, therefore, necessary that the teacher training institutions train the student-teachers in investigatory projects and action research. The student-teachers may be given such assignments for completion during practice teaching. It develops rapport with the school situation.

1.5 Plan of the Study

Chapter I Introduction

II Review of Researches in Teacher Education

III Historical Development of Teacher Education in India with Special Reference to Jammu and Kashmir
Chapter IV  Correspondence Courses in Teacher Education with special reference to Jammu and Kashmir

V  Methodology of Research

VI  Conclusions

1.6  Delimitations

'Teacher Education' is a vast term encompassing the training of teachers at different levels -- Primary, Secondary, Higher etc. The researcher decided to limit her study only to the teacher education at the secondary level pertaining to Jammu and Kashmir State.

Out of nine teacher training institutions, only seven institutions were available for collecting information due to the political disturbances in the State.
Chapter II

REVIEW OF RESEARCHES IN TEACHER EDUCATION

1.0 Introduction

During the initial review of the literature the researcher attempts to discover relevant material published in the area taken for the research problem. Two kinds of literature may be reviewed, namely, conceptual literature and research literature. The conceptual literature is particularly useful in delineating needed research in the problem area as well as in developing the researcher's understanding and background. The research literature covers actual research studies done previously within the problem area. These studies may be similar to the one contemplated or they may be different if they have in common that they were directed towards gathering information and insight in the same problem area. The researcher reviewed the collected research studies related to her problem area, as follows:

1.1 National Survey Made on Teacher Education

The first Survey of Teacher Education was conducted by the Central Institute of Education, New Delhi, in 1962, but it was so sketchy that no worth reporting findings in the
area of the research problem were there.

1.2 Second National Survey of the Teacher Education in India

The Department of Teacher Education, N.C.E.R.T., New Delhi, decided in early 1965 to make a comprehensive national survey of the facilities for the preparation of teachers and educational workers, postgraduate colleges and university departments of education in the various States. A study was also carried out by the Education Commission in two States — Karnataka and Orissa — during 1965 and 1966. These two States were therefore, excluded from this Survey and data collected by the Education Commission utilized wherever possible. The questionnaire was used to collect the data with covering all aspects of teacher education. It was found in this survey that:

(i) As many as 273 teacher training institutions existed in April 1965, out of which data from 231 has been included in the survey report.

(ii) Uttar Pradesh has the highest number of teachers' colleges (56) and Orissa and Jammu and Kashmir the lowest (4 each).

(iii) There were only 51 training institutes in the country before 1947. The only State which had no training college before 1947, was Jammu and Kashmir, where the first college
was opened in 1949.

(iv) As many as 222 training colleges came into being during the period from 1948 to 1964, as against 51 that were opened during the period from 1886 to 1947.

(v) Almost 75.5 per cent of the training colleges were residential or partly residential while only 24.5 per cent were non-residential ones. 78 per cent of them were co-educational while 6.6 per cent and 14.7 per cent were exclusively for men and women respectively. 75 per cent teacher training institutes were non-basic, i.e., 25 per cent of them are basic training colleges, and 87.5 per cent are located in urban areas against 12.5 per cent only in rural surroundings.

(vi) 68 per cent of T.E.Is. were independent training colleges, i.e., they were exclusively for teacher preparation programmes. About 25 per cent from sections of the arts are science colleges, while 11.5 per cent were departments or colleges of universities. 54.5 per cent of them were privately managed (aided as well as unaided) while 34 per cent were government colleges. In all the States, except Orissa and Rajasthan, there was either a University Department of Education or a University College for preparing teachers for the secondary level. In only Bihar and Orissa no privately managed T.E.Is. existed.
(vii) Total student enrolment during 1963-64 was 23,801 while for 1964-65 it was 25,264 with an average of 100 and 102 respectively. Per capita expenditure during these years was Rs. 556 and Rs. 568 respectively, while total expenditure on T.E.Is. during these years was Rs. 1,49,56,000 for 238 and 247 T.E.Is. respectively.

(viii) 257 T.E.Is. were owned by or affiliated to 53 universities, while 16 to the State Departments of Education. Out of 53 universities, 27 have either their own Departments of Education or Colleges directly under their control. 26 universities had only academic control over T.E.Is. and were merely examining agencies for them while their administrative control was not under the university. As many as 68 per cent T.E.Is. imparted only B.Ed. and M.Ed.

(ix) Only 91 out of 273 T.E.Is. were equipped with facilities for in-service education through their extension centres and units.

(x) It was revealed that almost 89 per cent of the enrolled student population passed the B.Ed. examination during 1963-64 while 88 per cent during 1964-65. Of these men and women were in the ratio of 13 : and 16:9 respectively. However, 4 per cent increase in output of men and 6 per cent output of females was recorded in 1964-65 over 1963-64.

(xi) The highest output in school subjects was recorded in
English (8,341), followed by Hindi (5,201) and History (4,731) and the lowest in Hygiene (46) preceded by Fine Arts (57) only.

(xii) A wastage of 14 per cent was recorded during 1963-64 while during 1964-65 it was 16 per cent. However, the highest wastage occurred in the State of Assam during both the sessions, i.e., 40 per cent and 39 per cent respectively.

(xiii) As many as 77.5 per cent training institutions put emphasis on or weightage to practical work. On an average tutorials were arranged in 171 T.E.Is. with 19 students in each section and the maximum number of tutorials were arranged only weekly (71) followed by twice a week in 40 T.E.Is.

(xiv) The largest number of T.E.Is. encourage ball games (156) followed by badminton (98). The least popular were gymnastics and scouting (4).

(xv) A number of student organisations also existed. Many of the colleges had students' councils (142), followed by subjects' clubs (64) and library clubs (38).

(xvi) 167 colleges encouraged publications.

(xvii) Theory papers compulsorily prescribed for B.Ed. in different universities ranged between 3 to 7 papers. The average remained at 5 papers (26 universities) while only
four papers were compulsory in seven universities. There was invariably a choice of school teaching subjects. There were also one to two optional papers in addition to the compulsory ones.

(xviii) As regards medium of instruction and examination at B.Ed. level, it was English in 99 colleges followed by regional languages in 67 colleges. On an average the teaching and working days during 1963-64 and 1964-65 had been 195:167 and 193:174 respectively.

(xix) Marks allotted for theory papers ranged between 300 to 800 and those for practice teaching between 100 to 400. The assessment was invariably both internal as well as external. Pass percentages for theory and practice teaching ranged between 30 to 40 per cent and 25 to 50 per cent and that for practical work between 30 to 50 per cent.

(xx) Majority of institutions prescribed two school teaching subjects, and the number of lessons to be taught in each subject varies from 10 to 40 lessons. The number of practicing schools used for practice teaching programme ranged between 1 to 30 in respect of States and between 2 to 28 in respect of Union Territories. The number of classroom teachers whose classes were used lie within the range of 1 to 150, and against this the number of student teachers sent to
those schools was between 3 to 180. The mean for these student teachers, however, lies between 10 to 33. Number of supervisors for supervising practice-teaching lessons lies within the mean of 4 to 45 and the number of student-teachers under each supervisor between 8 to 24.

(xxii) Only 51 per cent private and 28 government institutes had their own buildings. Only 44 per cent of the T.E.Is. lie in the open surroundings. 76 per cent of them had college hostels while about 61 per cent had staff common rooms. Among audio-visual aids, things like linguaphone, tape-recorders, film projectors, films, epidiascopes, microphones and telescopes were also available in a number of institutions. The largest number was that of gramophone records followed by filmstrips.

1.3 Third National Survey of Secondary Teacher Education in India

The Second National Survey of Secondary Teacher Education was carried out in 1965 by the N.C.E.R.T. Realising the utility of collecting periodically the basic data in teacher-education, it was decided to conduct bench-mark surveys once every five years. The Third National Survey of Teacher Education was accordingly planned with the major objectives of finding out the status of Teacher Education Institutions (TEIs) with regard to their programmes, student-
population, staff, finances, and physical facilities, etc.

The survey covered all the Secondary Teacher Education Institutions (TEIs) that existed in April 1971 in various States and Union Territories of India. The data could be collected from 259 out of 351 existing institutions. After the analysis of collected data, it was found that:

1. Most of these institutions run B.Ed./B.T. courses and prepare general graduate teachers for secondary schools. Some of the institutions conduct M.Ed./M.A.(Edu.) courses and/or B.Ed. courses. Some offer Ph.D. programme as well.
2. As many as 162 (42.5 %) additional TEIs came into existence during the period 1963 to 1971.
3. Out of 259 TEIs which supplied the information, 199 (76.8 %) were set up as independent institutions and 63 (24.3 %) as the Departments of Universities or Departments of Postgraduate colleges.
4. Almost 70.6 % of the TEIs are residential or partly residential while only 29.7 per cent are non-residential ones; 83 percent of TEIs are coeducational, while 5.4 per cent and 11.5 per cent are exclusively for men or women alone. Majority of TEIs (63 %) are privately managed (aided or un-aided). 27.4 per cent are government owned. Only 8.1 per cent TEIs are run by universities.
5. In the States of Haryana, Maharashtra, Punjab, Rajasthan, Tamil Nadu, etc., 88 TEIs have the management which also run 68 TEIs at the elementary level and 15 institutions for the training of special categories of teachers.

6. Regarding the clusters of TEIs at various locations, 42 clusters exist in the range of 2 to 11 TEIs, of which location Calcutta has the biggest cluster of 11 TEIs, followed by a cluster of 8 TEIs in Bombay, 7 TEIs in Madras and Ahmedabad and 5 TEIs in Lucknow.

7. 243 TEIs are either set up by or affiliated to 58 universities, 16 TEIs are run by the States Education Departments in Gujarat, Kerala and Uttar Pradesh. Out of 58 universities, 57 are fullfledged universities controlling 242 TEIs. One TEI is controlled by a Deemed to be University.

8. Three types of courses exist in the country. These are: (i) Graduate level (B.Ed./BT or LT), (ii) Postgraduate level (M.Ed./M.A. in Education, and (iii) Pre-Doctoral (M.Phil./M.Lit.), Doctoral (Ph.D. or D.Phil) and Post-doctoral (D.Lit.) programmes in Education. 166 TEIs offer only B.Ed./BT whereas 40 TEIs run both B.Ed. and M.Ed. courses. 53 TEIs offer other courses like Diploma in Education/Teaching, M.Phil., Ph.D. and D.Lit. in addition to B.Ed./BT.

9. Out of 58 universities, 29 universities have either their own Departments or Colleges of Education directly
under their control. 50 per cent universities have only academic control over the TEIs and are the examining bodies. The departments, colleges owned by universities generally offer M.Ed. and M.Phil., Ph.D., D.Lit. courses.

10. Out of 254 TEIs 250 offer full-time B.Ed. (one year), 4 TEIs offer 4 years' integrated regular B.Ed. and B.Ed. (correspondence).

11. Majority of TEIs admit students for the B.Ed. course on the basis of a graduate degree and interview. Teaching experience (especially for untrained teachers), performance on admission tests are also considered for admission to B.Ed. by some of the TEIs.

12. Only 93 TEIs out of 259 have facilities for in-service education of teachers. They have Extension Service Departments Units.

13. It is revealed that the average enrolment of B.Ed. students per institution increased from 1968-69 to 1970-71 as it was 128.8 in 1968-69, 134.1 in 1969-70 and 137.1 in 1970-71.


15. It is found that about 43 per cent to 47 per cent of
the B.Ed. students admitted to the TEIs were freshers, about 13 per cent to 16 per cent of the admitted students were deputed by both the State governments and schools and 23 to 25 per cent of the admitted students were experienced teachers.

16. The percentage of students admitted over the age of 35 years increased from 8.84 per cent in 1968-69, 9.6 per cent in 1969-70 to 10.5 per cent in 1970-71. The percentage of admitted students in the ages between 20 to 35 years increased in 1969-70 but decreased in 1970-71. The percentage of admitted students in the age-group increased from 76.6 per cent in 1968-69 to 83.8 per cent in 1969-70 but it dwindled to 81.6 per cent in 1970-71. The percentage of admitted students below the age of 20 years decreased from 14.6 per cent in 1968-69 to 6.5 per cent in 1969-70 but increased to 7.9 per cent in 1970-71.

17. English as medium of instruction is used in 147 ('56.8 %) TEIs and as a medium of examination in 186 (71.8 %) TEIs whereas 70 (27.0 %) and 84 (32.4 %) TEIs have Hindi as the medium of instruction and examination respectively. Eight of the regional languages are also used for the purpose of examination or instruction in some of the TEIs.

18. Generally there are four patterns under which the academic session is divided by different TEIs. 42 (18.8 %) TEIs do not divide the academic year into various sessions. 110
(49.3 %) TEIs have two terms, while 68 (30.5 %) have three terms in an academic year. Only three institutions have four sessions in an academic year.

19. Out of 228 TEIs which reported regarding the number of periods they have per week for theory papers, 58 (25.4 %) have 19 to 24 periods followed by 49 (21.5 %) and 44 (19.3 %) TEIs that spend 25 to 30 and upto 12 periods respectively. 13 to 18 periods are devoted in 28 (12.3 %) TEIs and 31 to 36 periods in 24 (10.5 %) TEIs. 99 TEIs reported that they devote one to four periods per week to practical work related to theory papers. 113 TEIs spend one to 20 periods on an average to practice teaching per week.

20. Five compulsory papers are prescribed by most of the universities. However, the common range is between four to six compulsory papers. Principles of Education/Principles of Basic Education/Philosophical and Sociological Bases of Education and Educational Psychology find a place in all the responding universities. Other popular papers are Current Problems of Education. History of Education and School Organisation and Administration.

21. Student teachers in most of the universities are required to offer two method papers. Provision of teaching of English, Mathematics and Science exists in almost all the responding universities. Hindi as a teaching subject is most popular
among Indian languages.

22. Study of a special field is treated either as a complete paper or as a part of a paper. Papers on Educational and Vocational Guidance, Educational Measurement, Mental Measurement, Educational Evaluation, Audio-Visual Education and School Library Organisation are offered by many universities.

23. Among the methods and techniques of teaching, lecture method is the most popular method in 218 colleges followed by assignment method in 181, tutorials in 159 and seminars, symposia and discussion in 157 TEIs whereas supervised self-study and team teaching are common in 75 and 35 TEIs respectively.

24. The number of subjects which each trainee practices during student-teaching programme varies from one to three. Students practise two subjects in 220 TEIs, one subject in 21 TEIs and three subjects in only 12 TEIs.

25. The practice of deciding the number of lessons for each subject separately is common in all the responding States and U.Ts. while some institutions in Gujarat, Madhya Pradesh, Karnataka, Orissa, Rajasthan, Uttar Pradesh, and West Bengal have fixed the total number of lessons to be taught by student-teachers in all the teaching subjects. This ranges from 40 in the first four States to 60 in the
26. Block-teaching practice is a popular pattern of teaching and is followed by 102 TEIs. Intermitent teaching or stray lessons are common to 54 TEIs whereas continuous practice teaching and internship are in vogue in 44 and 38 TEIs respectively.

27. Out of 204 TEIs 132 (64.7%) have practice teaching on full days while 72 (35.3%) have it on half-days.

28. Out of 107 TEIs 93 (86.9%) have each one attached demonstration school while 14 (13.1%) have each two attached demonstration schools. The former practice is prevalent in all the responding States and Union Territories of Chandigarh and Delhi. Very few TEIs in 10 States (Andhra Pradesh, Haryana, Kerala, Madhya Pradesh, Maharashtra, Karnataka, Punjab, Rajasthan, Uttar Pradesh, and West Bengal) have two demonstration schools.

29. 179 TEIs have 1908 practicing schools. The largest number of TEIs (37) having practising schools are in Maharashtra followed by 26 in Uttar Pradesh, 19 in Gujarat and 18 in West Bengal. The largest number of these schools 492 is in Maharashtra, followed by 298 in West Bengal and 274 in Gujarat.

30. Besides organising practice teaching programme in demonstration experimental schools, practising schools and cooperating
schools, they are also used for a variety of purposes such as demonstration and observation of good teaching experimental teaching and research in teaching.

31. Teachers of the practice teaching schools involve themselves in the task of student-teaching programme in a variety of ways. They supervise student-teachers' teaching in the classroom, allot them teaching units, evaluate their teaching, render guidance in planning lessons as well as in actual teaching, help in maintaining discipline in the classroom, supplying teaching aids, correction of lessons notes, etc.

32. Problems such as lack of proper attitude, motivation and incentives, student-teachers over-burdening and disturbing the school time-table, reluctance of schools for practice teaching, student-teachers' slow pace of work and their inability to complete the course, schools' lack of faith in new methods and experiments, lack of good schools and administrative control over them, lack of aids, equipments, library and laboratory facilities are among the many problems faced by some of the T.E.Is.

33. Considerations like nearness of schools, availability of facilities in the schools, cooperating nature of the schools, etc. are kept in view while sending student-teachers for practice teaching.
34. As many as 227 T.E.Is give their students time varying from 3 days to 16 weeks for preparation before they go to different schools for practice-teaching. Besides organising demonstration lessons for them, they are asked to observe a few lessons, take stock of teaching aids and other teaching materials available in the school, prepare teaching aids, acquaint themselves with the lesson plans of old students, rehearse their teaching units, practise maintenance of school records, registers, study syllabus, learn basic principles and methods of teaching, etc.

35. For practice of teaching a variety of demonstration lessons are given to offer adequate preparation in methods and techniques of teaching, team teaching, teaching based on objective and evaluation approaches, group approaches like seminars, symposia, discussions, workshops, supervised self-study, problematic, dramatic methods and activity methods etc.

36. Demonstration lessons are given in different types of schools such as practicing schools, cooperating schools, demonstration schools and in the college itself. Post-demonstration discussion is followed in two ways: (i) open discussion, and (ii) subject group discussion.

37. Demonstration lessons are usually given by staff members of training colleges, school teachers, M.Ed. students, old
students of the T.E.Is. etc. Films as a source of demonstrating good teaching are becoming popular in a few colleges of Andhra Pradesh, Assam, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Karnataka, Uttar Pradesh, West Bengal, Tamil Nadu, Rajasthan and the Union Territory of Delhi.

38. Criticism lessons are arranged by the colleges either in the beginning, end or during the practice teaching programme. A few T.E.Is have them before the final examination in teaching or at any time during the session. Some colleges have fixed the number of such lessons while others have not done so.

39. Herbartian steps are encouraged for lesson planning in 155 T.E.Is, objective-based and evaluation approach in 135, activity/project method in 74 and matter and method in 63 T.E.Is. All the approaches are followed in all the States and Union Territories except Haryana, Himachal Pradesh, Jammu and Kashmir, Orissa, Tripura and the Union Territories of Chandigarh and Delhi.

40. Supervision of lessons for the full period is done in 152 T.E.Is while in 81 it is only partly done. Both the practices are common in Assam, Gujarat, Haryana, Kerala, Madhya Pradesh, Maharashtra, Rajasthan, Tamil Nadu, Uttar Pradesh and West Bengal. Supervisors in 112 T.E.Is. supervise lessons in their own subjects while in 150 T.E.Is. they
supervise lessons of all subjects. Both the practices are prevalent in all the States except in Himachal Pradesh, Jammu and Kashmir, and Orissa.

41. Teacher educators of 17 T.E.Is. in Gujarat, Haryana, Kerala, Madhya Pradesh, Karnataka, Punjab, Rajasthan, Tamil Nadu and Uttar Pradesh take regular classes in schools to provide remedial teaching, experimentation on methods and techniques, demonstration of new techniques and methods, etc.

42. Among co-curricular activities, organisation of literary activities—speeches, declamations, debates, workshops, seminars, guest lectures, educational talks, etc., artistic and cultural activities—songs, and musical concerts, painting, drawing, dramatics, role-playing, fancy dress shows, community dinners, cooperative hostel life, activities relating to religious and moral education, etc., educational tours, picnics, excursions, etc., social service, mass education, social education, night schools, etc., physical education, games, and sports, national regional local international days and festivals are very popular.

43. The maximum marks allotted for the entire B.Ed. course fall in the range of 650 to 1,250. The maximum marks allotted for theory, practice of teaching and practical work related to the theory papers are in the range of 400 to 750, 100 to 400 and 50 to 450 respectively, in most of the universities.
44. The assessment of theory, practice of teaching and practical work relating to theory papers is invariably both internal as well as external.

45. Internal assessment of theory papers is generally done through periodical tests, assignments and both periodical tests and assignment.

46. External examination of practice teaching is conducted in the form of a panel of examiners or a single examiner on the basis of generally two lessons. The main criteria of internal assessment used by most of T.E.Is. are lesson notes, preparation and use of material aids, black board work, subject competence, adoption of proper methodology, etc. Four types of procedure used by most of T.E.Is for internal assessment of the practice of teaching are in vogue: (i) Students performance on selected lessons, (ii) cumulative performance during the year, (iii) combination of the first and second, and (iv) average marks obtained during practice of teaching and participation in other activities.

47. Various criteria used for assessment of "additional skill" followed by T.E.Is, are the college itself doing the assessment through only principal or professor incharge or officer incharge or tutor or teacher incharge, work-report, work book or the trainees daily diary various other records, tests of the material etc.
48. Pass percentages for theory and practice of teaching range 25 % to 40 % and 35 % to 50 % and that for practical work between 40 % to 50 %. Aggregate of pass percentage of the entire B.Ed. course generally varies from 33 % to 50 %.

49. Out of 62 universities and State Education Departments, 58 universities and State Education Departments award first, second and third divisions and 4 universities award only 'Pass' and distinction. Besides, 24 universities out of 58 also award Distinction marks along with these three divisions. First division starts at 60 %, second division is from 49 % to 50 % and third division from 33 % to 40 % in most of the universities. Distinction is fixed at 60 % to 75 % in 28 universities.

50. Out of 62 universities and State Education Departments, 24 (38.7 %) universities declare combined results of theory and practice of teaching, 32 universities and State Education Departments announce result in theory and practice of teaching separately and 5 declare the B.Ed. result in three parts: (i) Theory, (ii) Practice of Teaching and (iii) Craft work, communities activities.

51. Out of 230 T.E.Is, 177 (77 %) are housed in their own buildings, 50 (21.7 %) in rented buildings, one in partly-owned and partly rented building and two are housed in rent-free buildings. 70.9 % T.E.Is. consider their buildings adequate for their requirement.
52. About two-third T.E.Is have adequate classrooms, 54.5% have adequate subject rooms and 29.2% have adequate tutorial rooms. Adequate staff rooms are available in 63.5% T.E.Is. and adequate assembly halls in 47.6% T.E.Is, 24% T.E.Is. possess adequate men's common rooms whereas 46.8% have adequate women's common rooms.

53. About two-third of the T.E.Is consider their libraries and 53.6% their reading rooms adequate for their requirements.

54. There is a lot of variation in the total number of books in the libraries of T.E.Is. 33.6% T.E.Is have 2,500 or less than 2,500 books as against 14.7% T.E.Is having more than 10,000 books in their libraries.

55. 49.2% T.E.Is have General Science Combined laboratories for different science subjects, 19.5% have independent laboratories for Biology, 20.8% for Chemistry and 20.4% for Physics. Laboratories for Psychology are available in 48.3% T.E.Is. Home Science in 8.1% and Geography in 6.8% T.E.Is.

56. Separate audio-visual rooms are available in 33.5% T.E.Is only. Among audio-visual equipments, aids like epidiascope, film projector, film strip projector, tape recorders, record player, radio, gramophone, public address equipment, etc., are available in a number of T.E.Is. As
many as 150 (63.6 %) T.E.Is have film projector, followed by 124 (55.5 %) T.E.Is having tape recorder, 103 (43.6 %) filmstrip projector and 99 (41.9 %) record player.

57. Out of 246 teacher educators, 4 % are male and 26.0 % are female. Of these teacher educators, 91.4 % are full-time and 6.6 % are part-time.

58. The teacher pupil ratio in T.E.Is offering only B.Ed. or its equivalent courses is found to be 1:12, whereas the teacher pupil ratio in T.E.Is having B.Ed. along with M.Ed. is 1:11.

59. Out of 2,446 teacher educators, the qualifications of 2,430 are available. Of these, 5.5 % are Ph.D., 34.6 % M.A., M.Sc., M.Ed. and 33.3 % M.A., M.Sc., B.Ed. The remaining teacher educators have other qualifications.

60. About 17.0 % T.E.Is report that they face difficulty in getting properly qualified teacher educators in Science subjects, 9.6 % in English and 7.3 % in Mathematics.

61. There is a lot of variation in the pay scales of teaching staff in between the States and within the States. Mostly the pay scales of different categories of teaching staff in the university departments, colleges are higher than those in government and privately managed T.E.Is. except in the States of Tamil Nadu and West Bengal. In Tamil Nadu the lecturers working
in government and private institutions and in West Bengal the lecturers in government's institutions are given a little higher start than those in University departments colleges. However, the Lecturers in Universities departments colleges in both the States enjoy a higher maximum in the pay scale than their counterparts in government and private institutions.

62. It is revealed that the average recurring expenditure incurred by T.E.Is on different types of teacher education courses, increased from Rs. 99,919 in 1968-69 to Rs.1,10,939 in 1969-70 and to Rs. 1,24,140 in 1970-71.

63. The per capita recurring expenditure of T.E.Is offering only B.Ed. or its equivalent courses is found to be Rs. 635 in 1968-69, Rs. 721 in 1969-70 and Rs.780 in 1970-71.

64. The per capita recurring expenditure of T.E.Is offering B.Ed. along with M.Ed. course is found to be Rs. 896 in 1968-69, Rs. 859 in 1969-70 and Rs. 983 in 1970-71.

1.4 Research Studies From Other Sources

The following research studies have been quoted from the sources other than National Surveys of Teacher Education:

Maharashtra (1964) State Board of Secondary Education made a survey of the Teaching of English and Hindi in Secondary Schools at Poona and found that the present position of schools with respect to the percentages of trained graduate teachers
incharge of these two subjects -- English and Hindi -- is far from satisfactory. The percentage of graduate teachers, with English (either at M.A. or B.A.) and Hindi (either at M.A. or B.A.) is only 45.8 and 41.4, respectively. Again the percentage of trained graduates, i.e., M.A. (with English), B.T./B.Ed. and B.A. (with English), B.T./B.Ed. and M.A. (with Hindi) B.T./B.Ed. and B.A. (with Hindi), B.T./B.Ed. is still lower, i.e., 31.9 and 22.2 respectively. There is also a large proportion of non-graduate teachers (English, 17 % and Hindi 45 %) who are placed incharge of teaching both the subjects to standards X and XI. So the analysis of the replies brings out the following main academic and administrative difficulties experienced by heads of secondary schools in respect of teaching both the subjects: (a) paucity of trained and experienced, (b) low standard of pupil owing to poor teaching in primary schools, (c) inadequate time for teaching the subject, and (d) heterogeneous and over-crowded classes.

The headmasters have stated that the optional character of English subject, lack of interest and effect on the part of pupils, unsuitable atmosphere for teaching the subject, defective text-books, unsuitable method of teaching etc, are also some of reasons for the present lowering of standard of English. Consolidation of replies provides many useful and concrete suggestions for mere effective teaching of the two subjects.

Maharashtra (1966) State Board of Secondary Education
made a survey of the teaching of English and Hindi in Secondary/Higher Secondary Schools in Nagpur and Aurangabad Divisions, Poona and found that the percentage of trained teachers (M.A. with English, B.T./B.Ed., B.A. with English, B.T./B.Ed. is still lower, viz., 26 for Nagpur division and 17 for the Aurangabad division as against 32 for Poona division. The percentage of trained graduate teachers (M.A. with Hindi, B.T./B.Ed. and B.A. with Hindi, B.T./B.Ed. for the three divisions is 26 (Nagpur), 14 (Aurangabad) and 22 (Poona). It was found that the difficulties, in order of frequency showed some differences in the three divisions. These difficulties are: (a) dearth of experienced and qualified teachers, (b) poor knowledge of grammar and composition of the mother tongue, (c) low standard of pupil due to poor teaching in primary schools and (d) low standard of pupil coming from rural areas.

Marr, Singh, Ardra and Gupta (1969) made an intensive study of three colleges of Education in Punjab, N.C.E.R.T., New Delhi, found that (i) both the staff and the students agreed that syllabus was predominantly theoretical and pleaded for change so as to emphasise practical work and more time allocation for teaching subjects; (ii) the teacher educators differed on specific skills and understandings as objectives of the programme; (iii) need was felt for more demonstration lessons by faculty members, each student
was required to give two discussion lessons and to observe about thirty lessons given by other students, (iv) respondents by and large, expressed their concern regarding the supervision of teaching practice as the supervisors could not devote adequate time to each student, and partly because it was often done by supervisors who did not know the subject, (v) evaluation of student teaching on the basis of two final lessons was considered unsound and it was advocated to assess the performance throughout the year; (vi) fifty percent of marks in each paper were allocated for internal assessment, there was no attempt to coordinate the internal awards, (vii) usually teacher educators followed lecture methods; (viii) they expressed difficulties in adopting innovations due to lack of proper educational background and study habits and want of time.

Rastogi (1969) made a survey of the supervision of practice of teaching of students of B.Ed. course through correspondence and found: (i) percentage of students whose lessons were discussed by school principals was 95, and by the CIE staff 98; (ii) Average number of lessons discussed by the principals was six, and by the CIE staff three. (iii) Percentage of supervised students by the principals was seventy eight, by the CIE staff 26.5. (v) Four types of remarks were given to the student teachers, viz., neutral, negative, suggestive and appreciative, (v) With regard to different aspects of lesson plans high weightage was given to
three aspects -- development, question and response -- and use of blackboard; low weightage was accorded to assignment, subject matter and recapitulation aspects; (vi) there was predominance of appreciative remarks from principals given to both men and women student teachers, (vii) Types of remarks from the principals as well as the C.I.E. staff varied from subject to subject in respect of men and women student teachers, (viii) The experience-wise analysis revealed that in case of principals the percentage of supervised men students was higher in the ten years experience category and that of women students in three to six category and that of women students in seven to ten year category.

Srivastava (1970) made a survey of Evaluating the Practice Teaching in Teacher Training Institutions and found the practice teaching formed an essential and compulsory item in all teachers preparation programmes irrespective of the fact that the requirement of study and activities for obtaining degree in education were not the same in all the institutions. Place of practice teaching was determined either by relative weightage in terms of examination marks allocated for practice teaching in the total programme. The marks allocated to practice teaching ranged from a little less than 30 % to 100 % of the marks in theory. There was a great deal of agreement among institutions with regard to number of
teaching subjects required to be opted for practice teaching, but there was no such agreement on the total number of lessons a student teacher had to teach or the amount of time he had to spend in completing the practice teaching. Almost all the institutions declared the results of the examinations in the theory and practice separately. The contents of sessional work evaluation were many and varied as theory work, craft and visual education, psychology practicals, extra-curricular activities etc. Majority of the institutions had some system of internal assessment and most of the institutions did not give more than 50% of the total marks for practice teaching in internal assessment. The practice of evaluating class teaching were either all internal or all external examinations or combined. About 76.8% of student-teachers developed unfavourable attitude towards practice teaching.

Patel (1971) made a critical evaluation of the organization of Audio-visual Education Training Programme in Secondary School Teachers Training Colleges in India and found that the curriculum was found to be inadequate in most of the training colleges. Most of the colleges did not revise the course outline. Only five colleges were found to revise it on the basis of changing needs. It was found that there was an acute shortage of qualified and experienced staff. The topic taught in the theory of
audio-visual education were of elementary in nature. Limited practical experience was given in the field. Facilities like audio-visual laboratory, workshops on classroom were rarely available in colleges. No specific method was followed for the selection of candidates for audio-visual training programmes. The science graduates with some allied experience in the field were preferred in some cases. The college did not spend an adequate sum of money on equipment, research or books for the audio-visual laboratory.

Joshi (1972) made a study of innovation and change in teachers' colleges and found.

In connection with the innovative practices of colleges of education, it has been noted that there is a trend to increase the duration of B.Ed. courses. Indian and South-East Asian countries have included courses which have a rural bias, while in the U.S.A. new courses are emerging for special needs of the schools and children. Increasing interdisciplinary and interdepartmental approaches leads to upgrading of syllabi in the teacher education programmes. The area of the method of teaching shows great variety and divergence in the colleges of education in different countries, with the recent development and advances of technologies in the field of education its impact on teaching techniques. Inservice education is comparatively new in teacher education
programmes in India and South-East Asian countries. The concept of open university has been tried out in U.K. In connection with acceptance of and resistance to innovation it was stated that there was no category of acceptors as opposed to the category of rejectors. The investigator has suggested innovations for the teacher education programme in India and has developed a conceptual curriculum development model.

Sharma (1973) made a critical study of compulsory courses in the theory of education offered by Indian universities for the B.Ed./B.T. degree and found:

(1) Out of 30 university, 27 had not explicitly stated the aims of compulsory theory paper prescribed by them for the training of secondary school teachers, the remaining three had stated the aims vaguely.

(2) The number of compulsory theory papers generally ranged between four and six, and it varied from one university to another without any clear purpose or sound logical basis.

(3) There was no uniform policy adopted by the universities with regard to the little of the compulsory theory papers.

(4) Indian universities did not seem to have adopted a uniform policy regarding combinations of theory courses generally, they had lumped arbitrarily any two courses as
sections of a single paper.

(5) A large number of secondary school trained teachers maintained that subject knowledge helped them most and training helped them least in becoming successful teachers.

(6) Nearly 55% of the teachers found their training only somewhat 'useful' about 39% found it really 'useful'.

Bhardwaj (1974) made a critical study of the Development of Teacher's Education in Rajasthan and found:

13 institutions out of the total sample were run by private managing committees, two were run by state government, one by the NCERT, and four were aided by State Government. 70% of the institutions were residential while 30% were partly residential. In all the institutions the student council existed, while the staff council existed in 80% of institutions. The minimum qualification required for the admission to one-year B.Ed. course was a bachelor's or master's degree with two teaching subjects at the graduate level. The criteria for selection were written test, interview, academic records and credit for co-curricular activities. Number of students admitted to institutions vary from one institution to other. Medium of instruction was Hindi or English. Courses of study also differ from university to university. In all the institutions external as well as internal system of examination prevailed.
Teachers were paid government grades along with the prescribed allowances. Inservice and extension programmes also existed in some institutions. Seventeen to eighty-five percent of institutions did not have any difficulty in getting qualified staff.

Desai (1974) made a study of the Development of Secondary Teachers' Education in Gujarat State since 1974 and found:

(1) In India, the number of colleges of education increased from 41 in 1947 to 354 in 1972, whereas in Gujarat State this number went from one in 1947 to 40 in 1972.

(2) The total intake capacity in the class was 100 in 1947.

(3) The percentage of trained teachers in Gujarat State increased from 59.2 in 1960-61 to 79.28 in 1970-71. The percentage of trained teachers in Gujarat was higher than that in India.

(4) The facilities for inservice education of Secondary teachers were provided only after independence. In Gujarat two extension centres were set up in 1955-56. There were four extension centres and six extension units attached to colleges of education in Gujarat at the time of study.

(5) The weightage to internal assessment increased differently, the range being from 17.5 to 100.0 per cent.
(6) The total marks for theory and practice varied from university to university. They ranged from 850 to 1,100.

Joshi (1972) made a study of innovations in teacher training institutions and found:

(1) In the area of method of teaching, popularly used methods of teaching were question-answer and objective-based teaching.

(2) The use of micro-teaching, programmed learning interaction analysis, and self-learning projects were negligible.

(3) 81 per cent of the institutions frequently used lecture method in their theory classes.

(4) Not many institutions nor the instructors were involved in the inservice programme of elementary teachers.

(5) In Rajasthan some innovations were reported, e.g., there were three institutions to organize regular programmes of inservice education, the teacher training institutions provided training on ungraded unit and a new experiment on first introduction to teaching was undertaken. The most significant factors of resistance to innovations as reported were: lack of facilities, lack of funds, lack of time to pursue the new ideas, lack of professional guidance and lack of support from education department.
Kohli (1974) made a critical evaluation of curriculum for teacher education at B.Ed. level in Punjab and found:

(1) Sessional work was useful but it had to be organised in a more serious manner;

(2) theory should be reduced to 50% and practical work should be increased accordingly;

(3) considering restructuring, some of the optional papers like school organisation could be included in the paper in principles of education;

(4) block practice teaching could better be replaced by practice of internship under the charge of practising schools;

(5) need was felt to extend the duration of training to two years instead of the existing one year system;

(6) organisation of specified curricular activities was a felt need;

(7) need was also felt in respect of annual review of the curriculum by a committee of teacher educators; experienced heads of the schools and school teachers.

(1) Teaching was considered as a profession in U.K. and the U.S.A. (but not in India) resulting into initial training in U.K. and preservice teacher education in the U.S.A.;

(2) the academic of the colleges in U.K. was limited to the degree of implementation of the programme; but in India the university prescribed the requirements which were obligatory to be observed by colleges of education;

(3) the expenditure was shared by the department of education and science, local education authorities and the local bodies in U.K.. In the U.S.A. it was shared by the federal government state government and local bodies, while in India it was shared by the state government, private endowment, fees and management.

(4) the number of lessons to be given by a student teacher was fixed only in India; in U.S.A. the professional laboratory experience was given to the students only in the third and fourth years of the basic programme.

Marker (1975) made a survey of Teacher Education in the State of Maharashtra and found:

(1) There was substantial increase in the colleges of education since independence.

(2) Fourfold and sixfold increase, respectively, took place in the number of secondary schools and students in secondary schools between 1949 and 1971.
(3) Increase in the number of trained teachers was more marked than that of untrained teachers.

(4) There was an upward trend in the expenditure on colleges of education in the various Five-Year Plans.

(5) There was no long term plan of development of teacher education by the department of education.

(6) Physical resource development predominated human resource development in teacher education.

(7) The state-level institutions set up for pre-service and in-service education were generally out-dated and lack sufficient accommodation.

(8) All the six universities in Maharashtra offered a general bachelor of education course.

(9) The B.Ed. syllabi were revised infrequently.

(10) Policy decisions were processed through the Deputy Director of Education incharge of Teacher Education for Maharashtra.

(11) Students were dissatisfied with the teachings in B.Ed. and evaluation as there was no significant improvement in the quality of teacher education at the secondary level.

Rao (1976) made a study of Self-Perception, Achievement, Motivation and Academic Performance of the Prospective
Secondary School Teachers and found that there was a significant difference in n Ach. levels between the students who stayed in the hostel during B.Ed. training and the students who attended B.Ed. training from homes.

Safia Sultana (1976) made a study of academic difficulties of student-teachers, Department of Education, Aligarh Muslim University, Aligarh and found:

(1) Course content of theory papers specially philosophy and psychology is difficult.

(2) Teacher's teaching method, i.e., no chance for the students to clarify their difficulties during the class periods are another area of difficulty.

(3) Majority of the students, who have not been to English medium instructions before, find it difficult to switch over to the English medium at this level.

(4) On the basis of their experience of practising teaching, their main difficulty is that what is being taught in methodology classes is not acceptable to school teachers and they hardly agreed that new methods be tried out in actual classroom teaching.

(5) Supervision remarks made by the method teachers are contradictory and student teachers get confused and do not know whose suggestions they follow.
(6) The whole programme is so overcrowded that they do not
get enough time for participating in other activities.

(7) Most of their difficulties persist because the teacher
educators never try to keep any out of class contacts with
them.

Shukla (1976) made a critical and constructive study
on an investigation into the Secondary Teacher Education
Programme in Orrisa and found that:

(1) There were five state controlled and one NCERT controlled
coeducational teacher training institutions in Orrisa.

(2) Emphasis of the curriculum was more on theory than that
of practice.

(3) The curriculum paid little or no attention to the content
knowledge of the student teachers and the evaluation of
student was far from satisfactory.

(4) The admission of students into teacher education was
not based on admission test. The procedure followed was
subjective and differ from one institution to another.

(5) The staff ratio was found to be 1:19.

(6) About 53 % of teacher educators did not possess the
qualification recommended by the education commission of
1964-66.
Damodar (1977) made a critical investigation into the practice of "Student-Teaching and Evaluation" Programme in the training colleges of Andhra Pradesh and found:

1. Majority of colleges of education were lacking facilities like accommodation, equipment, etc.

2. About half of colleges of education were not having extension services department.

3. Lectures on theoretical aspects of student teaching, conducting tutorials and showing specimens of notes of lessons were found common in all the three universities.

4. Practice in lesson planning, preparation of aids, school visits, were found common in all the colleges.

5. Except Osmania College of Education, all other colleges were demonstrating lessons before and after the starting of student teaching programme fixing the number of lessons at 8 or 12 in the syllabus.

6. All the colleges were following objective base lesson planning.

7. Organisation of student teaching in all the colleges was found to be similar.

8. Majority of colleges were not having model or practising high schools and they were depending on 15 to 25 surrounding schools for this purpose.
(9) Supervision was found to be a joint venture of college method master, staff, tutor of the college of school subject master.

(10) The record of evidence for the assessment was found to be the same in all the three universities.

(11) Weightage of marks for various aspects of student teaching varied among the three universities.

(12) Student teaching was taken as a formality just for fulfilling the syllabus prescription, but not in an effective manner to realize its full spirit.

Gupta (1977) made a study of some selected inputs for improving education of Secondary School Teachers (B.Ed. level) in Punjab and found:

(1) The colleges of Punjab were not functioning well but were not stagnant too.

(2) In spite of the improvement in inputs, the quality of output had not commensurately resulted.

(3) The process in the colleges of education rested upon a complete absence of any effective kind of learning theory.

(4) From the point of view of input of organisational climate, leadership style, and teacher morale, the colleges of education were not in perfect health.

(5) Only six of the 17 principals showed the H.H. leadership
style, i.e., high both in task achievement and need satisfaction. In most cases the teachers morale was average.

Mehare (1977) made a study on evaluation of administration of secondary teachers' training colleges in Maharashtra with special reference to Principals' role and found:

(1) The colleges could be arranged on a curriculum with 'open' and 'closed' climates as extremes. The colleges of greater Bombay were found to be more open than the colleges in towns.
(2) Significant relationship existed between administrative experience and climate types but not with the age of principals. No relationship were found between climate types and types of management or newness of the college.
(3) Variation in teacher morale existed in colleges of education but was not related to the age of the principal.
(4) Teacher morale was found to be dependant on their faculty experience, but not on type management, year of establishment of the college or their own age.
(5) College climate was closely associated with teacher morale.
(6) Rapport among teacher educators was more in 'open' climates' than their counterparts.
(7) Positive and significant relation was found between the
perception of teacher education about the behaviour of the principal and his own perception about himself.

(8) The factorial analysis revealed four factors, viz., Democratic Training, Staff Attitude, Plant Economy and Finance, as independent in measuring the effectiveness of the teacher education programme, which was different in different colleges.

Singh (1977) made a study on Adoption and Discontinuation of Innovation in the Preparation of Secondary School Teachers in India and found:

(1) Only a limited percentage of secondary teacher training institutions (from 6.6 to 11.4%) had adopted objective criteria and standardized procedure for admission.

(2) About 85.6% of secondary teachers training institutions prescribed flexible method of teaching for student teachers.

(3) About 56.9% per cent to 82.2 per cent of the institutions had adopted activity and group discussion methods of teaching.

(4) About 85.1% of the institutions gave weightage to internal assessment.

(5) Frequently discontinued innovations, were those that involved heavy expenditure for which training institutions had to depend on other financing agencies.
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(5) Frequently discontinued innovations, were those that involved heavy expenditure for which training institutions had to depend on other financing agencies.
(6) The adoption of innovations related to admission, foundation courses, experiences at laboratory phase, practice teaching and methods of teaching were not related to the nature of institutions.

(7) Institutions which had teacher educators exposed to foreign influences through visits, literature and other means of communications, had been able to adopt a large number of innovations.

(8) Decisions regarding the adoption of a large number of innovations had been made by external agencies without involving the actual practitioners.

(9) Teacher training institutions in India had not developed experimental attitude towards new ideas, methods and practices.

Bhatnagar (1979) made a study of organisational climate of the teacher training institutions of Uttar Pradesh and its relationship with their effectiveness and found:

(1) The organisational climates of teacher training institutions in U.P. were characterised by high level of hinderence, teacher authoritarianism, high academic emphasis, low level of discipline and control and lack of facilities. The overall picture emerging was not impressive and good.

(2) The colleges differed among themselves significantly with regard to each dimension of OCDQ.

(3) The stereotype of non-governmental teacher training
college's organisational climate indicated high hinderance, high democracy and freedom and high lack of facilities. The stereotype of organisational climate of government teacher training colleges meant high social support, high authoritarianism, high trust, high academic emphasis and high discipline and control. A significant difference existed between them on all the nine dimensions of OCDQ.

(4) The men's training colleges had better social support, greater trust, more academic emphasis and better discipline and control than the women's institutions.

(5) The organisational climate affected the effectiveness of the institution.

(6) The trust and academic emphasis were more predominant in the climate of university department than the climate of the college department. But on the whole, the climate of the two groups of teacher training colleges were similar.

Gupta (1979) made a study of the In-service Teaching Needs of the Secondary Teacher-educators, Department of Teacher Education, NCERT and found:

(1) There was some measure of association, though not very strong, between the qualification of secondary teacher educators and their in-service education proneness.

(2) There was a small measure of association between the
teaching experience and the in-service education proneness of teacher educators.

(3) In view of emerging curricular changes at the school level and subsequently at the teacher education level, the in-service education courses required by secondary teacher-educators were identified: (a) Socially useful productive work, (b) vocationalization, (c) working with community, (d) non-formal education, and (e) pedagogical and methodological subjects.

(4) By and large there was congruence between the qualifications and the instructional allocation, except in the case of those S.T.E. who were involved in the teaching of Methodology of Teaching Geography as they did not have any degree in Geography.

Pathak (1979) made qualitative and quantitative analysis of the study of Teacher Education in Eastern U.P. and found:

(1) Physical facilities and equipment were, by and large, quite inadequate in most institutions.

(2) There was a rapid increase in the number of teacher education institutions during the seventies and the number rose from 16 in 1973 to 33 in 1978.

(3) 83 percent teacher-educators were males. Demographically the group was dominated by rural-born, high caste male Hindu teachers in the age group 30-40.
(4) Their attitude towards teaching profession was by and large unfavourable, only 13 per cent had a positive attitude.

(5) The most dominant motive for entering the teaching profession was the opportunity to pursue studies throughout life. The other viable motive for entering the teaching profession was the opportunity to work honestly and an interest in teaching, however, the weakest motive was the opportunity to give a new direction to the society.

(6) The courses of study and co-curricular activities of the three universities of Eastern U.P. were traditional and superficial, the instructional programme being pursued in a slipshod manner; innovations were, by and large, unknown or unpractised.

(7) The quality of the input and the output of teacher training institutions varied from university to university; the state of residential universities was better than that of the department of education in the affiliated colleges.

George (1980) made a study of effect of Micro-teaching on Teaching Self-concept and Teaching competence of student-teachers, Department of Educational Research and Studies, N.E.H.U. and found:

(1) There was significant difference between the pretest and
the post-test mean teaching self-concept scores of the control group of the student-teachers.

(2) There was a significant difference in the pre-test and the post-test mean teaching self-concept scores of the experimental group of the student-teachers.

(3) There was a significant difference between the mean gain scores in teaching competence of the control group and the experimental group of the student-teachers.

(4) Micro-teaching facilities enhancement of the teaching self-concept of student-teachers.

(5) Micro-teaching proved effective in improving the teaching competence of student-teachers.

(6) The microteaching treatment followed by the summated strategy of integration of teaching skills was superior to the microteaching treatment based on independent teaching skills in improving the teaching competence of student-teachers.

Mohan (1980) made a study of Effectiveness of Teacher Training Programmes and found:

(1) The teacher training departments did not have adequate buildings or equipments.

(2) None of them had hostels for girls students. The hostel facilities for boys were not satisfactory.
Quite a few teacher-educators were not adequately qualified to supervise teaching practice in the subjects in which they were supervising the lessons.

None of the teacher training departments had provision for extension services.

The process of admission was too lengthy and took more than two months for completion.

The duration of the training course had become very short and covered only 118 working days.

None of the training departments had their own practising schools.

The time spent on practice-in-teaching was too short as schools were not available for a longer time.

The examination for practice-in-teaching had become a force as the examiners did not observe the lessons for adequate time.

The majority of the respondents were not satisfied with the efficiency of the training programmes.

Pandey (1980) made a critical study of Supervision Practices and found:

No teacher training department had a separate building. They had to share the classroom with other departments of
colleges. They could not have specially equipped rooms for teaching science, history, geography etc. They did not have tutorial rooms where they could sit and discuss the lesson plans with the trainees.

(2) Most of the colleges did not have hostel facilities.

(3) Some of the teacher-educators did not have the adequate knowledge of subject matter in which the trainees delivered their lessons. Their work load was very heavy and 48% of them did not have favourable attitude towards their profession.

(4) Facilities for organisation of teaching practice were not adequate. Most of the training departments did not have their own model schools. They found it rather difficult to persuade schools to allow their trainees to have teaching practice. 50% of the principals of the schools where the trainees went for practice-teaching had negative attitude towards training programme.

(5) The trainees did not take adequate interest in planning their lessons. They somehow tried to complete their work.

Srivastava (1980) made a study on Functional Utility of the Method of Selection for Admission to the B.Ed. courses of the colleges Affiliated to Gorakhpur University and found:

(1) By limiting the number of seats and fixing the teacher-pupil ratio in the colleges the quality of training had improved.
(2) Malpractices in admission had been reduced.

(3) Emphasis on academic record had led to the selection of better candidates.

(4) The new procedure was too lengthy and consequently the process of admission took too long.

(5) There was over emphasis on academic achievement and other characteristics that could be helpful for teaching were ignored.

(6) Rules regarding attendance had not been fixed.

(7) No rules had been framed to make participating schools available.

Dubey (1981) made a comparative study of Secondary Teacher Education in Madhya Pradesh and Maharashtra and found:

(1) In Madhya Pradesh the number of colleges of education rose from two in 1947 to 51 in 1978.

(2) In Madhya Pradesh 80 per cent of the colleges were government and 61.5 per cent private colleges.

(3) Detailed description of the teacher education programmes in Madhya Pradesh were provided with reference to admission criteria, teacher candidates, their age, details of curriculum including its structure, objectives and contents of each paper, practical training in teaching, craft education and
sessionals, preparation of aids, number of observation and criticism lessons, educational trips and so on.

(4) The number of practice lessons in Maharashtra varied between 30 and 40, except Bombay University where it was 20, in Madhya Pradesh also there was provision for 40 lessons but student-teachers taught 30-33 lessons.

(5) The duration of teacher education in both the states was one year.

(6) In Maharashtra, despite the provision for selection for admission, the colleges of education faced the problem of recession in the environment of students. The teacher who came for training without pay faced severe financial problems.

(7) The teacher educators low salary prevented them from subscribing to journals, inadequate library stock in most of the colleges prevented them from keeping themselves up-to-date.

(8) In the practice teaching programme no training was given in conducting out-of-class activities and school management.

(9) The problems in Madhya Pradesh regarding teacher education were: Absence of clear-cut evaluation procedure in the curriculum documents, lack of financial provision for practice teaching in villages for freshers, lack of coordination
between the intake of student-trainee and their placement and late admission.

Rai (1982) made a survey of the Problems of Teachers Training Colleges with regard to Practising Schools and found:

1. Fifty-three per cent of the student-teachers of Uttar Pradesh and 31 per cent of Gujarat admitted that they failed to do their responsibilities satisfactorily due to lack of time.

2. Sixty-four per cent student-teachers of Uttar Pradesh and 82 per cent of Gujarat opined that demonstration lessons were useful for them. Introducing and dividing the unit in proper way were the problems of student teachers of Uttar Pradesh and Gujarat.

3. Student teachers of both Gujarat and Uttar Pradesh felt that block teaching system created strain.

4. Student teachers of Uttar Pradesh had more problems to face than those of Gujarat.

5. Seventy-four per cent of teacher educators of U.P. and 36 per cent of Gujarat reported that they failed to perform their responsibilities during student teaching satisfactorily. Of the teacher educators of Gujarat 76% against 28% of U.P. expressed their satisfaction with their supervisory functions.
(6) The teacher educators felt that student teachers wanted spoon-feeding. They faced the problem of limited periods of practice teaching allowed by schools.

(7) The principals of training colleges felt that they were unsuccessful in realizing the objectives of student-teaching because of lack of cooperation from the school and inadequate time.

(8) The headmasters of the practising schools of U.P. and Gujarat were not happy with the teaching by student-teachers.

(9) The educationists felt that the objectives of student teaching were not realised, the quantum of student-teaching was not adequate, supervision was defective, relationship between colleges and schools was not harmonious and evaluation was defective.

Sharma (1982) made a survey of the Progress and Problems of Teacher Education in India and found:

(1) Even after a lapse of 16 years, from the publication of Education Commission Report (1966), teacher education programmes had not undergone any marked improvement.

(2) Methods of teaching and evaluation being used in training institutions were traditional.

(3) There were evidences to show that there was lack of research data in the field of teacher education.
(4) There was a need of organising refresher courses, short-term-intensive courses in special subjects, practical training, workshops, and professional conferences at both the levels (primary and secondary) of teacher education programmes.

Singh (1982) made an Evaluative study of Teacher Education in Bihar and found:

(1) At the primary level, about 60 per cent of the teacher-educators were trained graduates and their performance was not satisfactory.

(2) Over 77% colleges had no building of their own while 65% colleges had their own buildings in poor condition.

(3) A majority of the colleges had adequate staff, library, equipments and laboratory.

(4) In-service programmes were not carried on effectively and there was little attention paid to follow up programmes.

(5) The evaluation process had remained traditional.

(6) Practice teaching in colleges of education was being neglected by the method masters.
1.0 Introduction

In India teaching profession has been considered as a revered profession since the beginning of history. The teacher was responsible not only to provide knowledge and skills but also to lead and guide his students. Naturally the qualities which were expected from the teachers were of very high order. In ancient times the teacher was selected by the students on the basis of his reputation. In those days it was not an easy task to earn reputation because the means of communication and transport were very limited.

1.1 Ancient India

As time passed and the caste structure of the Hindu society became rigid, the teaching became a hereditary vocation for which only Brahmans were entitled. Naturally the choice of selection of the teachers became narrow, which ultimately had its impact on the quality of the teacher. Education became less and less creative and more and more mechanical.
1.2 Medieval India

During medieval period teachers enjoyed high reputation. They were called Ulemas. During this period teaching was not hereditary. Teachers in Madrasas were common men.

1.3 British India

The East India Company took the responsibility for education very late. The first teacher training institution was opened at Sarampur (Bengal) in 1793. It was established by Christian missionaries. Doctor Bell introduced monitorial system in Madras in 1789 which continued till 1796. The Bell and Lancaster system became the cornerstone of teacher training schemes for many years. In 1819 the Calcutta School Society introduced teacher training for elementary education. Hon'ble Mount Stuart Elphinstone in his Minute of 1823 placed the improvement of mode of teaching first in the measures for the spread of education. In 1824 Bombay Native School Book and School Society recommended that school for educating teachers be immediately established. Similar step was taken by Madras Society that very year. By 1826 teacher education gathered momentum. Twenty-four teachers trained in the Bell-Lancaster system were distributed in Bombay Presidency. In 1826 Madras established the first normal school under government management which latter on became Presidency College, Madras. In 1847 Bombay had its
first normal school. In 1849 Calcutta established a normal school. In 1851 the new Poona College introduced a normal Department for Teacher Training. In 1852 Agra established a similar school.

In 1854 Wood's Despatch gave special impetus for the training and recruitment of teachers. In 1856 the Madras Normal School was established. Banaras also started a Normal School the same year. Meerut established its school in 1857. The Despatch of 1859 gave great emphasis on teacher education.

In 1862, Government introduced the Normal School System in Bengal according to which the teacher of an indigenous school was sent to Normal School for one-year training. The course of studies at the training school included reading, writing, and Arithmetic as well as accounts and mensuration upto the full indigneous standard. In 1880 a Training College at Lahore was established.

In 1902 there were six training colleges at Saidapet, Rajamahendry, Kurseong, Allahabad, Lahore and Jabbalpore and only Bombay was the major province that had not organised a training institution for secondary teachers. In 1912 there were 15 training institutions for teachers in secondary schools which offered instructions to nearly 1,400 students.

In 1921-22 the number of Training Colleges for Secondary
(English) teachers increased to 13 as against 6 in 1904. There were 15 training colleges for training teachers for secondary school with an enrolment of 1,488 students in 1936-37 and the number of women teachers showed an even greater increase. In 1946-47 the total output of trained teachers was 2,100 men and 1,307 women.

1.4 Post-Independence Period

In 1953 the Secondary Education Commission was appointed to consider the problems of school education including teacher education and suggest measures for improvement.

The Government of India decided in 1956 to provide in-service training facilities for secondary school teachers for which it established Extension Services in about 23 Teachers' Training Colleges.

The National Council of Educational Research and Training (NCERT) was established in 1961. It laid emphasis to examine, evaluate and coordinate the teacher education programme conducted by the State Department of Education and the universities and to take measures that lead to an all-round development as improvement in teacher education. A chain of State Institutes of education was started in 1964 with the establishment of one such institutes in 12 States. The CABE held its 23rd meeting in 1965 for the improvement of teacher
education. Summer school-cum-correspondence in four Regional Colleges of Education and Central Institute of Education, New Delhi, leading to B.Ed. degree, was introduced in 1966. This was done to clear the backlog of untrained teachers. Different agencies were set up by the Education Commission (1964-66) for the maintenance of standards in Teacher Education.

In 1967 summer Institutes of Selected teacher's college for in-service education of teachers of secondary schools were introduced. These summer institutes were mainly organised for the teachers of science and mathematics in collaboration with U.G.C., N.C.E.R.T. and U.S.A.I.D. (United States Agency for International Development).

The Report of the Second National Survey of Secondary Teacher Education in India was published in 1969 by NCERT. In 1972 the Government of India established a National Council for Teacher Education consisting of 41 members -- Union Minister of Education as president, one representative from each of U.G.C., All-India Council for Technical Education, CABE, Planning Commission, NCERT, and 12 experts from teacher training institutions. In 1973, 99 summer institutes in Science and Mathematics were organised at different centres all over the India by NCERT. 26 Statewise working groups were set up in 1974 to study the status of teacher education in the
country. In 1975, the Third National Survey of Secondary Teacher Education was conducted and an All-India Conference was also organised for the finalization of B.Ed. and M.Ed. courses in elementary teacher education. Regional colleges of education started a correspondence-cum-contact course for the orientation of teacher education in 1977. In 1978 the National Council of Teacher Education appointed four Regional Study Teams having principals of Regional Colleges of Education as its Chairmen, one member from the Department of Teacher Education of the NCERT and five members from the States of the region, to study the problems of teacher education in different regions and to suggest ways and means to raise the standard of Teacher Education.

1.5 Teacher Education in Jammu and Kashmir State

Jammu and Kashmir established the first school on modern lines in 1881 which required a new system of teacher training. The State did not have its own teacher training school so it started sending its teachers for training to Lahore Normal School and Central Training College, Lahore. In the first quarter of the present century the training institution known as Normal School was opened at Srinagar. This school prepared teachers for Junior Vernacular and Senior Vernacular Examinations. In 1934 the senior class was shifted to Udhampur. Arrangements were also made for the training of women teachers and government girls' high schools at
Srinagar and Jammu introduced teacher training wing on the lines of normal schools. A new chapter was added to the history of teacher education in Jammu and Kashmir when basic education was introduced. In 1938 a teacher training school on basic education pattern was opened and a little latter another was opened at Jammu. The Government of Jammu and Kashmir used to depute graduate teachers to some universities for the BT degree. In 1940, a training class was started in Prince of Wales' College at Jammu for the B.T. examination of Punjab University. This college is presently known as Gandhi Memorial College.

After 1947 the teacher training programme got expansion. In 1951 there were only two training schools which had co-education. One was in Jammu region and the other in Kashmir region. In 1956 there were eight training schools, four were coeducational, two were for men and two for women. Out of these eight training schools four were in Kashmir region and four in Jammu region. In 1961 there were twelve training schools, six were coeducational, 4 for men, two for women. Out of these twelve training schools six were in Kashmir region and six in Jammu region. In 1966 there were eighteen training schools, seven were co-educational, six were for men and five for women. Out of these eighteen institutions ten were in Kashmir and eight in the Jammu region.
(a) M.C. Khalsa College of Education, Jammu

The teacher training college at the graduate level named M.C. Khalsa Education Institute was founded on the 7th May, 1936, and a start was given as a primary school and was raised to a college of education in 1989. The M.C. Khalsa College of Education and Home Science has been established under the auspices of M.C. Khalsa High School, Jammu, which has its own growing campus spread over a piece of land of 40 canals with requisite facilities and excellent teaching faculty. The first floor of the building is for the College of Education which consists of lecture halls, seminars' hall, reading-cum-library hall, science laboratory etc.

The management has seriously taken up the modernization of the existing hostel facilities for boys and girls separately.

The admission to the B.Ed. class in this College is open to the students who have passed B.A. or B.Sc. which includes graduates in Home Science or B.Com. examination of Jammu University or an equivalent examination of any other recognized university. Reservation of seats is permissible only in case of applicants belonging to the State of Jammu and Kashmir.

The syllabus and courses of study as prescribed and enforced by the University of Jammu for the B.Ed. courses are strictly followed by the institute. Practice of teaching
programme for the trainees is organised in ideal conditions in the experimental school attached with the college. The trainees are provided with a highly functional and well equipped library with standard work and books published in India and abroad. A large number of books, magazines and journals are being subscribed for to keep the readers abreast with latest knowledge in different branches of learning. To the trainees and faculty members, this library serves as a valuable resource centre. Fully equipped science laboratories are available for trainees to conduct science classes in their practice of teaching.

Trainees are provided opportunity of participating in research studies and collect data by paying visits to various educational institutions for their respective projects on significant and important topics related to education.

(b) **Model Institute of Education and Research, Jammu**

Another teacher training institution namely Model Institute of Education and Research (MIER) was started in 1936, and under whose auspices the MIER College of Education has been established. The institute is dedicated to the development of education new techniques, social welfare, research and training in India and other developing counties according to the best emerging trends in theory and practice.
The MIER has its growing campus with all the requisite facilities and excellent teaching faculty at the B.C. Road, Jammu. It is at present divided in several wings. These wings are:

i) Experimental School wing (Model Academy)
ii) Child and Social Welfare wing
iii) Centre for continuing and distance education
iv) Centre of Computer Education and Technology
v) Research Wing
vi) The MIER College of Education

The MIER College of Education is recognised by the Jammu and Kashmir State Government and is affiliated to the University of Jammu. Since its inception, the MIER College of Education has set up high standards of education which have won acclaim in educational spheres. The trainees are exposed to a rigorous training schedule comprising lectures, practice of teaching session, demonstration lessons, field visits and tutorials to inculcate right attitudes and values for a modern day teacher.

Candidates with graduation in Science, Arts, and Commerce subjects from any recognised university of India are eligible to apply for admission to B.Ed. course in this College. Applicants have to appear in an entrance test for the admission in B.Ed. course. Reservation of seats for Scheduled Castes and others is made in accordance with the orders of the
Jammu and Kashmir Government issued from time to time. First preference for the admission is given to the candidates who are permanent residents of territorial jurisdiction of the University of Jammu.

Reservation of seats is permissible only in case of applicants belonging to the State of Jammu and Kashmir.

The courses of study as also regulations, eligibility, practice of teaching and examination etc. are enforced by the University of Jammu for B.Ed. course is followed by the institution.

Practice of teaching programme for the trainees in this college is organised in ideal conditions in the experimental school attached with the College.

The college library maintains a highly functional and equipped library. A large number of Journals and Magazines are received in different branches of learning for the benefit of trainees. Files of computer programmes for social services and manuscripts section are other highlights of this library.

(c) Government Teachers' Training College, Srinagar

Another teacher training college was established by the Government of Jammu and Kashmir in 1942. It is affiliated with the University of Kashmir and did not have any residential accommodation for the students. As it is a government
institution caters to the training facilities of in-service teachers and even fresh (private) candidates.

The admission to the B.Ed. course in this college is opened to those students who have successfully passed the B.A., B.Sc. and B.Com. examinations. No relaxation is given to the students in minimum admission qualifications. 150 seats are reserved for the government deputees and the rest are selected on the basis of qualifying test and interview. There is also reservation of seats for schedule castes, schedule tribes and backward areas and other reserved categories.

Courses of study are prescribed by the University of Kashmir. Four papers are compulsory for all the students and two optional papers of teaching subjects are to be selected by each student from the following groups:

i) Teaching of English/Urdu/Hindi
ii) Teaching of Science
iii) Teaching of Mathematics
iv) Teaching of History
v) Teaching of Geography

Four Compulsory papers are as follows:

i) Philosophical Foundations of Education
ii) Psychological Foundations of Education
iii) History and Current Problems of Indian Education
iv) School management and Educational Technology

Block practice teaching of 30 working days is followed by this institution. 25 practice schools are available to this
institution for practice teaching. Different curricular and co-curricular activities are organised by this institution in order to give the students general exposure and addition to the general information in the form of paper reading.

The college library consists of 19,000 books on different subjects — Sociology, Psychology and on all the teaching subjects, etc. This institution subscribes important Indian journals as well as foreign journals to the library for the benefit of students. It has also adequately equipped professional science, biological science and psychological laboratories.

(d) **Government Teachers' Training College, Jammu**

Next teacher training college at the graduate level was started in 1954 in Jammu by the Government of Jammu and Kashmir. It is located in its own building. It is affiliated to the University of Jammu and offers a postgraduate professional course of B.Ed. degree.

The college has also State Institute of Education and Technology Cell and School Broadcasting Service, attached to it. The in-service training programme, orientation courses and workshops for the production of instructional material and teaching aids are organised for the benefit of in-service teachers by these units.
Those students are eligible for the admission of B.Ed. course who have passed the B.A., B.Sc. and B.Com. or B.Sc. (Agr.) examination. The candidates are selected for the course on the basis of interview and qualifying test, and common deputees nominated by the government education institutions. In this institution 150 seats are reserved for the in-service teachers deputed by the government.

In courses of study, the following four papers are compulsory for all students:

i) Foundations of Education
ii) Educational Psychology and Statistics
iii) School Organisation and Methods of Teaching
iv) Evaluation and National Development.

Students are required to choose two teaching subjects and one optional subject of elementary knowledge of Hindi/Urdu compulsory for all students and another optional subject from the following group:

i) Home Economics
ii) Indian Music
iii) Audio-visual Education (AVE)
iv) Health and Physical Education (HPE)
v) Administration, School Supervision Education (ASSE)
vi) Art and Workshop Practice
vii) Andogogy and Continuing Education
viii) Vocational and Educational Guidance
ix) Evaluation and Measurement
The College of Education organises a variety of co-curricular activities to enrich and stimulate the academic of the students. Participation and attendance in these activities is compulsory for the students. The organisation of these activities is entrusted to the student committees which work under the guidance and supervision of the members of the staff.

College library consists of 14,754 books on a variety of subjects, pertaining to educational psychology, sociology, methods of teaching in all subjects, Educational Administration and books of general interest. Almost all important educational journals, magazines and periodicals both national and international are subscribed by the college. The college has hostel accommodation only for its men students.

(e) Muslim Education Trust College, Sopore

Another teacher training institution — Muslim Education Trust was established in 1972 in order to prepare young men and women for the noble profession of teaching.

The college is at present functioning in one of the buildings at the Muslim Education Trust Campus, Sopore, Kashmir, which is on the left bank of the river Jehlum. It has separate hostels for boys and girls with an accommodation of 300 inmates. The college is affiliated to Kashmir University
and the course is of one year duration.

The medium of instruction and examination is English. The minimum qualification for admission is B.A./B.Sc./B.Com. of Kashmir University, or an equivalent examination of any other recognised university.

For admission to the M.E.T. Teachers' College, an amount of 2,000/- have to be paid by the students hailing from outside the State of Jammu and Kashmir towards the M.E.T. Fund. Every student seeking admission to B.Ed. course has to pay an amount of Rs. 1,500/- for building fund at the time of admission.

Courses of study are the same as prescribed by the University of Kashmir. The courses of practice of teaching consists of 60 lessons each of the two teaching subjects offered by the student. Two criticism lessons -- one in each teaching subjects offered are given by the student teachers. The institution has well maintained library and adequately equipped Science laboratory to help the student-teachers during their practice teaching.

(f) Institute of Correspondence Teacher Education

In Jammu and Kashmir, the Correspondence Teacher Education started with the establishment of Department of Distance
Education, Srinagar, in 1969. In 1976 an Institution of Correspondence Education, Jammu, was started. Both of them provide B.Ed. programme through Correspondence course in addition to some other programmes also.

The detailed information about these courses has been presented in the chapter 'Correspondence Courses in Teacher Education in India with Special Reference to Jammu and Kashmir.'
Chapter IV

CORRESPONDENCE COURSES IN TEACHER EDUCATION IN INDIA WITH SPECIAL REFERENCE TO JAMMU AND KASHMIR

1.0 Introduction

The professional improvement and career enhancement of teachers is required on a continuous basis. The potential of distance education has been manifested especially with the use of new instructional and communication technologies. It has made possible greater democratization of education. It has created a quantum jump in access to educational opportunities on the part of the unprivileged sections. The use of multimedia and such instructional components as regular assignments and their continuous evaluation and regular tutorials, compliments the printed course material in incorporating elements of human interaction in the distance or correspondence education system overcome the limitations traditionally attributed to correspondence education. Thus, it holds a great deal of promise in breaking new grounds in teacher education in India.

1.1 History of Correspondence Teacher Education in India

Correspondence course in teacher education was started in India for the first time in 1966 by the four Regional
Colleges of Education maintained by the NCERT. These four colleges were at that time affiliated to Rajasthan University, Jaipur, Vikram University, Ujjain, Utkal University, Bhubaneshwar and University of Mysore, Mysore. These programmes led to B.Ed. degree after 14 months Summer School-cum-correspondence course programme. They were started to clear the backlog of untrained teachers working in high schools and higher secondary schools. Teachers with at least five years standing were eligible for admission to these courses but due to heavy rush for admission teachers of less than 10 years were not able to get admission in the beginning years in these courses. Teachers were required to attend full time residential course in the two summer vacations at the Regional Colleges of Education, Ajmer, Bhopal, Bhubaneshwar and Mysore. In the intervening academic session between the two summer vacation they were provided correspondence lessons on all the courses of B.Ed. Examination. They were also required to teach lessons in their own schools under the supervision of a trained experienced school teacher or teacher educator. They were also required to complete detailed experimental and non-experimental field assignments. During the summer vacation they were taught for four months by the faculty members of the Regional Colleges of Education as well as by experienced faculty members of other universities and colleges of Education.
The Regional Colleges of Education stopped their courses in 1988 when the NCTE declared its policy against providing the first course in teacher education through correspondence course.

During the last decade some other universities had started offering teacher education course through correspondence mode leading to B.Ed. degree. At present in India only nine universities are offering B.Ed. programme through correspondence. These universities are: The University of Jammu, The University of Kashmir, Annamalai University, Institute of Correspondence Course and Continuing Education (Madurai Kamraj University), Shivaji University, Utakal University, Maharashi Dayanand University, Gurukashi Institute of Advanced Studies (Panjabi University) and Sri Venkatswara University.

The researcher collected the information about correspondence teacher education from these universities and found:

1. **Starting Year**

The four universities namely University of Jammu, University of Kashmir, Annamalai University and Madurai University started B.Ed. (correspondence) during the period 1986 to 1988. Only one, i.e., Sri Venkatawara University started B.Ed. (Correspondence) in 1982-83 during the five years from 1980 to 1985.
(2) **Students Enrolled**

The maximum number of students are enrolled by Maharashi Dayanand University (33,000) and Annamalai University (15,000). The number of students enrolled by Shivaji University is 80 and University of Kashmir, Sri Venkataswara University and University of Jammu 400 to 500 each. Other universities enroll between 750 to 2,000.

(3) **Catchment Area**

Students selected for B.Ed. correspondence are admitted on all India basis in six universities except Madurai Kamraj University, which registered students of Tamil Nadu and Pondicherry only. Shivaji University admitted students from its own state of Maharashtra. Sri Venkataswara University too admitted students from State of Andhra Pradesh.

(4) **Duration of the Course**

The duration of B.Ed. (Correspondence) course is of one year in almost all universities except in the Universities of Kashmir and Jammu, where the duration is 14 months. In Sri Venkataswara University, it is of 18 months and in Shivaji University it is of two years.

(5) **Residential Requirement**

Annamalai University and Madurai Kamraj University felt it
necessary to provide residential requirements for all students for 10 to 15 days respectively. Whereas in Srivenkatswara University it is for 40 days and no other University provides such residential facilities to the students.

(6) **Medium of Instruction**

Almost all the universities provide instruction using English as the medium of instruction. Gurukashi Institute of Advanced Studies (Punjabi University), Sri Venkatswara University and Annamalai University give instructions in English as well as in their regional languages. Shivaji University has its regional language as a medium of instruction.

(7) **Fee Charged**

The minimum fee is charged by the University of Kashmir (Rs. 805.00 for local students and Rs. 880.00 for outsiders). Sri Venkatswara University (Rs. 906.00), University of Jammu Rs. 930.00, and Madurai Kamraj University Rs. 995.00. The maximum fee is charged by Shivaji University (Rs. 2,600.00) followed by Maharashi Dayanand University (Rs. 2,215.00). The remaining charge fee between Rs. 1,000.00 to Rs. 1,795.00.

(8) **Requirements for Admission**

The minimum admission requirements of all the nine universities is graduation for the B.Ed. (correspondence). Admission requirements of Annamalai University is either a
postgraduate or a graduate teacher who is, in service in recognised schools by the Central and the State governments. Maharashi Dayanand University and Madurai Kamraj University admit fresh postgraduates also. Universities of Jammu and Kashmir admit students who are graduates and have at least three years teaching experience. Sri Vankatswara University admits students who are teachers with at least two years' experience.

9 Criteria for Selection

The selection criteria vary from university to university. The University of Kashmir selects candidates who are graduates and have three years of teaching experience. Annamalai Kamraj University selects students who are either postgraduates or graduates who will produce their service certificates and that too countersigned by the competent educational authority of Central or State Government. Madurai Kamraj University selects bona fide graduate teachers working in recognised schools. Shivaji University selects students purely on merit basis. Utkal University gives preference to in-service teachers, i.e., candidates having C.T., B.T. and having education as a subject at degree level. The remaining candidates are selected on merit basis, with usual reservation for SC/ST, Armed Forces and handicapped. Maharashi Dayanand University selects all those students who are either graduates
or postgraduates with 40% marks at the graduate level. Gurkashi Institute for Advanced Studies (Punjabi University) selects students on the basis of percentage of aggregate marks in the first degree and weightage for subsequent degree and experience of teaching. University of Jammu gives preference to students who have more qualifications. Sri Venkatswara University admits students on the basis of their performance conducted by convenor, common entrance examination.

(10) **Theory Papers**

Sri Venkatswara University, Shivaji University and Maharashi Dayanand University offer three compulsory theory papers, whereas University of Kashmir, Gurkashi Institute of Advanced Studies (Punjabi University), Madurai Kamraj University include four compulsory theory papers in their syllabi for B.Ed. correspondence. Annamalai University and Utkal University offer five and six compulsory theory papers respectively. These two universities did not offer any optional whereas, in University of Jammu, there are seven compulsory papers and one optional paper. But in other universities of Kashmir, Gurkashi Institute of Advanced Studies (Punjabi University), Madurai Kamraj University, a student has to take two optional papers and in Sri Venkatswara University, Shivaji University and Maharashi Dayanand
University three, three and four optional papers respectively.

(11) Practice Teaching

The number of practice teaching lessons also vary from university to university. Minimum number of lessons taken for practice teaching in Madauri Kamraj University and Sri Venkata Swara University is 15 lessons. Annamalai University and Shivaji University prescribe 20 lessons for practice teaching. In the University of Kashmir and University of Jammu, this number is mere 22 lessons, whereas in case of Gurkashi Institute of Advanced Studies (Punjabi University) the number of lessons required for practice teaching is very high, i.e., 120 lessons. Maharashi Dayanand University also require 110 lessons for practice teaching.

(12) Need Based Programme

Almost all the universities had a need for offering B.Ed. through correspondence for the in-service untrained teachers. It is a need for those who could not continue their studies by attending regularly an institution. Annamalai University felt a need to satisfy needs of higher secondary schools in getting the required teachers. Utkal University felt the need for B.Ed. course through correspondence for defence persons and physically handicapped and Sri Venkata Swara
University also stated its need to provide B.Ed. course through correspondence in order to enable the in-service teachers to improve their professional qualifications.

2.0 A Detailed Study of Correspondence Courses in Teacher Education in Jammu and Kashmir

2.1 Objectives

The Institute of Correspondence Education, University of Jammu, introduced B.Ed. course through correspondence with effect from session 1977-78 for the benefit of the in-service teachers working in the schools run by the State and Central Governments and in other recognized educational institutions.

On the other hand, the Department of Distance Education, University of Kashmir, has introduced a professional course for vacation school-cum-correspondence course for B.Ed. degree in 1978-79. The main objectives of this course is to provide an alternative method of training to the in-service teachers, who have the requisite academic qualification but have failed to acquire the professional qualification due to certain reasons. The course is intended primarily for the benefit of teachers of the State who have not so far been able to join a college of education as regular students, especially for those who belong to remote
areas and face economic and other difficulties in regular attendance at college. But this facility has now been extended even to teachers working in the neighbouring States. For the present, only limited number of seats has been earmarked for teachers working in outside the State.

2.2 Duration

The course of B.Ed. Correspondence in Jammu University extends over a period of 14 months including four months of two consecutive summer vacations and a period of ten months in between. The intensive teaching during the first vacation lasts for six weeks and after an interval of ten months the candidate is called again during the following summer vacation for another dose of intensive summer school.

In Kashmir University the course of study for B.Ed. correspondence also extends over a period of 14 months that includes two consecutive winter vacations and the period of ten months in between. Instructions are imparted through intensive personal lecture programmes which are supplemented by lecture, scripts and supervised practice of teaching.

2.3 Admission Requirements

Only such in-service teachers are eligible for admission to the B.Ed. course through correspondence in Jammu University who have passed the Bachelor's degree examination in the
faculties of Arts, Science, Social Sciences, Commerce or Agriculture of the University of Jammu or examination of a statutory university recognized equivalent thereto, those who hold full time paid appointment as teachers, and they are working in recognised institutions for at least three years.

In Kashmir University admission to the courses is granted to such teachers of the State government, Central Government and government recognized schools, who have obtained a B.A./B.Sc./B.Com. degree of the University of Kashmir or any other statutory university and have also put in-service of not less than three years as teachers. It is necessary for a teacher to be working teacher at the time of submitting the application form and teaching experience should be without any break.

2.4 Selection Procedure

In Jammu University, the intake of the candidates is decided by Broad Based Advisory Committee of the Institute constituted by the University.

Admission policy in respect of schedule caste candidates and other reserved categories is followed strictly as per the existing admission rules observed by the university teaching department excepting seats reserved for candidates under the category of sports/cultural activities. Eighty-one
percent seats are filled up on the basis of open merit determined by the Broad Based Advisory Committee and the remaining 19% of the seats are filled on the basis of the categories.

2.5 **Theory Papers along with their Marks**

In Jammu University the courses of study, number and nomenclature of papers and the syllabus for the B.Ed. correspondence course is the same as prescribed for regular candidates of B.Ed. course.

The examination in theory papers consists of the seven papers of three hours of duration and of hundred marks each:

- **Paper I** Foundations of Education.
- **Paper II** Educational Psychology and Statistics.
- **Paper III** School Organisation and General Methods of Teaching.
- **Paper IV** Educational and National Development.
- **Paper V & VI** Methods of Teaching two school subjects one paper in each of the following:
  - Group I English/Urdu/Hindi/Punjabi
  - Group II History/Science
  - Group III Geography/Mathematics

The student has to opt any one of the following subjects as specialization:

1. Educational Measurement and Evaluation
2. Educational and Vocational Guidance
3. Health and Physical Education
4. Administration and Supervision of School Education
5. Androgogy and Continuing Education
6. Audio-visual Education

The distribution of marks allotted to all the above mentioned papers is 75 marks for written test and 25 marks for sessional work and distribution of marks where practicals are involved includes 45 marks in written test, 30 marks for practical and 25 marks for sessional.

In addition to these papers, there is a paper of Hindi or Urdu carrying 100 marks. Each candidate has to acquire proficiency both in Hindi and Urdu scripts.

In Kashmir University the medium of instruction and examination is English. The syllabi and courses of study are the same as prescribed by the University for regular candidates. The instructions for the present are provided for the following four compulsory papers and two optional papers:

**Paper I**  Philosophical and Sociological Foundations of Education
**Paper II**  Psychological Foundations of Education
**Paper III**  History and Current Problems of Indian Education
**Paper IV**  School Management and Technology
**Paper V-VI**  
- Group A  (Teaching of English)  (Teaching of Urdu)  (Teaching of Hindi)
- Group B  Teaching of Mathematics
- Group C  Teaching of Science
Group D - Social Science

(Teaching of History and Civics
(Teaching of Geography

The B.Ed. examination comprises of:

(a) Written test in theory papers carrying 600 marks.
(b) Practical test in the skills of teaching carrying 300 marks.

A written test in theory consists of six papers, each of three hours' duration and carrying 75 marks each, 25 marks are meant for sessional in each paper at the proper time.

2.6 Practice Teaching

In Jammu University the techniques of framing lessons is discussed by the subject teachers during the first personal contact programme. The trainees are trained to become in a position to sketch the lesson notes by themselves and deliver the lessons in each of the two teaching subjects. Besides, the project, the practice of teaching is discussed with the trainees in full details during the first phase of the personal contact programme. The students are required to complete 20 lessons for the practice teaching (ten in each of the two teaching subjects) during the period of ten intervening months. The programme is of at least three weeks. For this purpose they are placed in selected centres for doing practice teaching under the supervision of a teacher/teacher deputed by the institute.
As regards practice teaching in Kashmir University, the trainees are required to complete ten lessons in each of the teaching subjects plus one criticism lesson during a period of about three weeks. For this purpose they are deployed to some selected schools under the supervision of teachers nominated by the university.

2.7 **Personal Contact Programme**

To reinforce the study material, the Correspondence Institute of Jammu University organises personal contact programme twice a year. Each programme lasts for about six weeks duration. The whole of the syllabus for each of the seven papers is to be covered during the course of two personal contact programmes. The syllabus for each paper is divided into suitable number of lesson units known as lecture scripts. Lecture scripts are prepared by expert teachers that cover the entire course of study prescribed by the university. Lessons are sent to the students at regular intervals. Cyclostyled sheets of synopsis of lectures delivered by the teaching personnel during the first and second personal contact programme is made available to the teachers under training. Each student undergoing the personal contact programme has to secure at least 75% attendance of the total lectures delivered in each paper. The total lectures comprise the lectures in each subject for both the personal contact programme.
In Kashmir University during the winter vacation intensive training is imparted for six weeks to help the trainees to acquire knowledge and skills in prescribed school subjects of their choice and also in the subject area of the remaining papers. About half of the course is covered during these personal contact programmes and the remaining is covered through lecture scripts supplied during the intervening period of ten months and the second programme for another six weeks during the next winter vacation.

The department of Kashmir University frequently organises optional contact programmes for the students as an enrichment programme. Such programmes are organised for various groups of students in the subjects as desired by them. Such programmes are arranged at a centrally located place according to the convenience of students. The attendance in such programmes is optional.

2.8 Assignment During the Intervening Period

In each paper, the teacher under training in Jammu University has to write three assignments. The assignment is framed by the subject teacher along with suggested books and references. With these assignments the pupil-teachers are encouraged to discuss their difficulties with the teaching staff of the institution personally or by correspondence.

In Kashmir University during the ten intervening months of
correspondence B.Ed. course trainees are back to their schools, they have to complete five assignments in each of the papers. They are required to send their written work to the department for correction and evaluation after which these are returned to the trainees along with the comments and suggestions of the teachers. Throughout, the trainees work under the guidance of the teachers appointed for the purpose. If a student fails to send 66% of his written assignments to the department he/she is not then eligible for admission to the University examination.

2.9 Evaluation

(a) **Theory** - At the end of the session the candidates have to appear in the university examination from centres constituted at Jammu. Examination is held in two parts: Part I: Theory (700 marks), and Part II: Practice teaching (400 marks). In order to pass the examination a candidate is required to obtain not less than 36% marks in each paper.

(b) **Practice of Teaching**

The practice of teaching is of 400 marks and 50% of the total marks are reserved for internal assessment consists of 20 supervised lessons of 100 marks, two criticism lessons of 30 marks, teaching aids for which 25 marks are reserved, observation of lessons of 20 marks and project of 25 marks.
The candidate is required to submit a project report.

The students are required to appear in the external examination in the practice of teaching at different centres constituted at University.

(a) **Theory** - At the end of the course of B.Ed.correspondence in Kashmir University, there is a university examination in both theory and practice of teaching after the second vacation school. The minimum percentage of marks required to pass the examination is 33 % in each theory paper 45 % in aggregate of the theory papers.

(b) **Practice of Teaching** - 45 % is the minimum percentage of marks required to pass the practice of teaching (separately in the internal assessment and the final test).

2.10 **Conclusion**

However, it is to be noted that there was no need for these courses from the point of view of the manpower requirement. The correspondence course in teacher education cannot achieve the objectives of teacher education. Development of certain abilities, professional competencies, skills, attitudes and other effective and psychomotor aspects cannot be attained through correspondence.

But in spite of all that teacher education is of vital
significance to national development. It is however, necessary to have a fresh look on the issues and problems inherent in the B.Ed. programme through correspondence or distance education mode for the under-developed States like Jammu and Kashmir which have a backlog of untrained teachers. Correspondence teacher education necessarily include development of ability among the trainees to use the mastery that have in their own respective subject specialisations to organise effective instructional experience. It should develop the basic abilities in the trainees to view curricular processes in a wholistic manner organically linked with the development of the individual and the society. The correspondence course programme in teacher education in Jammu and Kashmir may be continued till the backlog of untrained teachers is cleared. However, the following guidelines be followed:

The programme should be of 24 months and should have the following components:

(a) Professionally developed printed course material (revised every four years) sent through correspondence.

(b) Audio-vidio package wherever possible to supplement the printed material.

(c) Regular assignments (compulsory) which is promptly evaluated and the feedback promptly provided. There may be at least one assignment per course, per semester, i.e., four assignments for each of the seven courses.
(d) An internship of three weeks (compulsory) during which time the trainees are attached to regular schools for their practice teaching under supervision.

(e) Twelve weeks (72 days) of compulsory contact programmes for tutorial, lectures by competent resource persons, counselling, listening to/viewing audio/video programmes and for supervised practice teaching in stimulation. The contact programme should be organised as either (i) two compulsory summer schools of six weeks each or, (ii) seventy-two compulsory weekend tutorial sessions of 150 minutes each in study centres and also compulsory summer schools of three weeks each. Examination should have to be conducted outside of these seventy-two days.

The admission should be on the basis of performance in a valid entrance examination. The number of students to be enrolled should be prespecified.

The entry qualifications for the B.Ed. (Distance Education) programmes should be the same as those for the B.Ed. programmes in the conventional mode.

The Staff structure should be as follows:

(a) Faculty: For every 500 students enrolled there may be ten-strong full-time core faculty and a ten-strong part-time faculty in addition external course writers.

(b) All technical assistance should be hired on central basis.

(c) Administrative and support staff should be proportionate strength as per standard norms:
Fee structure should be as follows:

There should be strict parity in tuition fees maintained between the B.Ed. programmes offered through the conventional face-to-face mode and those offered through distance education mode. Charges for course material and postage should be levied. Financing distance education programmes for teacher training should be based on the same principles those governing finance of regular programmes of higher education. Public funds and not tuition fees, should be the main source of finance.
Chapter V

METHODOLOGY OF RESEARCH

The selection of the problem determined the dimension of the problem which was done in consultation with the supervisor.

The following dimensions were finally determined:

(1) Identifying data relating to the name, year of establishment and nature of the teacher-training institutions. It also included the name of the university to which the teachers' training college was affiliated to and year of affiliation.

(2) The duration of the course, minimum academic and experience qualifications, admission procedure and provision of correspondence courses.

(3) Number of applicants for the course, students intake, categories of selected candidates -- teaching experience, fresh cases, age-group and regional representation.

(4) The medium of instruction and examination, duration of the academic session and number and length of teaching days.

(5) Papers offered for B.Ed. degree - compulsory, optional and specialisation and methods of teaching for these papers.
(6) Student-teaching-organisational pattern, nature of schools available for student-teaching, number of required lessons for teaching and observation, provision and mode of demonstration lesson, preparation and checking of lesson plans and organisation of co-curricular activities.

(7) Weightage of internal and external assessment of theory papers and practice teaching, required marks in aggregate for division, mode of internal and external assessment and the basis of the internal assessment.

(8) Finances - Sources of income, fees charged, pay scales of Principals and teachers.

(9) Number of books purchased every year, the journals subscribed every year and provision of laboratories.

(10) Professional growth - In-service courses organised by the institution and attended by the teachers of teachers-training institutions, research studies conducted.

(11) Major problem of teacher-training institution.

The researcher prepared a questionnaire to collect the required information from Teachers' Training Institutions of Jammu and Kashmir. The researcher collected a list of teacher training institutions from the universities of Jammu and Kashmir. The nature of the questionnaire was such that the researcher had to go all the teacher-training institutions of Jammu and Kashmir for collecting information and spent one week in each teacher-training institution.
The data were collected on this questionnaire from all
the seven teacher-training institutions including the
Correspondence Course Section/Units/Departments.

They are presented in the following 35 tables. Data
related to each table were properly analysed and interpreted
as follows:

**TABLE 1 : Year of Establishment**

<table>
<thead>
<tr>
<th>Year of establishment</th>
<th>No. of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before 1947</td>
<td>3</td>
</tr>
<tr>
<td>1947-1967</td>
<td>1</td>
</tr>
<tr>
<td>1968-1990</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>7</strong></td>
</tr>
</tbody>
</table>

There were three secondary teachers' training institutions
at the time of independence. Their number has risen only to
seven during last 43 years. It shows that proper attention has
not been paid towards providing trained teachers, while the
number of teachers' training colleges was as follows on
30.9.1987 in the following States:

<table>
<thead>
<tr>
<th>State</th>
<th>No.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andhra Pradesh</td>
<td>48</td>
</tr>
<tr>
<td>Assam</td>
<td>9</td>
</tr>
<tr>
<td>Bihar</td>
<td>15</td>
</tr>
<tr>
<td>Gujarat</td>
<td>39</td>
</tr>
<tr>
<td>Haryana</td>
<td>18</td>
</tr>
<tr>
<td>Karnataka</td>
<td>60</td>
</tr>
<tr>
<td>Kerala</td>
<td>19</td>
</tr>
<tr>
<td>Madhya Pradesh</td>
<td>19</td>
</tr>
<tr>
<td>Maharashtra</td>
<td>81</td>
</tr>
<tr>
<td>Orissa</td>
<td>34</td>
</tr>
<tr>
<td>Punjab</td>
<td>18</td>
</tr>
<tr>
<td>Rajasthan</td>
<td>33</td>
</tr>
<tr>
<td>Tamil Nadu</td>
<td>22</td>
</tr>
<tr>
<td>Uttar Pradesh</td>
<td>13</td>
</tr>
<tr>
<td>West Bengal</td>
<td>43</td>
</tr>
</tbody>
</table>
Table 2 (a): Nature of the Institution - Residence-wise

<table>
<thead>
<tr>
<th>Nature of Residence</th>
<th>No. of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Residential</td>
<td>...</td>
</tr>
<tr>
<td>Partly Residential</td>
<td>...</td>
</tr>
<tr>
<td>Non-residential</td>
<td>...</td>
</tr>
<tr>
<td>Total</td>
<td>...</td>
</tr>
</tbody>
</table>

The number of residential training institutions is 2 and partly residential 1 only. The absence of residential facilities discourages the candidates from rural areas and those who do not belong to those towns where the institutions are located. It creates great hinderance for outside women candidates because they cannot get out education unless residential facilities are provided. In Jammu and Kashmir where literacy is only 15.88 percent among females, there is a great need of providing teachers' training institutions with proper residential facilities. Among the males also the literacy rate is 36.29 per cent only in that State.
Table 2(b): Nature of the Institution - Sexwise.

<table>
<thead>
<tr>
<th>Sex-wise</th>
<th>No. of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-educational</td>
<td>...</td>
</tr>
<tr>
<td>For men only</td>
<td>...</td>
</tr>
<tr>
<td>For women only</td>
<td>...</td>
</tr>
<tr>
<td>Total</td>
<td>...</td>
</tr>
</tbody>
</table>

All the secondary teachers' Training institutions in the State are co-educational. But the State of Jammu and Kashmir which is predominantly Muslim population State where purdah system is observed, it discourages women candidates specially Muslims to join co-educational institutions. It is, therefore, necessary that such teachers' training college should be established which are exclusively for women. It will help in increasing the opening of more Girls' High Schools as well as literacy rates among females.
Table 2(c): Nature of Institution - Managementwise.

<table>
<thead>
<tr>
<th>Management</th>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>...</td>
</tr>
<tr>
<td>Private</td>
<td>...</td>
</tr>
<tr>
<td>University Department</td>
<td>...</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>...</strong></td>
</tr>
</tbody>
</table>

The number of secondary teachers' training institutions is 2 from the Government, 3 from private bodies and 2 from the university departments. The University departments are having in the form of correspondence course only while the contribution of the private enterprise and the government is almost equal, the university departments should also start secondary teachers' training. It will not only help in raising the quantity but also the quality of teachers' training because the university departments are having well qualified teachers on account of M.Ed. and M.A.(Education) courses.
Table 3: Nature of the course

<table>
<thead>
<tr>
<th>Time basis</th>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full time</td>
<td>...</td>
</tr>
<tr>
<td>Part-time</td>
<td>...</td>
</tr>
<tr>
<td>Correspondence</td>
<td>...</td>
</tr>
<tr>
<td>Total</td>
<td>...</td>
</tr>
</tbody>
</table>

The teacher education is full time course in the State of Jammu and Kashmir except the correspondence course which is meant for experienced teachers. Thus the five secondary teachers' training colleges are looking after the fresh candidates as well candidates deputed by the State Government or private schools. The correspondence course units of the Departments of the two State universities are not only for the experienced teachers of the State for clearing backlog but are also admitting candidates from other States of the country.
Table 4: Admission requirements

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A./B.Sc./B.Com. ...</td>
<td>7</td>
</tr>
<tr>
<td>At least 45 % marks in graduation</td>
<td>1</td>
</tr>
<tr>
<td>At least 50 % marks in aggregate</td>
<td>1</td>
</tr>
<tr>
<td>Teaching experience</td>
<td>2</td>
</tr>
<tr>
<td>Provision of admission test</td>
<td>2</td>
</tr>
<tr>
<td>Provision of interview in addition to admission test</td>
<td>2</td>
</tr>
</tbody>
</table>

While all the seven -- five teachers' training colleges and two Departments of Distance Education/Institute of Correspondence Courses -- have prescribed Bachelor's degree as minimum qualification, one of them is insisting upto 45 % marks in graduation, other requires 50 % in aggregate. The condition of teaching experience is not essential in five teachers' training colleges. The provision of admission test, including interview, is in two institutions only.
The number of applicants is increasing every year. The percentage of increase is 29.9% in 1988-89 and 67% in 1989-90. Considering 1987-88 as a base year. The students decreased in 1988-89 for not understandable reasons. It again increased by 439. But it is very surprising that actual strength has always been less than the intake. The situation is very grave in 1989-90 where the difference between the students intake and actual strength is 197. This situation is very discouraging specially when the percentage of trained graduate teachers is only 86. It may be due to disturbed political conditions in the State. The drop out rate is also very high. It is 29.9% in 1987-88 and 32% in 1988-89. Since the classes could not take place due to disturbed conditions for several weeks in 1989-90, the drop out rate is to be very high this year.

### Table 5: Student population

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of applicants</th>
<th>Students intake</th>
<th>Actual strength</th>
<th>Output at the end of the session</th>
</tr>
</thead>
<tbody>
<tr>
<td>1987-88</td>
<td>1,431</td>
<td>2,014</td>
<td>2,001</td>
<td>1,406</td>
</tr>
<tr>
<td>1988-89</td>
<td>1,856</td>
<td>1,842</td>
<td>1,822</td>
<td>1,235</td>
</tr>
<tr>
<td>1989-90</td>
<td>2,399</td>
<td>2,281</td>
<td>2,084</td>
<td>Result awaited and some not appeared yet</td>
</tr>
</tbody>
</table>
The number of candidates admitted through open merit has increased by 146 in 2 years although it decreased in the first year by 24. The number of the candidates deputed by the State Government is showing diminishing rate but its rate is marginal. The number of candidates deputed by the school increased very significantly in 1988-89, but no figures are available for the year 1989-90. The number of fresh candidates also increased by 198 in 2 years although in the first year it decreased by 56. The number of other experienced teachers is also decreased every year significantly.

<table>
<thead>
<tr>
<th>Year</th>
<th>Open merit</th>
<th>Deputed by the State Government</th>
<th>Deputed by the Schools</th>
<th>Fresh Students</th>
<th>Other Experienced teachers</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1987-88</td>
<td>328</td>
<td>561</td>
<td>3</td>
<td>574</td>
<td>481</td>
<td>2,001</td>
</tr>
<tr>
<td>1988-89</td>
<td>358</td>
<td>521</td>
<td>85</td>
<td>518</td>
<td>340</td>
<td>1,822</td>
</tr>
<tr>
<td>1989-90</td>
<td>528</td>
<td>515</td>
<td>NA</td>
<td>772</td>
<td>269</td>
<td>2,084</td>
</tr>
</tbody>
</table>
Table 7: Teaching Experience of Student-teachers

<table>
<thead>
<tr>
<th>Year</th>
<th>No Experience</th>
<th>Upto 2 years</th>
<th>two years to five years</th>
<th>More than 5 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>1987-88</td>
<td>504</td>
<td>Nil</td>
<td>294</td>
<td>367</td>
</tr>
<tr>
<td>1988-89</td>
<td>418</td>
<td>Nil</td>
<td>297</td>
<td>370</td>
</tr>
<tr>
<td>1989-90</td>
<td>662</td>
<td>Nil</td>
<td>16</td>
<td>114</td>
</tr>
</tbody>
</table>

The figures are not given by the following institutions:

(1) Distance Education Department, University of Kashmir.
(2) Government College of Education, Srinagar.
(3) The data for 1989-90 was not available for Institute of Correspondence Education, Jammu University.

The percentage of student teachers who had no teaching experience was 43 in 1987-88, 38 in 1989-90 and 83 in 1989-90. The percentage of students who had teaching experience from 2 years to 5 years was 25 in 1987-88, 27 in 1988-89 and 2 in 1989-90. The percentage of student teachers who had more than 5 years' teaching experience is 31 in 1987-88, 34 in 1988-89 and 14 in 1989-90. There is no particular trend in the background of teaching experience of student-teachers. However, the figures of 1989-90 show that there is a great tendency of fresh students seeking admission to secondary teacher's training institutions.
Table 8: Age of Student-Teachers

<table>
<thead>
<tr>
<th>Years</th>
<th>Upto 20 Years</th>
<th>20-35 Years</th>
<th>More than 35 years</th>
</tr>
</thead>
<tbody>
<tr>
<td>1987-88</td>
<td>Nil</td>
<td>871</td>
<td>243</td>
</tr>
<tr>
<td>1988-89</td>
<td>Nil</td>
<td>780</td>
<td>213</td>
</tr>
<tr>
<td>1989-90</td>
<td>Nil</td>
<td>927</td>
<td>180</td>
</tr>
<tr>
<td>Total</td>
<td>Nil</td>
<td>2,578</td>
<td>636</td>
</tr>
</tbody>
</table>

The figures are not included from the following institutions:
(1) Institute of Correspondence Education, Jammu.
(2) Department of Distance Education, Srinagar.

There were 78 per cent students-teachers whose age was between 20-35 years, 22 per cent student-teachers whose age was above 35 years in 1987-88. The same figures were 78 per cent and 22 per cent in 1988-89, and 91 per cent and 9 per cent in 1989-90. It is again proved that younger elements have started taking admission in larger number than the previous years.
Table 9: Regionwise Student Strength.

<table>
<thead>
<tr>
<th>Year</th>
<th>Region</th>
<th>Kashmir Region</th>
<th>Ladakh Region</th>
<th>Other States</th>
</tr>
</thead>
<tbody>
<tr>
<td>1987-88</td>
<td>505</td>
<td>826</td>
<td>10</td>
<td>563</td>
</tr>
<tr>
<td>1988-89</td>
<td>565</td>
<td>676</td>
<td>9</td>
<td>474</td>
</tr>
<tr>
<td>1989-90</td>
<td>815</td>
<td>956</td>
<td>6</td>
<td>506</td>
</tr>
<tr>
<td>Total</td>
<td>1,885</td>
<td>2,458</td>
<td>25</td>
<td>1,543</td>
</tr>
</tbody>
</table>

The figures of M.I.E.R. College of Education, Jammu, are not included in 1987-88 and 1988-89 in the column of Jammu Region.

There seems to be proper region-wise strength of student teachers as far as Jammu and Kashmir State is concerned but the number of student-teachers from other States is too large while there is acute shortage of trained teachers in Jammu and Kashmir, but most of them are in the Correspondence Courses.
There is no provision of Urdu/Hindi or any regional language as medium of instruction and examination. All the student-teachers are taught through English medium and are required to write their scripts in English.

Table 10: Medium of Instruction and Examination

<table>
<thead>
<tr>
<th>Medium of:</th>
<th>English</th>
<th>Urdu</th>
<th>Hindi</th>
<th>Any other language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>7</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Examination</td>
<td>7</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>
### Table 11: Curriculum - Name of the Papers

<table>
<thead>
<tr>
<th>Colleges Affiliated to the University of Kashmir</th>
<th>Colleges Affiliated to the University of Jammu</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COMPULSORY PAPERS</strong></td>
<td></td>
</tr>
<tr>
<td>2. Psychological Foundations of Education</td>
<td>Educational Psychology and Statistics</td>
</tr>
<tr>
<td>3. History and Current Problems of Indian Education</td>
<td>School Organisation</td>
</tr>
<tr>
<td>4. Educational Management and Technology</td>
<td>Education and National Development</td>
</tr>
<tr>
<td><strong>OPTIONAL PAPERS (Group A)</strong></td>
<td></td>
</tr>
<tr>
<td>1(a) Teaching of English</td>
<td>Teaching of English/Hindi/Urdu/Punjabi</td>
</tr>
<tr>
<td>Teaching of Urdu</td>
<td></td>
</tr>
<tr>
<td>Teaching of Hindi</td>
<td></td>
</tr>
<tr>
<td>(b) Teaching of Mathematics</td>
<td></td>
</tr>
<tr>
<td>(c) Teaching of Science</td>
<td></td>
</tr>
<tr>
<td>(d) Teaching of Social Sciences</td>
<td></td>
</tr>
<tr>
<td>2. Teaching of History and Civics</td>
<td>Teaching of History and Science</td>
</tr>
<tr>
<td>3. Teaching of Geography</td>
<td>Teaching of Geography, and Mathematics</td>
</tr>
<tr>
<td>(Group B)</td>
<td></td>
</tr>
</tbody>
</table>

(Contd.)
Table 11 (Contd.)

<table>
<thead>
<tr>
<th>Colleges Affiliated to the University of Kashmir</th>
<th>Colleges Affiliated to the University of Jammu</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.</td>
<td>Educational and Vocational Guidance</td>
</tr>
<tr>
<td>3.</td>
<td>Health and Physical Education</td>
</tr>
<tr>
<td>4.</td>
<td>Administration and Supervision of School Education</td>
</tr>
<tr>
<td>5.</td>
<td>Endrogogy and Continuing Education</td>
</tr>
<tr>
<td>6.</td>
<td>Audio-visual Education</td>
</tr>
</tbody>
</table>

SPECIAL PAPERS

| 1. | Teaching of Hindi |
|    | Teaching of Urdu  |

There are four compulsory papers in both the Universities of Jammu and Kashmir, but there is one common paper in both the Universities. The other three papers are different. While Secondary Teacher Education Curriculum has been finalized at the national level, Jammu and Kashmir State does not have uniformity even in two Universities. The optional papers are the same in both the Universities. There is no provision of optional subjects other than School Subjects in the University of Kashmir while it is so in case of University of Jammu. The University of Jammu has provision of specialisation of teaching Urdu and Hindi also but the University of Kashmir does not have any provision of specialisation.
Table 12: Number of papers to be offered.

<table>
<thead>
<tr>
<th></th>
<th>University of Kashmir</th>
<th>University of Jammu</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory papers</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Optional papers</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Special papers</td>
<td>-</td>
<td>1</td>
</tr>
</tbody>
</table>

Each student teacher is required to study six papers in the Colleges affiliated to University of Kashmir and seven papers in the Colleges affiliated to the University of Jammu. There is a provision of offering an additional paper of Specialisation also in the University of Jammu.
Table 13: Methods of Teaching Used

<table>
<thead>
<tr>
<th>Method</th>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>7</td>
</tr>
<tr>
<td>Tutorials</td>
<td>6</td>
</tr>
<tr>
<td>Team Teaching</td>
<td>4</td>
</tr>
<tr>
<td>Supervised Staff Study</td>
<td>5</td>
</tr>
<tr>
<td>Seminar/Symposium</td>
<td>6</td>
</tr>
<tr>
<td>Assignments</td>
<td>7</td>
</tr>
<tr>
<td>Any other (Observation &amp; Criticism)</td>
<td>1</td>
</tr>
</tbody>
</table>

All the teachers' training institutions are using Lecture method in teaching theory courses. Six institutions have arrangements of tutorials also. Team teaching is used in four institutions. the Supervised study method is used in five institutions. Seminar/Symposium is used in six institutions. All the seven institutions are using assignments as one of the methods of teaching.
Table 14: Duration of Practice Teaching

<table>
<thead>
<tr>
<th>Weeks</th>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three</td>
<td>...</td>
</tr>
<tr>
<td>Four</td>
<td>...</td>
</tr>
<tr>
<td>Five</td>
<td>...</td>
</tr>
<tr>
<td>Six</td>
<td>...</td>
</tr>
<tr>
<td>Seven</td>
<td>...</td>
</tr>
<tr>
<td>Eight</td>
<td>...</td>
</tr>
<tr>
<td>Total</td>
<td>...</td>
</tr>
</tbody>
</table>

The duration of practice teaching varies from three to five weeks. Two institutions are having three weeks of Practice Teaching, four institutions are having four weeks of Practice Teaching. Only one institution is having five weeks of Practice Teaching.
<table>
<thead>
<tr>
<th>Pattern</th>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Internship</td>
<td>...</td>
</tr>
<tr>
<td>Block Practice Teaching</td>
<td>...</td>
</tr>
<tr>
<td>Dispersal or Intermissive Practice</td>
<td>...</td>
</tr>
<tr>
<td>Both Block and Intermissive</td>
<td>...</td>
</tr>
</tbody>
</table>

There is provision of Internship only in one institution. Five institutions are having block practice teaching. Only one institution has block as well as intermissive pattern of practice teaching.
### Table 16: Nature of Practice Teaching

<table>
<thead>
<tr>
<th>Nature of Schools</th>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools attached with Training institutions</td>
<td>4</td>
</tr>
<tr>
<td>Practice Teaching Schools</td>
<td>5</td>
</tr>
<tr>
<td>Cooperating Schools</td>
<td>3</td>
</tr>
</tbody>
</table>

Four institutions out of seven are having attached schools with them. Five institutions are having their practice teaching in practising schools. Three institutions are having cooperating school system for practice teaching. Since some institutions are having more than one system of schools for practice teaching, the total number of teacher training institutions is twelve in this table.
Table 17: Number of subjects for Practice Teaching

<table>
<thead>
<tr>
<th>Number of subjects</th>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>...</td>
</tr>
<tr>
<td>Two</td>
<td>...</td>
</tr>
<tr>
<td>Three</td>
<td>...</td>
</tr>
</tbody>
</table>

All the teacher training institutions of the State are prescribing two school subjects for practice teaching.

Table 18: Number of lessons to be taught.

<table>
<thead>
<tr>
<th>Number of lessons</th>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>...</td>
</tr>
<tr>
<td>30</td>
<td>...</td>
</tr>
<tr>
<td>35</td>
<td>...</td>
</tr>
</tbody>
</table>

* They are required to teach two criticism lessons also in addition to 30 daily lessons.

The number of lessons which are to be taught by the student teachers varies from 21 to 35. But most of the institutions are having 30 daily lessons and 2 criticism lessons.
Table 19: Observation of Lessons by Student-teachers

<table>
<thead>
<tr>
<th>Number of lessons</th>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 10</td>
<td>...</td>
</tr>
<tr>
<td>11 - 20</td>
<td>...</td>
</tr>
<tr>
<td>21 - 30</td>
<td>...</td>
</tr>
<tr>
<td>Total</td>
<td>...</td>
</tr>
</tbody>
</table>

All the seven teacher training institutions are requiring student teachers to observe the lessons. The four institutions require 1-10 lessons, two institutions require 11-20 lessons and only one institution requires 21-30 lessons for observation.
Table 20: Demonstration Lessons

<table>
<thead>
<tr>
<th>Who Gives Demonstration lessons</th>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher training method</td>
<td>4</td>
</tr>
<tr>
<td>Any teacher from the teacher training institute</td>
<td>5</td>
</tr>
<tr>
<td>Subject teacher from the school</td>
<td>2</td>
</tr>
<tr>
<td>School Principal</td>
<td>2</td>
</tr>
</tbody>
</table>

There is a provision of demonstration lesson in all the teacher-training institutions. However, four ask their method teachers to give demonstration lessons, five ask any teacher from the institution (teaching method or not) to give demonstrations, two ask school teachers and school principals for demonstration lessons. Since some institutions are using more than one method of demonstration, so the total number of institutions is 13.
Table 21: Supervision of Practice Teaching

<table>
<thead>
<tr>
<th>Who Supervises</th>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>College teacher of the subject</td>
<td>... 1</td>
</tr>
<tr>
<td>College teacher in all subjects</td>
<td>... 6</td>
</tr>
<tr>
<td>Total</td>
<td>... 7</td>
</tr>
</tbody>
</table>

The six teacher training institutions are having supervision of teaching by all the teachers of the college. Only one training institution is permitting those college teachers to supervise practice teaching who are teaching the subject.
Table 22: Co-curricular Activities

<table>
<thead>
<tr>
<th>Activities</th>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Debates</td>
<td>...</td>
</tr>
<tr>
<td>Symposia</td>
<td>...</td>
</tr>
<tr>
<td>Cultural Programmes</td>
<td>...</td>
</tr>
<tr>
<td>Essay Competition</td>
<td>...</td>
</tr>
<tr>
<td>Extension Lectures</td>
<td>...</td>
</tr>
<tr>
<td>Any other</td>
<td>...</td>
</tr>
</tbody>
</table>

All the teacher training institutions are having provision of co-curricular activities. The most popular co-curricular activities are debates and cultural programmes. The essay competition is provided in one institution only.
Table 23: Weightage of Internal Assessment

<table>
<thead>
<tr>
<th>No.</th>
<th>Weightage (%)</th>
<th>Theory papers</th>
<th>Optional papers</th>
<th>Specialization papers</th>
<th>Practice teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-15</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>16-30</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>31-45</td>
<td>7</td>
<td>7</td>
<td>4</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

The weightage of internal assessment is from 31 to 45 per cent in theory papers, optional papers and practice teaching in all the seven teachers training institutions. Four has provision of special papers where also the weightage of internal assessment is from 31 to 45 per cent.
Table 24: Award of Division

<table>
<thead>
<tr>
<th>No. of Institutions</th>
<th>PERCENTAGE</th>
<th>AGG. MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>60</td>
<td>50</td>
</tr>
<tr>
<td>3</td>
<td>65</td>
<td>55</td>
</tr>
</tbody>
</table>

There is provision of almost the same percentage for the three divisions. There is variation of 5 per cent only in first and second divisions.

Table 25: Assessment of Practice Teaching

<table>
<thead>
<tr>
<th>System</th>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>A panel of examiners</td>
<td>7</td>
</tr>
<tr>
<td>One External Examiner</td>
<td>-</td>
</tr>
<tr>
<td>Any other system</td>
<td>-</td>
</tr>
</tbody>
</table>

All the seven institutions have the provision of a panel of examiners for the assessment of practice teaching.
Table 26: Basis of Internal Assessment of Practice Teaching

<table>
<thead>
<tr>
<th>Basis</th>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a) Performance in a particular lesson</td>
<td>1</td>
</tr>
<tr>
<td>(b) Cumulative Percentage in all the lessons</td>
<td>1</td>
</tr>
<tr>
<td>(c) Both (a) and (b)</td>
<td>5</td>
</tr>
<tr>
<td>(d) Any other also</td>
<td>-</td>
</tr>
</tbody>
</table>

The basis of internal assessment is particular lesson in one institution gives cumulative percentage in all the lessons for internal assessment. The remaining five institutions give the weightage to both the above.
Table 27: Sources of Income

<table>
<thead>
<tr>
<th>Sources of Income</th>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government grant</td>
<td>...</td>
</tr>
<tr>
<td>Contribution from</td>
<td>...</td>
</tr>
<tr>
<td>management</td>
<td></td>
</tr>
<tr>
<td>Donation from public</td>
<td>...</td>
</tr>
<tr>
<td>Fee from students</td>
<td>...</td>
</tr>
<tr>
<td>Any other</td>
<td>...</td>
</tr>
</tbody>
</table>

Five training institutions have fees from students as a source of income. The three institutions have Government grants as a source of income. The two institutions accept deposits from public and the contribution of management is a source of income in two training institutions.
Table 28: Pay scales of Teachers

<table>
<thead>
<tr>
<th>Pay scales</th>
<th>Number of institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRINCIPALS</strong></td>
<td></td>
</tr>
<tr>
<td>4500 - 7300</td>
<td>...</td>
</tr>
<tr>
<td>3700 - 5700</td>
<td>...</td>
</tr>
<tr>
<td>2200 - 4000</td>
<td>...</td>
</tr>
<tr>
<td><strong>LECTURERS</strong></td>
<td></td>
</tr>
<tr>
<td>3700 - 5700</td>
<td>...</td>
</tr>
<tr>
<td>3000 - 5000</td>
<td>...</td>
</tr>
<tr>
<td>2200 - 4000</td>
<td>...</td>
</tr>
</tbody>
</table>

There are three grades of Principals of Training Institutions. Similarly there are three grades of Lecturers of Training Institutions. The three principals each are in Grade I and II. The seventh Principal is in Lecturers' grade. The two Principals are in the grade of University lecturers. The three are in the grade of lecturers.
Table 29: Number of books in the Library

<table>
<thead>
<tr>
<th>Number of books</th>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Upto 5,000</td>
<td>...</td>
</tr>
<tr>
<td>5,001 to 10,000</td>
<td>...</td>
</tr>
<tr>
<td>10,000 to 15,000</td>
<td>...</td>
</tr>
<tr>
<td>15,001 to 20,000</td>
<td>...</td>
</tr>
</tbody>
</table>

(Figures are not available from the two corresponding institutions)

The number of books in two institutions is not sufficient in relation to the number of student-teachers. In other three institutions the number of books in the library is satisfactory.
Table 30: Number of Journals subscribed

<table>
<thead>
<tr>
<th>Number of journals</th>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 5</td>
<td>...</td>
</tr>
<tr>
<td>6 - 10</td>
<td>...</td>
</tr>
<tr>
<td>11 - 15</td>
<td>...</td>
</tr>
<tr>
<td>16 - 20</td>
<td>...</td>
</tr>
<tr>
<td>21 - 25</td>
<td>...</td>
</tr>
<tr>
<td>26 - 30</td>
<td>...</td>
</tr>
<tr>
<td>Above 30</td>
<td>...</td>
</tr>
</tbody>
</table>

The number of journals subscribed by the teachers' training institutions is above 30 which is very encouraging. The two institutions dealing with corresponding courses are not subscribing any journals.
Table 31: Laboratories maintained by the institutions

<table>
<thead>
<tr>
<th>Number of Laboratories</th>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>...</td>
</tr>
<tr>
<td>1</td>
<td>...</td>
</tr>
<tr>
<td>2</td>
<td>...</td>
</tr>
<tr>
<td>3</td>
<td>...</td>
</tr>
<tr>
<td>4</td>
<td>...</td>
</tr>
</tbody>
</table>

There is no provision of laboratory in one teacher training institution. There is provision of two laboratories in one institution, of three laboratories in one institution and four laboratories in one institution. There are no laboratories in Correspondence Training Institutions.

Table 32: Inservice course organised by the institution in 1989-90

<table>
<thead>
<tr>
<th>No.of Inservice courses</th>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>...</td>
</tr>
<tr>
<td>2</td>
<td>...</td>
</tr>
<tr>
<td>3</td>
<td>...</td>
</tr>
<tr>
<td>4</td>
<td>...</td>
</tr>
</tbody>
</table>

The teachers training institutions of Jammu and Kashmir do not take interest in organising In-service Courses for the school teachers. There is only one institution which has organised two inservice courses in 1989-90.
Table 33: Inservice courses attended by the teachers in 1989-90

<table>
<thead>
<tr>
<th>No. of In-service courses</th>
<th>Number of institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>...</td>
</tr>
<tr>
<td>2</td>
<td>...</td>
</tr>
<tr>
<td>3</td>
<td>...</td>
</tr>
<tr>
<td>4</td>
<td>... 1</td>
</tr>
<tr>
<td>5</td>
<td>... 1</td>
</tr>
</tbody>
</table>

The teachers of training institutions do not attend in-service courses very frequently. The teachers of only two institutions have participated in In-service courses in 1989-90.

Table 34: Research Studies by Academic Staff in 1989-90

<table>
<thead>
<tr>
<th>Number of Research Studies</th>
<th>Number of Staff members</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>...</td>
</tr>
<tr>
<td>2</td>
<td>... 1</td>
</tr>
<tr>
<td>3</td>
<td>... 1</td>
</tr>
<tr>
<td>4</td>
<td>... 1</td>
</tr>
</tbody>
</table>

Only three staff members have done research studies. One has done two research studies, another one has done three research studies and another one has done four research studies.
<table>
<thead>
<tr>
<th>Major Problems</th>
<th>Number of Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Defective and lengthy syllabus</td>
<td>7</td>
</tr>
<tr>
<td>2. Short duration of the course</td>
<td>5</td>
</tr>
<tr>
<td>3. Much more stress on theory than on practice</td>
<td>7</td>
</tr>
<tr>
<td>4. The contents of pre-service and in-service are pole apart</td>
<td>1</td>
</tr>
<tr>
<td>5. Lack of orientation programme for secondary school teachers</td>
<td>4</td>
</tr>
<tr>
<td>6. Lack of specialisation in subject teaching as envisaged in the New Education Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

All the teacher training institutions consider syllabus as defective and lengthy and complain against more stress on theory than practice. Five teacher training institutions have complaint about short duration of course. Five complain against lack of orientation programme for secondary school teachers. The three teachers training institutions complain against lack of specialisation in subject teaching as envisaged in New Education Policy.
Chapter VI

CONCLUSION

The following conclusions have been drawn from the present investigation:

1. During the last 43 years, the number of training institutions has risen to seven only while before independence this number was only three.

2. There are only two residential training institutions and one partly residential institution. All of them are co-educational.

3. There are only two government secondary teacher training institutions, three are private institutions and three are University Departments.

4. The teacher-education is full-time in State of Jammu and Kashmir except the correspondence course which is meant for experienced teachers.

5. Minimum qualifications for all the institutions is B.A./B.Sc./B.Com. In two institutions 45% and 50% marks are required for the admission in aggregate and admission test and interview is conducted only by other two institutions.

6. The number of applicants is increasing every year but the actual strength has always been less than the intake.
7. The number of candidates admitted through open merit has increased every year. The rate of candidates deputed by the State government is marginal and the candidates deputed by the schools and the number of fresh students increased significantly.

8. The number of candidates having no teaching experience increased every year. Candidates having teaching experience of two to five years and more than five years increased during two years (1987-88 and 1988-89).

9. The age group of 20-35 years are taking admission in larger number than the age group of more than 35 years.

10. The number of student-teachers from other states is too large.

11. The medium of instruction and examination is English in all the teacher training institutions. There are four compulsory papers and two optional papers in both the universities. In Jammu University there is another optional subject other than the two school subjects.

12. Seven papers in Jammu University and six papers in University of Kashmir are prescribed.

13. Almost all the teacher training institutions are using lecture method, tutorials classes, and assignments.

14. The duration of practice teaching varies from 3-5 weeks.
15. Except two institutions all the institutions are having block practice teaching and almost all the institutions have their practising schools.

16. Two school subjects are prescribed in all the institutions for practice teaching and the number of lessons to be taught by the student teachers varies from 21 to 35.

17. Mostly the observation of lessons by student-teachers varies from 1 to 20.

18. Demonstration lessons in five institutions are given by any teacher from the teachers training institution while the remaining institutions require method teacher and school principals to give demonstration lessons.

19. Almost in all the teacher training institutions practice teaching is supervised by the college teachers in all the subjects.

20. The most popular co-curricular activities in all the institutions are debates and cultural programmes.

21. The weightage of internal assessment in all the theory papers as well as in practice of teaching is from 31 to 45% and there is variation of 5% only in first and second division in aggregate marks.

22. In most of the these institutions the basis of internal assessment of practice teaching depends upon the performances in a particular lesson and cumulative performance in all the lessons.
23. Except two institutions all the institutions have from students as the source of income.

24. There are three grades of the Principals and three grades of Lecturers. It depends upon the length of experience to which grade the Principal/Lecturer is entitled.

25. Except two institutions, the number of books in the library in all the institutes is satisfactory and number of journals contributed by them is above 30.

26. Almost all the teacher training institutions have well equipped laboratories also.

27. Only one institution has organised two in-service courses in 1989-90 and the teachers of only two institutions have participated in in-service courses in 1989-90. The research studies done by the staff members in all the institutions varies from one to four.

28. All the teacher training institutions consider syllabus as descriptive and lengthy and complain against more stress on theory than practice teaching.
BIBLIOGRAPHY


Garden, D.S. (1932). The Training of Teachers in Indian Universities, Inter University Board of India.


SURVEYS AND REPORTS


- NCERT (A Report). Teacher Education Programme Through Distance Education Mode, Dept. of Teacher Education, Special Education and Extension Services, NCERT, New Delhi.
APPENDIX

A - GENERAL INFORMATION

**Identifying Data**

1.1 Name of the Secondary Teacher
   Education Institution

1.2 Postal Address

1.3 Year of Establishment

1.4 Nature of Institution:
   (a) Residential ( )
       Partly residential ( )
       Non-residential ( )
   (b) Co-educational ( )
       For men only ( )
       For women only ( )
   (c) Government Institution ( )
       Private Institution ( )
       University Department ( )

1.5 (a) Name of the University to which affiliated

(b) Year of affiliation

1.6 Does your Institution have:
   (a) Extension Service Centre ( )
   (b) Extension Service Unit ( )
   (c) No such arrangement ( )

1.7 Please write a brief history of your Institution indicating various landmarks in its growth:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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B - COURSES & CONDITIONS

2.1 Please give below details of B.Ed. courses offered by your Institution:

(a) Year when started
(b) Duration of the session
(c) Nature of the course:
   Full-time
   Part-time
   Correspondence
(d) Name of the Examining Authority

2.2 Please indicate the requirements for admission to B.Ed. course:

(a) Minimum academic qualifications
(b) Minimum percentage of marks/Div.in aggregate
(c) Any condition regarding subjects offered at the Graduate level
(d) Minimum teaching experience
(e) Minimum age (if any)
(f) Maximum age (if any)
(g) Do you hold admission test? YES/NO
(h) What papers are prescribed in admission test?
   a) 
   b) 
   c) 
   d) 
(i) Do you hold any Interview? YES/NO
(j) Any other information (please specify)
2.3 (a) Does your Institution allow any relaxation in minimum admission qualifications? YES/NO
If yes, please describe in brief

(b) Is any reservation of seats made? YES/NO
If yes, please describe in brief

2.4 Describe in brief the selection procedure for admitting candidates to B.Ed. course:

2.5 Do you run part-time or correspondence course for B.Ed.
Part-time YES/NO
Correspondence YES/NO
If yes, please describe briefly
C - STUDENT POPULATION

3.1 Enrolment and output:  

<table>
<thead>
<tr>
<th></th>
<th>1987-88</th>
<th>1988-89</th>
<th>1989-90</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Total No. of applications received for B.Ed. course for admission</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Students intake:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Actual strength:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) Beginning of the session</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii) End of the session</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Total output:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) Appeared in the B.Ed. exam.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii) Passed in the B.Ed. exam.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Please state briefly for shortage or excess of students admitted to B.Ed. course (year-wise):</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1987-88</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1988-89</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1989-90</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.2 Please indicate the number of candidates admitted to the B.Ed.  

<table>
<thead>
<tr>
<th></th>
<th>1987-88</th>
<th>1988-89</th>
<th>1989-90</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Deputed by the State Government</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Deputed by the schools</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Fresh students</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d) Other experienced teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e) Any other (please specify)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.3 Please indicate the total output of B.Ed. students in special subject fields:

<table>
<thead>
<tr>
<th>Name of the subject</th>
<th>1987-88</th>
<th>1988-89</th>
<th>1989-90</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(Contd.)
<table>
<thead>
<tr>
<th>Name of the subject</th>
<th>1987-88</th>
<th>1988-89</th>
<th>1989-90</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>6</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>7</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>8</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>9</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>10</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>11</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>12</td>
<td>______</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

3.4 Please indicate the overall output in the columns below:

<table>
<thead>
<tr>
<th>Year</th>
<th>THEORY</th>
<th>PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>1986-87</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>1987-88</td>
<td>______</td>
<td>______</td>
</tr>
<tr>
<td>1988-89</td>
<td>______</td>
<td>______</td>
</tr>
</tbody>
</table>

3.5 Please indicate the number of students admitted to B.Ed. course by the following factors:

<table>
<thead>
<tr>
<th>1987-88</th>
<th>1988-89</th>
<th>1989-90</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Teaching experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) No experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii) Upto two years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii) 2 yrs but not more than 5 yrs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv) More than 5 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b) Age by years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) Upto 20 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii) 20 to 35 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii) More than 35 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c) Number of students from</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i) Jammu Region</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ii) Kashmir Region</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iii) Laddakh Region</td>
<td></td>
<td></td>
</tr>
<tr>
<td>iv) Other States</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
D. INSTRUCTIONAL PROGRAMME

4.1 Please give the following information for B.Ed. course:

a) Medium of instruction

b) Medium of Examination

c) Opening days of the academic year

d) The day when admissions are generally over

e) Closing date of the academic year

f) Approximate number of teaching days in the academic year

g) Number of periods in a teaching day on an average

h) Duration of each period

i) Number of periods devoted to theory period each day

j) Number of periods devoted to practice teaching each day

4.2 Please describe in brief the daily routine programme of the instruction:

4.3 List by title all the papers taught in B.Ed. course:

COMPULSORY PAPERS
1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________

(Contd.)
OPTIONAL PAPERS

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________
6. ____________________________
7. ____________________________
8. ____________________________
9. ____________________________
10. ____________________________
11. ____________________________
12. ____________________________

SPECIAL PAPER (if any)

1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________
5. ____________________________

Please indicate the number of papers to be offered by each candidate:

a) Compulsory papers _________
b) Optional papers _________
c) Special papers _________

4.4 Please tick (✓) the methods adopted in teaching theory papers:

a) Lectures ( )
b) Tutorials ( )
c) Team teaching ( )
d) Supervised self-Study ( )
e) Seminar/Symposium ( )
f) Assignments ( )
g) Any other (specify) ( )
E. STUDENT TEACHING

5.1 What is the organisational pattern of practice teaching programme in your institution?

<table>
<thead>
<tr>
<th>Practice in vogue (please tick(✓))</th>
<th>Duration of practice</th>
<th>How Organised</th>
<th>How Performed</th>
<th>How Involved</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Internship</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 Block Practice teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Dispersed or inter-missive practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Both block and Inter-missive practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Any other (specify)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.2 Please describe in brief if the practice teaching is full-time or part-time: FULL-TIME/PART-TIME

5.3 Please give below the nature of schools available for practice teaching:

<table>
<thead>
<tr>
<th>Type of school</th>
<th>No.of schools</th>
<th>PURPOSE FOR WHICH USED</th>
</tr>
</thead>
<tbody>
<tr>
<td>School attached with your training institute</td>
<td></td>
<td>Pract. Demons. Observation Any other available Teaching Lesson of teaching (specify)</td>
</tr>
<tr>
<td>1 Pract. teaching schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Cooperating schools*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Any other (please specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Cooperating schools are those schools where the student-teachers are attached with the school teachers who are made responsible for guidance, supervision and evaluation of B.Ed. students.

(Contd.)
5.4 How many subjects does a B.Ed. student teach during practice teaching? Please tick (√):
   One ( )
   Two ( )
   Three ( )

5.5 How many lessons are to be taught by the B.Ed. students?

5.6 Is any of the subject compulsory for practice teaching? If yes, please name the subject:
   YES/NO

5.7 Besides practice teaching, what other activities are performed by student teachers during their stay in the schools?

5.8 How many lessons as B.Ed. student required to observe in each subject:
   a) Lessons of other B.Ed. students
   b) Lessons of the subject teachers

5.9 Please state the number of demonstration lessons given in each subject:

5.10 Who gives the demonstration lessons? Please tick (√):
   a) Teacher teaching method
   b) Any member from the teacher education institution
   c) Subject teacher from the school
   d) School principal
   e) Any other (please specify)

5.11 How many criticism lessons are given in each subject:

5.12 Who usually checks the lesson plan before actual teaching? (Please tick (√)):
   a) Method teacher
   b) Any member of the Faculty staff

(Contd.)
c) Class-room teacher ( )
d) Any other teacher ( )
e) None ( )

5.13 Does the supervisor supervises:
a) In his own subject alone? ( )
b) In all the subjects? ( )
c) Only 2 or 3 lessons in a period? ( )
d) More than 3 lessons in a period? ( )

5.14 What activities (co-curricular) are organised in your institution?

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>OBJECTIVES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5.15 Please mention the organisation that you have in your institution for activities. Please tick (✓):  
a) Subject club Societies ( )
b) Education Society ( )
c) Students Union ( )
d) Any other (Please specify) ( )
### F. ASSESSMENT

6.1 Please indicate the distribution of marks allocated to different parts of the B.Ed. courses:

<table>
<thead>
<tr>
<th></th>
<th>MAX. MARKS</th>
<th>MIN. PASS MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Inter-</td>
<td>Extern-</td>
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#### I - THEORY PAPERS

A. **Compulsory papers**

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B. **Optional papers**

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C. **Specialization papers**

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D. **Additional Papers**

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(Contd.)
II - Practice Teaching
1. Practice lessons
2. Observation lessons
3. Criticism Lessons
4. Final lessons

III - Other Practical Work
1.
2.
3.

6.2 Please indicate the percentage of marks required for division:

<table>
<thead>
<tr>
<th>Theory</th>
<th>Practice teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Distinction</td>
<td></td>
</tr>
<tr>
<td>2. First Division</td>
<td></td>
</tr>
<tr>
<td>3. Second Division</td>
<td></td>
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<tr>
<td>4. Third Division</td>
<td></td>
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<tr>
<td>5. Pass</td>
<td></td>
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<tr>
<td>6. Any other (please specify)</td>
<td></td>
</tr>
</tbody>
</table>

6.3 What is the basis for internal assessment of theory papers? (Please tick):
1. Personal test
2. Assignment
3. Both (1) and (2)
4. Any other (please specify)

(Contd.)
6.4 Who makes the external assessment of practice teaching?

1. A panel of examiners ( )
2. One examiner ( )
3. Any other system (please mention)

In case of panel, how many examiners external and internal?
   a) External ( )
   b) Internal ( )

6.5 What is the basis of internal assessment of practice teaching?

1. Performance in a particular lesson ( )
2. Cumulative performance in all the lessons ( )
3. Both in (1) and (2) ( )
4. Any other (please specify) __________________________

6.6 Do you have any system of assessing participation in co-curricular activities: YES/NO

a) Who makes the assessment __________________________

b) What is the basis of the assessment? __________________________
7.1 Is the institution building is of its own or rented one? (Please tick):
- Own
- Rented

7.2 What are the sources of income? (Please tick)
- 1. Government grants
- 2. Contribution from management
- 3. Donations from public
- 4. Fee
- 5. Any other (specify)

7.3 What fees are charged from the students?
- 1. Tuition fee
- 2. Admission fee
- 3. Library fee
- 4. Sports & Games and others
- 5. Any other source (please specify)

7.4 Write the pay scale of teachers and their allowances:
- 1. Principal
- 2. Head of the Department
- 3. Professor
- 4. Reader
- 5. Lecturer

7.5 Does your institution give any financial assistance to the students?

<table>
<thead>
<tr>
<th></th>
<th>No. of students receiving help in 1989-90</th>
<th>Amount spent each yr</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Scholarship</td>
<td></td>
<td></td>
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<tr>
<td>2. Free studentship</td>
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</tbody>
</table>
7.6 List by name of all the teachers (full-time as well as part-time):

<table>
<thead>
<tr>
<th>Name of the Teacher</th>
<th>Designation</th>
<th>Age</th>
<th>Full-time</th>
<th>Part-time</th>
<th>QUALIFICATIONS</th>
</tr>
</thead>
</table>

7.7 In what fields, have you had difficulty in getting adequately qualified staff, please list:

7.8 What is the full-time weekly load (in clockwise hrs) for one B.Ed. teacher-educator?

7.9 What was the number of books in your library? 1987-88 ________ 1988-89 ________ 1989-90 ________

7.10 How many journals do you subscribe for your library? Indian Journals ________ Foreign Journals ________

7.11 Give the amount you spend every year on the purchase of: 1. Books ________ 2. Journals ________

7.12 Please mention the laboratories that your institution has for:

<table>
<thead>
<tr>
<th>Adequately equipped</th>
<th>Not-adequately equipped</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Professional Science</td>
<td>( ) ( )</td>
</tr>
<tr>
<td>2. Biological Science</td>
<td>( ) ( )</td>
</tr>
<tr>
<td>3. Psychology</td>
<td>( ) ( )</td>
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<tr>
<td>4. Home Science</td>
<td>( ) ( )</td>
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<tr>
<td>5. Any other subject (pl.specify)</td>
<td>( ) ( )</td>
</tr>
</tbody>
</table>
H - PROFESSIONAL GROWTH

8.1 How many in-service and refresher courses have been organised to school teachers by your institution in 1989-90?

8.2 How many teachers of your institution have attended in-service or refreshers in 1989-90?

8.3 Please list the research studies by the Academic Staff of your Institution in 1989-90

8.4 Please list below some of the major problems that need attention for the improvement of Secondary teacher Education:

Signature of the person answering the questionnaire

Designation