

# **Karnataka Education nEtwork**

**R.V. Educational Consortium**  
RSST, Bangalore -11

## **Report**

**Survey and Study of Current  
Status of Select D.Ed Colleges  
in Karnataka**

**2008**

*Supported by Sir Ratan Tata Trust, Mumbai*

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## Foreword

This study was conceptualized as a situation analysis of a small sample of D.Ed colleges in Karnataka.

The study forms one component of the *VidyaShilpa* project, which is an intervention programme for pre-service education at the elementary level. The project is of two year duration and is financially supported by Sir Ratan Tata Trust, Mumbai. It is being implemented by Karnataka Education Network.

Karnataka Education Network is a synergetic relationship among six organisations, RVEC, VSEI, Suvidya, Dhvani, BGVS, and Deenabandu. The organisations have an independent existence and share a certain common vision with respect to *creating a community of teachers and educators who are committed to educational change through classroom innovations.*

This report is a culmination of year-long work that reflects the data collected exclusively for the study, as well as our experiences of working with D.Ed college students and lecturers.

Based on the draft report, a discussion meet was held to take feedback and suggestions from researchers, administrators and academicians with experience in the pre-service sector. All of them agreed that very little research has been done in this area. Most of them felt that a major shortcoming of the present study was the smallness and the non-representative nature of our sample. We recognize this would preclude generalizations. However, it was neither mandated nor our objective to conduct a large scale study representative of all 968 D.Ed colleges in Karnataka. Our intention was primarily to gain a better understanding of how the D.Ed curriculum is transacted, and what is the perception of a cross-section of stakeholders about the D.Ed course.

We adopted convenience sampling, while ensuring the inclusion of Government, Aided and Unaided D.Ed colleges. We also selected one college from North Karnataka. With these criteria in mind, the final selection of the 8 colleges was completely random. What is intriguing about the findings of these 8 colleges is that they are all equipped with the requisite resources: both physical and human. This is certainly not the case with all 968 colleges. But what is of concern is that even in these good colleges which are well equipped, there is a yawning gap between the intended curriculum and what goes on inside the classrooms. Such findings of this study can be used as a baseline for planning or taking up further research.

We are indebted to Sir Ratan Tata Trust, for their support. We are grateful to the Secretary, Rashtreeya Sikshana Samithi Trust for his interest and encouragement. We thank Dr. Nayana Tara, IIMB for her help with the development of tools. Our gratitude to Dr.S.N. Prasad, formerly Principal, RIE, Mysore, who reviewed the *VidyaShilpa* project and to The Director, DSERT, Bangalore for his unstinted support at every stage.

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## **Executive Summary**

This study was taken up to identify the current situation of select D.Ed colleges. We surveyed eight colleges that included government, aided and unaided colleges both in rural and urban locales. In recent years there has been a spurt in the number of D.Ed colleges. There are now over 968 D.Ed colleges in Karnataka with nearly 90% of them being private, unaided colleges. No systematic study has been taken up in this sector, barring the Government of Karnataka commissioned sub-sector study.

The primary objectives of the present study to:

- identify the current status of a small sample of D.Ed colleges in Karnataka
- document the nature of classroom transactions in these colleges
- gain a better understanding of the opinions of stakeholders and needs of these colleges
- Obtain ideas for effective programme implementation

Our survey of the selected eight colleges shows that both physical and human resources are adequate in our sample. All colleges except one have library and computers with internet connection.

Classroom observations indicate that lectures are being used to the exclusion of all other instructional techniques in D.Ed colleges. There was also very little interaction among students and between the lecturers and students in most classrooms. There appears to be a discord between what future teachers experience in their D.Ed classrooms and what they are expected to deliver once they become teachers.

Textbooks prescribed for the D.Ed course was the sole resource in most colleges, with both lecturers and students strictly adhering to them. A majority of the students felt that their text books lacked clarity. Our analyses of textbooks pertaining to Content Based Methodology of Teaching Languages and Subjects reinforce students' opinion.

All the stakeholders we interacted with, opined that the D.Ed programme is useful to become a primary school teacher. However, they were uniformly of the opinion that the present curriculum was too packed. They have also suggested dovetailing the academic calendar of D.Ed colleges with that of the schools. Almost all lecturers have expressed the need for more opportunities for their own professional development. Students said they needed demo lessons from experienced teachers, apart from listing specific training requirements, such as use of art and theatre, chaitanya method, etc.,

A slew of measures are needed to reduce the yawning gap between inputs at the pre-service level and the vision for school education. There is also an urgent need to take up research in this sector to better inform policy and planning. Also, efforts have to be made to bring pre-service education at the elementary level to the centre stage of educational discourses.

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## **List of Abbreviations**

B.Ed	<i>Bachelor of Education</i>
B.Sc	<i>Bachelor of Science</i>
BA	<i>Bachelor of Arts</i>
D.Ed	<i>Diploma in Education</i>
DDPI	<i>Deputy Director of Public Instruction</i>
DIET	<i>District Institute of Education and Training</i>
DPEP	<i>District Primary Education Programme</i>
DSERT	<i>Department of State Educational Research and Training</i>
IASE	<i>Institute of Advanced Studies in Education</i>
IED	<i>Integrated Education for Disabled Children</i>
M.Ed	<i>Master of Education</i>
MA	<i>Master of Arts</i>
NCERT	<i>National Council of Education Research &amp; Training</i>
NCTE	<i>National Council for Teacher Education</i>
NFG	<i>National Focus Group</i>
NPE	<i>National Policy of Education</i>
OBC	<i>Other Backward Community</i>
RIE	<i>Regional Institute of Education</i>
SC	<i>Scheduled Caste</i>
ST	<i>Scheduled Tribe</i>
TCH	<i>Teacher Certificate Higher</i>
TCL	<i>Teacher Certificate Lower</i>
TLM	<i>Teaching Learning Materials</i>
TTI	<i>Teachers' Training Institute</i>

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# **Chapter 1: What is D.Ed**

# 1. What is D.Ed

## 1.1 Policies: A Brief Overview

Teacher education has gained recognition as a crucial component in discourses on quality education especially after the Kothari Commission Report, 1964-66. The Commission had recommended positing teacher education within “the academic life of universities” as well as “school life and educational developments.” The Commission had also recommended the introduction of “integrated courses of general and professional education.....with greater scope for self-study and discussions”.

The Chattopadhyaya Committee Report (1983-85) recommended a four year integrated course for both the secondary and elementary pre-service teacher education.

The National Policy of Education (1986) noted that teacher education is a continuous process. The Acharya Ramamurthi Committee (1990) recommended the adoption of an internship model for teacher training. The Yashpal Committee Report (1993) emphasized that student teachers need “to acquire the ability for self-learning and independent thinking”.

The recommendations of these policy documents have not translated into practice and as the National Focus Group on Teacher Education for Curriculum Renewal points out, “Teacher Education Programmes continue to train teachers to adjust to the needs of an education system in which education is seen as the transmission of information and learning reproduced from text books” (NCERT, 2006).

## 1.2 Pre-Service Elementary Education in Karnataka

### An overview of the Pre service Primary Teacher Education in Karnataka

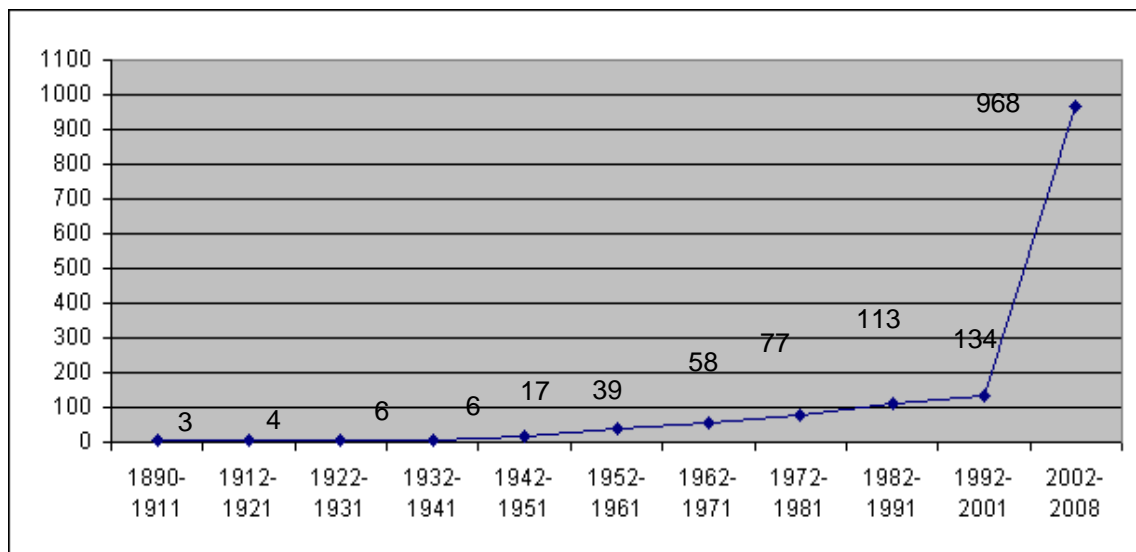
*(Excerpts taken from the State Perspective Plan for Teacher Education, DSERT, 2004)*

Karnataka has a long history of providing pre service teacher education. The first training institution in the state was set up in Dharwad way back in 1857. Before the reorganization of the states in 1956, several institutions were offering Teacher Certificate Lower (TCL) for candidates with class 8 qualification and Teacher Certificate Higher (TCH) for those with SSLC qualification. These courses were of varying duration, ranging from six months to one year. It was only in 1987-88 that PUC qualification was made mandatory for admission to TCH course, throughout the state.

In 1966, the curriculum for TCH was revised and simultaneously, the duration of the course was increased to 2 years.

The late 1960s and 1970s saw a sudden spurt in the number of teacher training institutions in Karnataka. This can be attributed to the impetus given to teacher training by the Kothari Commission. The figure below shows the growth of elementary teacher training institutions in Karnataka, over the past century.

**Fig 1.1 : Decadal growth of TCH Institutions (D.Ed colleges) in Karnataka**



(Source: DSERT, Karnataka)

The next driving force for strengthening teacher education programme was the National Policy on Education, NPE (1992). With concerns for education for all, the demand for primary school teachers far exceeded the supply. This led to mushrooming of substandard training institutions, across the country. This was one of the factors that accounted for the NPE to moot the establishment of District Institutes of Education and Training (DIETs). Thereby, Karnataka upgraded 20 TTIs into DIETs, which are now nodal centres for both pre service and in service teacher education at the elementary level. Subsequently in 2004, Karnataka sought and was granted permission from the Government of India to set up 7 new DIETs. Further, to meet high demand for pre-service elementary education, (39,321 candidates had applied for the course in 2003-04 for 5097 government seats available) the Government of Karnataka gave no objection certificates for the starting of 675 new elementary teacher training institutions in 2004-05.

All the teacher training institutions fall under the ambit of the National Council for Teacher Education (NCTE), since its establishment in 1995. The NCTE is the statutory authority for granting recognition and fixing intake. However, the Department of State Educational Research and Training (DSERT) co-ordinates all the academic and administrative activities of all these institutions including private unaided ones.

### **The Present Scenario**

The nomenclature of TCH has been changed to Diploma in Education (D.Ed) from the academic year 2002-03. The curriculum was revised in the same year and the duration of the course was increased by six months to provide for internship to students. However, after severe opposition from students, it was reverted back to 2 years which now includes three months of internship.

The subjects prescribed for the two years are as follows:

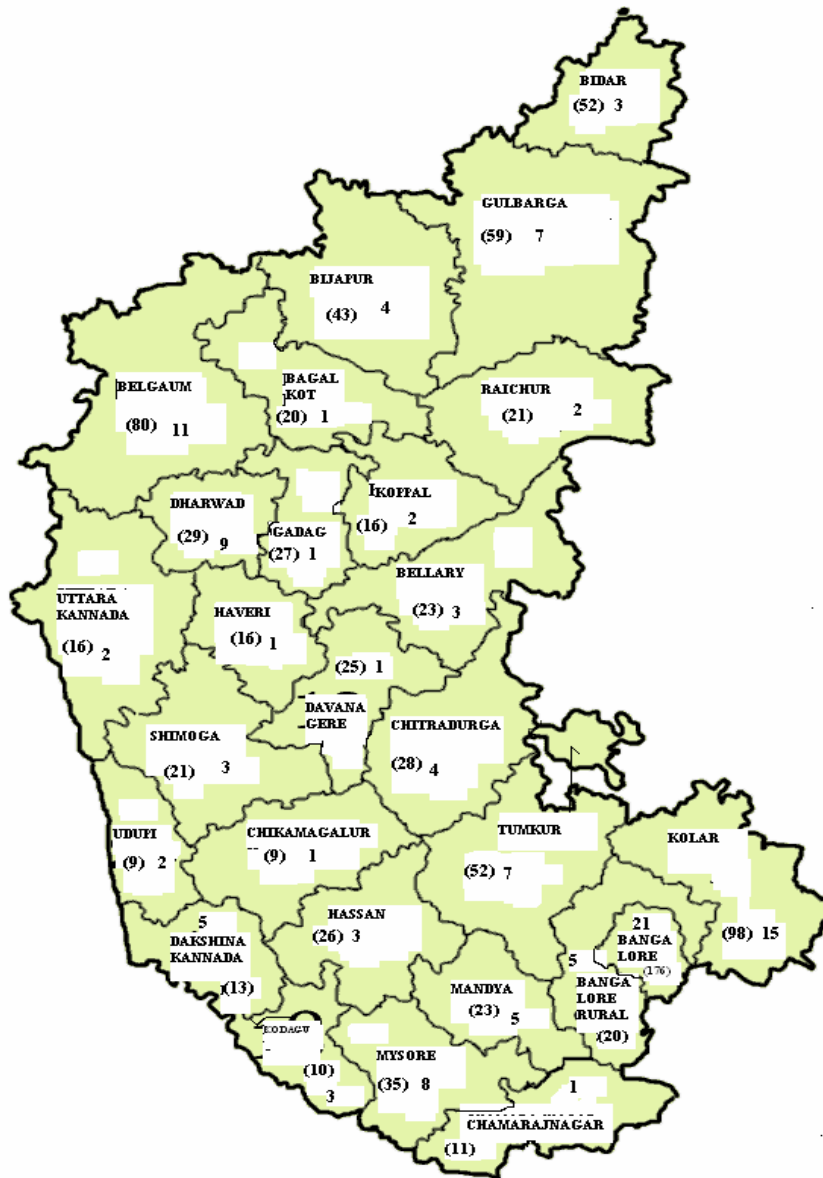
<b>First Year</b>	<b>Second Year</b>
Edn 1 Conceptual Bases of Education	Edn 1 Trends in Modern Education
Edn 2 Psychology in modern education	Edn 2 Educational Management and School Organisation
Edn 3 Curriculum Transaction	Edn 3 Content based methodology-I
Edn 4 Content based Methodology – Kannada Language	Edn 4 Content based methodology – II
Edn 5 Practicum I	Edn 5 Practicum I
Edn 6 Practicum II	Edn 7 Health & Physical Education
Edn 8 Work Education	Edn 8 Work Education
Edn 9 Content Enrichment	Edn 9 Action Research

Admission to the course is through a centralized Admission Cell. A merit cum roster system is followed, with a reservation of 50% for women candidates in each category.

The examination of the D.Ed course throughout the state is conducted by the Karnataka Secondary Education Examination Board.

The following figure gives the distribution of D.Ed colleges across the districts of Karnataka.

**Fig 1.2: Distribution of D.Ed colleges in Karnataka**

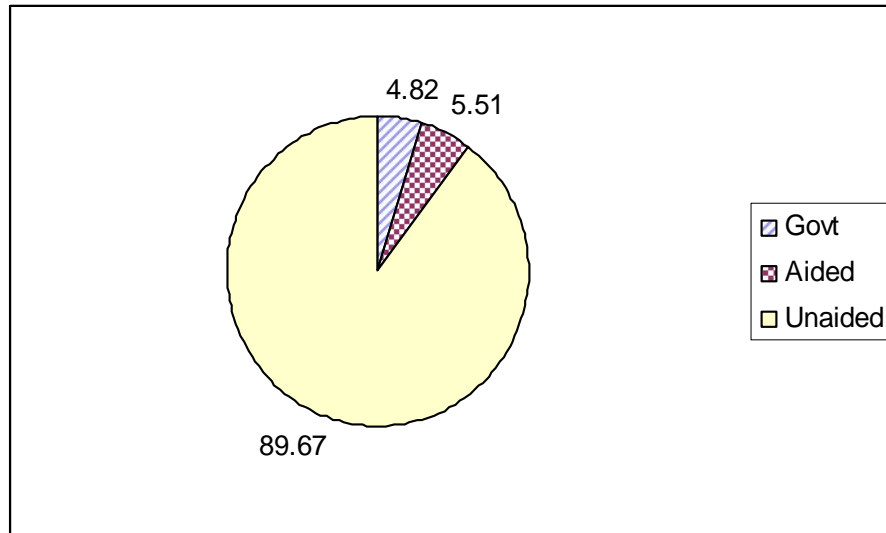


*Note: No. of D.Ed colleges till year 2000 are marked without brackets ; Those within brackets refer to the present number of colleges*

As can be seen, the distribution is non-uniform with the largest number of new colleges in Bangalore, followed by Kolar. The increase in the number of colleges from 2000 to 2009 has been phenomenal in all districts.

There is also preponderance of unaided colleges as figure 3 shows.

**Fig. 1.3: Percentage of Government, Aided and Unaided D.Ed colleges**



The presence of such a large number of private, unaided colleges in the sector indicates that the nature and kind of interventions required are very different from that of in-service teacher education.

### **1.3 Related studies**

Research focusing exclusively in the area of pre-service elementary education is very sparse. Even such research as there are, have not contributed towards formulation of policies or even planning in the sector. The *Sub-Sector Study on Teacher Education* (2002) has taken cognizance of this fact.

The Government of Karnataka had commissioned sub-sector studies in education, teacher education being one of them. This report has pointed out the following inadequacies (Jayalakshmi, 2002):

- Duration of Teacher Education at primary level is insufficient to develop certain skills and content knowledge among trainees
- The standard of both lecturers and students in the pre-requisite content knowledge is very poor

- Teacher education curriculum is loaded with theory as well as a number of assignments
- Teacher Educators of all TTI's are not involved in the special programmes like DPEP, IED and are deprived of good experiences there from.
- No organized academic supervision of the TTI's, especially unaided colleges has resulted in poor quality

Subsequently, the *State Perspective Plan for Teacher Education (2004)* has taken cognizance of the fact that a spurt of quantitative expansion has resulted in "major concerns regarding the quality of education." This document also noted the following "quality concerns":

- Inadequacy of resources
- Progressively decreasing number of students of science enrolling for both D.Ed and B.Ed course

The State Perspective Plan has suggested giving 'due importance' to content enrichment of primary school teachers. It has also recommended that: "It is desirable to review the D.Ed curriculum and introduce necessary modifications, changes to make it more responsive to the needs of the primary school system in the state."

As a follow-up of this recommendation, the Regional Institute of Education (RIE), Mysore was entrusted with the responsibility of reviewing the state D.Ed curriculum. RIE took up a 'rational review' of the curriculum, without undertaking a field study and has submitted its report to the Government of Karnataka.

*A comprehensive study of the Progress of Education in Karnataka* (Jagannatha Rao, 2009) has identified lacunae in the D.Ed curriculum. He points out that the D.Ed curriculum is a replica of the B.Ed curriculum. He also feels Western Philosophies and Sociological theories are given more prominence at the expense of Indian experiments for "totally dispensing with, or at best, condensing and limiting to one paper" the various philosophies and theories of education.

Instead the D.Ed curriculum should include important reports; contributions of NGOs; comparison between Karnataka and other states; and the various intervention programmes taken up in Karnataka. The author also points out that teacher educators are not given in-service training programmes. He also takes cognizance of the fact that D.Ed college lecturers have B.Ed/M.Ed qualification with experience in secondary education. This has led to a situation where teachers' needs at the primary level are not catered to in D.Ed. Finally, the author brings to fore the lack of sufficient resource books and materials for both students and educators.

#### **1.4 Rationale for the present study**

As seen in the previous section, there is a virtual absence of research in the sector of pre-service teacher education at the elementary level. Most of the literature in teacher education, as are available, mostly contain descriptions of programmes or prescriptions to improve programmes, rather than a careful analysis of programme outcomes, including ascertaining needs of the concerned stakeholders and documenting classroom processes (DSERT, 1998). Moreover, teacher development is a continuous process and not a one-time event. While considerable resources are being allocated for in-service programmes and fairly extensive documentation has led to both better understanding and greater visibility to this component of teacher development, this is not so with the pre-service sector.

The present study has been conceived as a pilot to try to address some of the issues, in terms of providing pointers to further research, by analyzing the situation of the small, selected sample of D.Ed colleges.

The primary objectives of the study are to:

- identify the current status of a small, select sample of D.Ed colleges in Karnataka

- document the nature of classroom transactions in these colleges
- gain a better understanding of the opinions of stakeholders and needs of these colleges
- obtain ideas for effectively implementing D.Ed programme

The chapters in the report are arranged in accordance with these objectives.

While the next chapter details the methodology used for the study, Chapter 3 provides a profile of the sample.

Our observations of classrooms of the sampled D.Ed colleges and an analysis of textbooks prescribed for the D.Ed course, form the content of chapter 4. Perceptions of stakeholders are enumerated in chapter 5.

The final chapter culls out the conclusions from the study and our learning from the year-long D.Ed intervention programme. It also offers suggestions, as emerging from the study areas for effective implementation of the D.Ed programme and identified further research in the sector.

## **Chapter 2: About the study**

## 2. About the Study

This study is designed as a survey to identify the current status of select D.Ed colleges.

By **status** we mean:

- The basic infrastructure of the colleges, in terms of presence of building, sufficient rooms, library, computer and other academic resources
- Socio-economic and academic background of staff and students' of these colleges
- Classroom processes followed in these colleges

Being conceived primarily to analyse the prevailing situation in selected D.Ed colleges in Karnataka, a participative survey method was adopted. Hence, apart from collecting information through a schedule, the study involved classroom observation, extensive focused group discussions and interviews.

### 2.1 Sample

The sample comprises of eight randomly selected colleges. Being a convenience sampling, they are not representative of the population. However, care has been taken to include government/aided and unaided colleges from both urban and rural locales.

#### List of D.Ed colleges chosen for the study:

- |   |  |
|---|--|
| 1. District Institute of Education and Training (DIET), Tumkur<br><i>Inst. Type: Co-Education</i><br><i>Medium : Kannada</i><br><i>Type: Government</i> | 2. District Institute of Education and Training (DIET), Kolar<br><i>Inst. Type: Co-Education</i><br><i>Medium: Kannada/Urdu</i><br><i>Type: Government</i> |
| 3. St. Theresa Teachers Training Institute, Bangalore<br><i>Inst. Type: Women</i><br><i>Medium : English</i><br><i>Type: Private, Aided</i>             | 4. Deccan Teacher Training Institute, Gulbarga<br><i>Inst. Type: Co-Education</i><br><i>Medium : Marathi</i><br><i>Type: Unaided</i>                       |

- |   |   |
|---|---|
| <p>5. Crescent D.Ed College,<br/>Bangalore<br/><i>Inst.Type: Women</i><br/><i>Medium : English</i><br/><i>Type: Unaided</i></p> <p>7. Sukrutha Teacher Training<br/>Institute,Chamarajnagar<br/><i>Inst.Type: Co-Education</i><br/><i>Medium : Kannada</i><br/><i>Type: Unaided</i></p> | <p>6. PET D.Ed College, Mandya<br/><i>Inst.Type: Co-Education</i><br/><i>Medium : Kannada</i><br/><i>Type: Unaided</i></p> <p>8. Sri Shivayogi Muneshwara Swamy<br/>D.Ed College Maddur<br/><i>Inst.Type:Co-Education</i><br/><i>Medium: Kannada</i><br/><i>Type: Unaided</i></p> |
|---|---|

The Director, Department of State Educational Research & Training, Bangalore sent a letter to these colleges asking them to co-operate with us for data collection. The Principals of the colleges were in general very co-operative. Conditions of anonymity ensured that we got honest and forthright opinions of lecturers and students.

## **2.2 Tools**

A set of ten data capture forms were prepared after extensive discussions with an experienced researcher in the field. The tools were piloted in one college. Based on this, we modified the format for classroom observation and reworded two questions in the guidelines for students' focused group discussions that had sounded ambiguous to the students.

The tool is appended to this report.

A brief description of each form is given below.

Form 1 sought to collect general information about colleges, in terms of basic infrastructure, profile of students and lecturers; general requirements and activities of the college.

Guidelines for classroom observation were provided in Form 2. The guidelines were prepared on the basis of two broad indicators to capture effective classroom practice, namely:

- Use of interactive and participatory approach
- Promotion of reflective thinking and practice both individually and in groups

Form 3 captured written data from students. Apart from brief background information, this questionnaire also elicited students' perception of the D.Ed programme.

Questionnaire for lecturers was the fourth form that included among other things, their requirements for training programmes and their opinion about various aspects of pre-service education.

Form 5 comprised of leading questions to facilitate focused group discussions among D.Ed students. It attempted to capture their preparedness to enter teaching profession, in addition to ascertaining their needs.

Form 6 had leading questions for lecturers' interview. These questions were meant to substantiate and augment their responses to the written questionnaire.

Forms 7 and 8 were meant to get written and oral information respectively, from newly appointed teachers. Perceptions of Department officials and individuals running private, unaided schools were captured through Forms 9 and 10 respectively.

### **2.3 Data Analysis**

Primarily, descriptive analyses were used to interpret the data. The data were largely from primary sources. The following table provides an overview of the data analysis used for the study.

**Table 2.1 Mapping of objectives with data analysis**

<b>Study component</b>	<b>Objectives</b>	<b>Data</b>	<b>Mode of analysis</b>
1. Curriculum transaction	2.1 To capture the classroom practices of the selected D.Ed colleges 2.2 To study assessment practices of colleges 2.3 To ascertain students' experience during practice teaching 2.4 To capture the processes of preparation for teaching profession	<ul style="list-style-type: none"> <li>▪ Classroom observation</li> <li>▪ Information schedule</li> <li>▪ Focus group discussions and written questionnaires</li> </ul>	Descriptive
2. Perception of stakeholders	2.1 To ascertain the perception of stakeholders about the D.Ed course 2.2 To identify their needs 2.3 To capture the synergy between D.Ed colleges and schools	Interview /FGD <ul style="list-style-type: none"> <li>▪ Lecturers</li> <li>▪ Principals</li> <li>▪ Students</li> <li>▪ Newly appointed teachers</li> <li>▪ Department officials</li> <li>Private school Management</li> </ul>	Descriptive
3. Profile of colleges, principals, lecturers and students	3.1 To develop a brief profile of major stakeholders of selected colleges	<ul style="list-style-type: none"> <li>▪ Questionnaires</li> <li>▪ Information schedule</li> </ul>	Tabulation case study

## 2.4 Scope and Limitations

The study provides scope for further research and offers baseline data for an understanding of the current situation in the selected D.Ed colleges.

However, the following limitations would preclude generalizations in the sector:

- The sample is not representative of the geographical distribution of D.Ed colleges
- The size of the sample is very small when compared to the population

We wish to reiterate that it is not our intention to make comparisons among colleges in terms of chosen variables. While our sample reflects Government, Aided and Unaided colleges, they are **not** meant to be considered variables for comparing. Also, meaningful statistical analyses due to the small size of the sample. Neither was this kind of analysis the objective of the present study. However, where relevant, data is presented separately for Government, Aided and Unaided colleges.

The next chapter details the profile of the sample.

## **Chapter 3: About our sample**

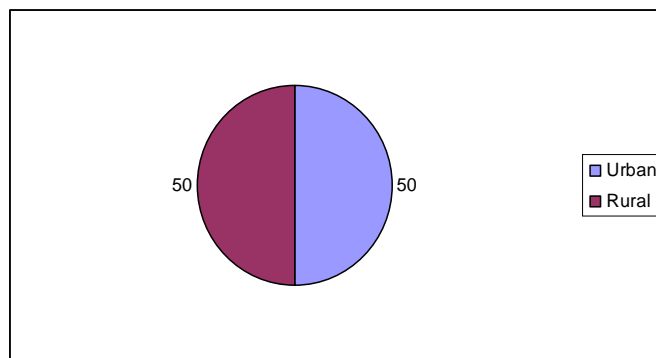
### 3. About our Sample

Information on the basic resources available in the sample colleges, including human resources was gathered. Also, the socio cultural and educational background of students who are enrolled in these colleges have been captured.

#### 3.1 Colleges

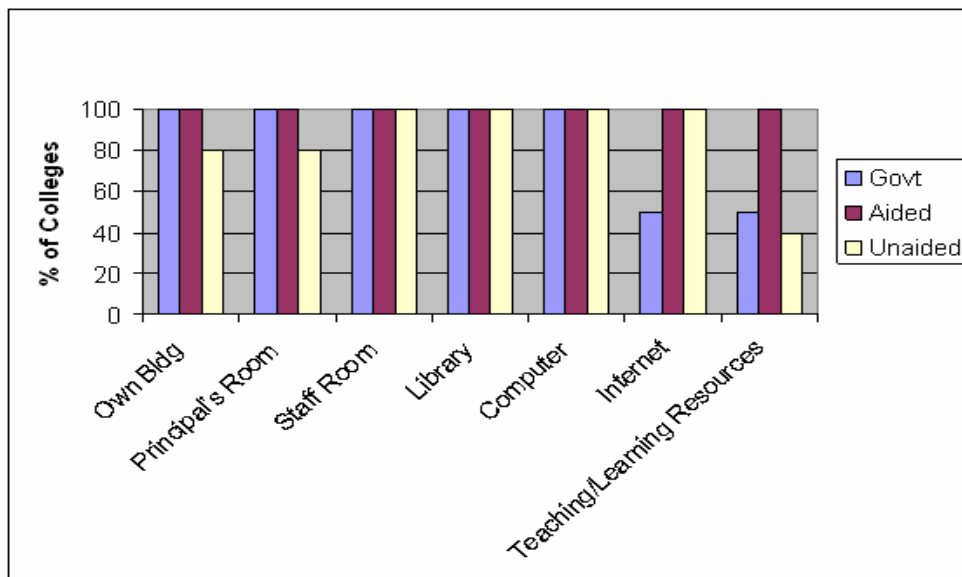
Our sample had an equal number of colleges from urban and rural locales.

**Fig 3.1 Percentage of urban and rural colleges**



The following figure gives the status of available physical infrastructure and teaching/learning resources in three categories of colleges in our sample.

**Fig 3.2 Infrastructure availability**



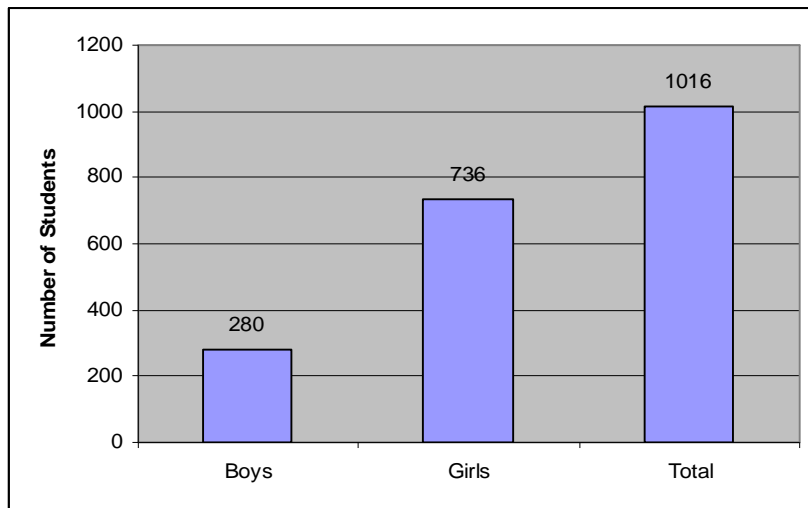
As the figure indicates there is no dearth for basic physical infrastructure. The average pupil teacher ratio in the eight colleges was 18.6, with as low as 4.4 in an unaided college in Bangalore and a high 40.7 in DIET, Kolar.

### 3.2 Students and Lecturers

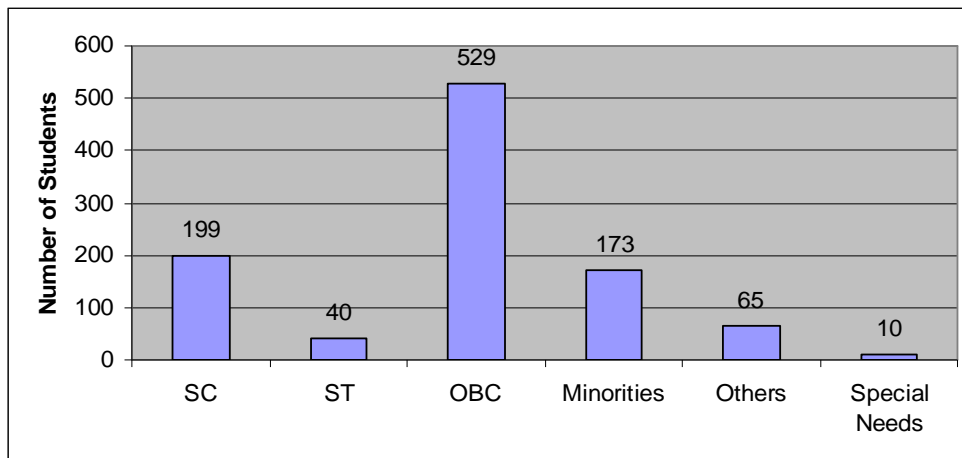
#### *Profile of Students*

Figure 3.3 gives the profile of students enrolled in the eight sample colleges.

**Fig 3.3 Profile of students - Genderwise**



**Fig 3.4 Profile of Students - Categorywise**



As can be seen from the figure, girls outnumber boys. Students belonging to the 'OBC' category are more in number than other communities. Students with special needs are a minuscule with less than 1/100<sup>th</sup> of the total.

Economic background of the students was captured in terms of the annual family income. The figures given below represent what the students reported in their written questionnaire.

**Table 3.1 Annual Income of students' Family members**

Annual Income	% of students
Over Rs. 60,000/-	5.3
Between Rs. 48,001/- and Rs. 60,000/-	1.9
Between Rs. 24,001/- and Rs 48,000/-	1.9
Between Rs. 12,001/- and Rs 24,000/-	9.8
Between Rs. 6,000/- and Rs 12,000/-	67.5
Below Rs. 6,000/-	13.6

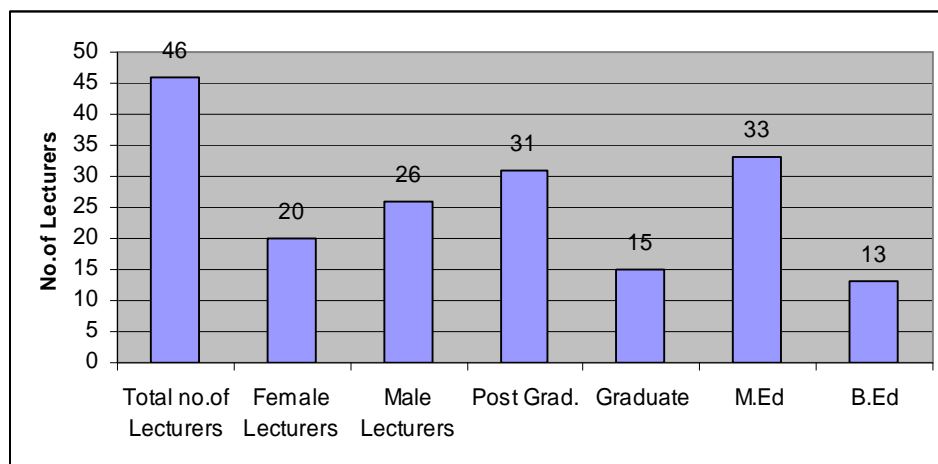
A majority of the students come from households with an average monthly income of less than Rs. 2,000/-

As to the students' academic background, **an overwhelming 90% of the students are from the Arts stream.**

*Profile of Lecturers*

The academic qualifications of the lecturers and the number of male and female lecturers are given below.

**Fig 3.5 Profile of Lecturers**



Unlike the case of students, the number of male lecturers is more than female lecturers.

As per NCTE norms, the minimum qualifications for a D.Ed college lecturer are Academic Masters (MA/M.Sc) + Bachelor in Education (B.Ed) or Academic Bachelors Degree (BA/B.Sc) + Masters in Education (M.Ed). We found that in 25% of lecturers there was a mismatch between their subject of specialization and the subject they were teaching. All other lecturers were handling subjects they had specialized in.

As can be seen from Table 3.2 the mean age of lecturers of the eight colleges is 37.4. The oldest was 63 years old and the youngest 26. The modal value was 28 years.

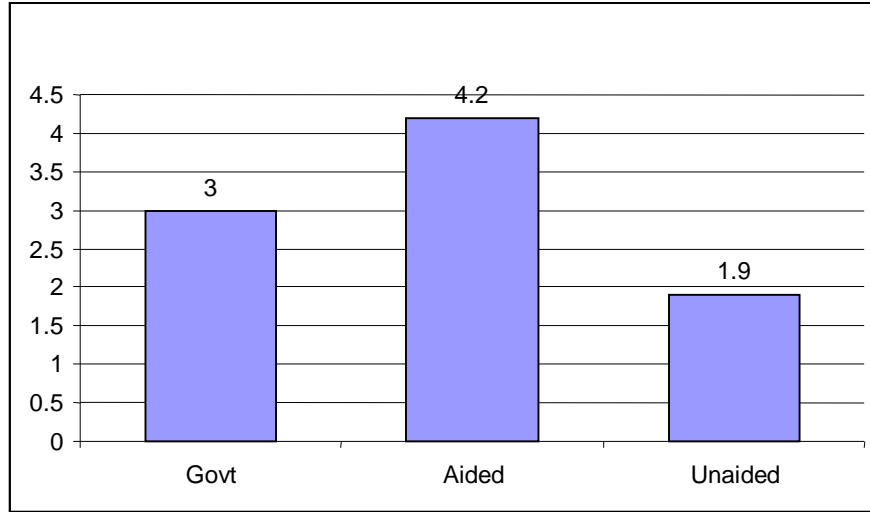
**Table 3.2 Age and Experience of lecturers**

	Mean Value in years
Age	37.4
Experience in Primary School	3.0
Experience in High School	5.3
Experience in D.Ed College	5.0

The lecturers were asked to give details of all the training programmes they had attended after becoming a D.Ed college/DIET lecturer. This information was to help us get a better understanding of their preparation and readiness.

Figure 3.5 gives the average number of training programmes attended by lecturers in the three categories of colleges that formed our sample.

**Fig 3.6: Average number of training programmes attended**



A majority of them have attended Chaitanya training as the following table indicates:

**Table 3.3 Content of Training Programmes**

Programme content	Number of Lecturers
Chaitanya	11
NSS	3
D.Ed syllabus Orientation	6
Kannada Teaching Methodology	2
English Teaching	2
Social Science Teaching	2
HIV/AIDS Awareness	4
Psychology	2
SUPW	1
Action Research	4
Evaluation	4
Nali Kali	1
Bahumukhi	1
Hongirana	1
Satellite programmes	3
Music	1
Internal Assessment	1
Computer	1
KSQAO	1
Misc	2
Fuel conservation	2

The duration of these training programmes ranged from one day for AIDS awareness programme to ten days for Chaitanya and NSS.

Most of these programmes were conducted either by DIET or DSERT and a few by RV Teachers' college (IASE).

As the profile of the sample shows, all three categories of colleges (Government, Aided and Unaided) are well endowed with basic physical infrastructure. Except for one DIET all other colleges have an internet connection as well. Library is well equipped and most private D.Ed colleges in our sample shared their resources (books and computers) with schools, housed in the same building. However, teaching learning resources in terms of physical aids, laboratories are absent in most colleges.

As part of the outreach programme of Karnataka Education Network under the *VidyaShilpa* project, we had visited a few other districts. This trend of adequate physical resources and inadequate academic resources were apparent even in the colleges we had visited.

The student teacher ratio is highly favourable, except in one college. There are more number of girls enrolled in D.Ed colleges than boys. A majority of them are from the Arts stream.

Most of the students come from the lower income group. Again, during our interactions with students and lecturers in the course of the *Vidyashilpa* project, we were repeatedly told that a majority of students find it difficult to bear the added financial burden of preparing TLM's and traveling to schools during practice teaching/internship.

Most of lecturers in our sample are a young lot, going by their mean age. Karnataka Education Network had conducted a two-day workshop for lecturers, wherein over 70 lecturers from 18 districts had attended. A majority of them were in the age group of 30-35 years.

Most of the respondents in our sample have more experience as high school teachers and D.Ed college lecturers rather than teaching in primary schools. Interestingly, during our interactions with lecturers, we found that they appeared to value experience in high school more than primary school.

One third of the lecturers who formed our sample had not attended any training programme. They were predominantly from unaided colleges. But, given an opportunity, there seems to be great interest in attending training programmes, given by the fact that, barring two all lecturers who attended Karnataka Education Network's training were from unaided colleges.

The next chapter enumerates the classroom transaction, as observed during our study.

## **Chapter 4: What goes on inside D.Ed classrooms**

## 4. What goes on inside D.Ed classrooms

Pre-service teacher education is an initiation to the teaching profession. Teacher development is a process and the D.Ed/B.Ed programmes form a crucial first stage in this continuum. As the National Focus Group on *Teacher Education for Curriculum Renewal* has pointed out, “the vision of teacher education should be in keeping with the vision of a teacher and school” (NCERT, 2005). With this in mind, the present study has focused on observing classrooms of D.Ed colleges that formed our sample.

### 4.1 Classroom observations:

Do classrooms that prepare future teachers reflect what is envisaged for primary schools, namely, interactive and child-centric and more recently, constructivist? As adult learners, are future teachers given scope to participate pro-actively in learning? Do teacher educators make conscious efforts to promote reflective thinking and practice, both individually and in groups among their students? These were some of the questions we wished to address during the course of our classroom observation.

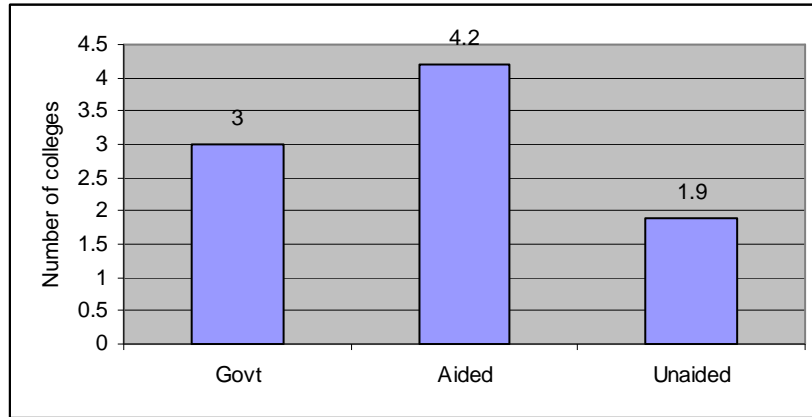
Based on consultations with field experts, a scoring rubric was evolved to analyse the data from classroom observation.

**Table 4.1 Scoring Rubric for classroom observation data**

Variables	Max. Score	Scoring Rubric
1. Classroom Management	4	4 - Good 2-3 – Average < 2 – Below Average
2. Teaching and Instructional Technique	8	6-8 – Effective < 6 – Ineffective
3. Interaction	18	14-18 - Highly interactive 8-13 – Moderately interactive < 8 – Not at all interactive
4. Assessment	8	≥ 6 - Effective assessment strategies > 6 – Assessment strategies ineffective

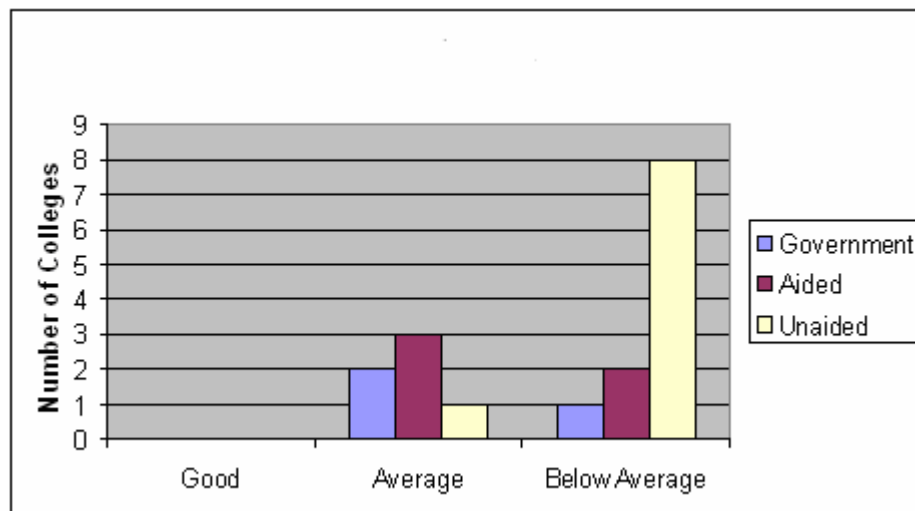
Figure 4.1 gives the number of classrooms observed in each of the three categories of colleges.

**Fig. 4.1: Total classrooms observed**

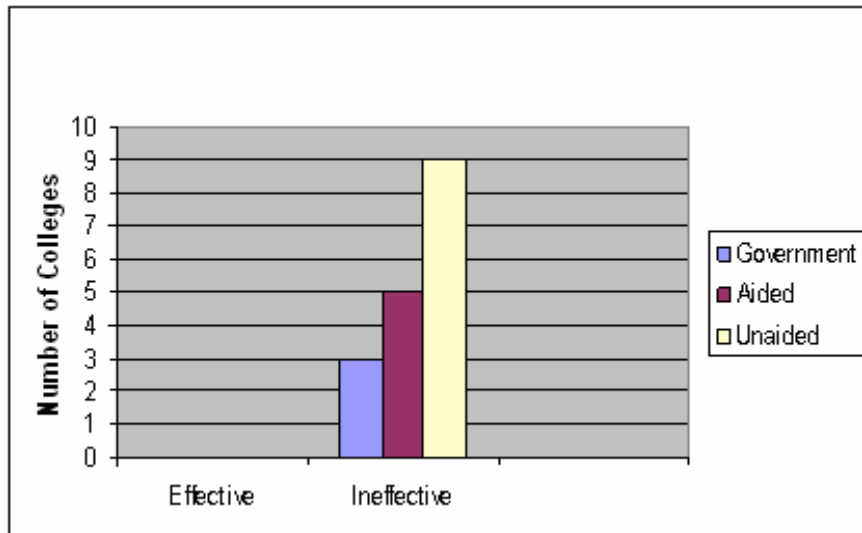


The following figures indicate the status of the variables chosen to assess classroom practices, as per the scoring rubric, evolved for the purposes of this study.

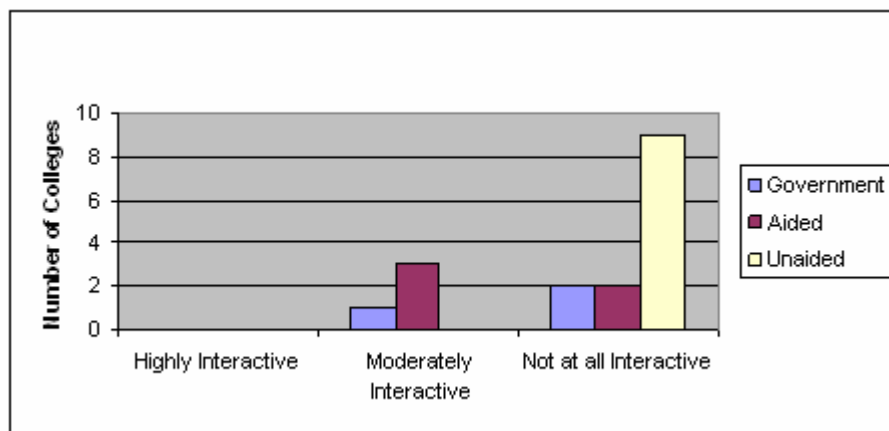
**Fig. 4.2: Classroom Management**



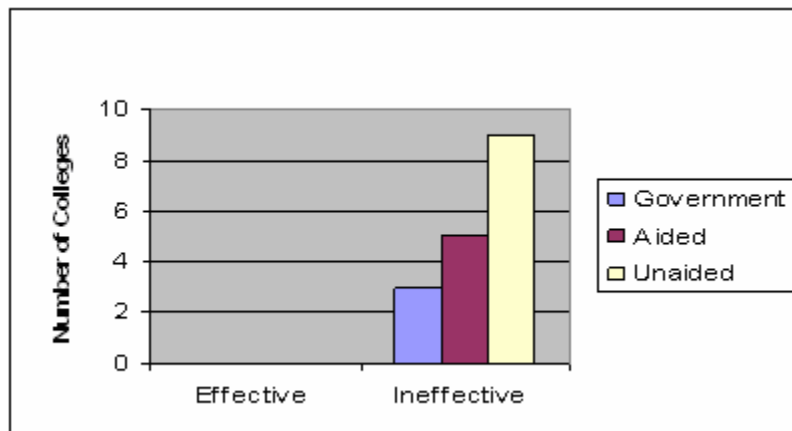
**Fig. 4.3: Teaching and Instructional Techniques**



**Fig. 4.4: Level of interaction**



**Fig 4.5: Assessment Strategies**



The variables for classroom observation were chosen primarily on the basis of the twin indicators of effective classroom practice, as mentioned in chapter 2.

These two indicators are:

1. Use of interactive and participatory approach
2. Promotion of reflective thinking and practice individually as well as groups

Our observations show that the reality in D.Ed classrooms is a far-cry from these expectations.

In general, we found that the physical environment in D.Ed classrooms were conducive for lecturing. Every classroom was equipped with desks, benches, blackboard and many of them had a dais and lecturers used it almost all the time. . Students were seated in rows. We did not come across a single instance of grouping. None of the *classrooms* were equipped with academic resources, nor were they used in any class we observed.

In all the classrooms we observed, lecturers were being given, except in two instances (see box 4.1)

In fact in one college, a lecture was being given on 'chaitanya' method. Students were passive participants in all, except the two classrooms mentioned earlier.

**Box 4.1: *Variations in teaching learning techniques***

In one aided college in Bangalore, the lecturer engaged the students in an animated discussion.

In one DIET, second year D.Ed students were conducting a seminar. A few students came up with very good presentation, which initiated a lot of discussions among students.

Of course, the lectures were peppered with a few perfunctory questions here and there. But, questioning by students was non-existent. There was also no scope for peer interaction in the classroom.

Presentation of lectures by the teacher educators was generally good, except in one unaided college where the teacher educator was inexperienced. Both educators and the students were clear that the primary goal was faring well in the D.Ed examinations.

***Box 4.2 Reflections of an observer on a classroom***

Subject: Educational Psychology

Class: I year D.Ed.

Topic: Factors that influence learning

The lecturer had evidently done her home work and was well prepared. She was interested in making sure students learn the topic. She spoke well and was reasonably successful in her communication and had all the standard elements of a typical class like lecture, question and answer (only the lecturer was asking questions), notes giving and of course, homework at the end. Students were attentive and were busy taking down the notes that were dictated. They made little or no effort to make any independent notes. Students were seated in rows, with girls and boys occupying separate columns.

The lesson focused among other things on the 'transfer of learning'. This is a topic that can lend itself into a meaningful and useful experience. However, the lesson did not motivate the students as the examples were somewhat beyond their immediate sphere of experience. For instance, the teacher mentioned about the geared vehicles and how it can result in negative transfer of training. The problem was that she herself never experienced it and so were the students – definitely the girls. As a result, the understanding remained just theoretical. They needed a series of examples taken from their lives to feel it.

The lecturer had adopted what is popularly known as 'teaching by telling'. Students did not get an experience of transfer of training but were made to agree because their lecturer told them so. This is surprising and directly contradicts the pedagogic principles taught in the D.Ed. course. Whereas the students are expected to facilitate activity based learning in their classes, their own learning here was not at all activity based. This is the crux of the issue. At this formative phase of their preparation to become school teachers, it is necessary to provide them with proper experience and allow them to reflect, conjecture and finally agree (or even disagree!). This was sadly missing.

It was evidently a teacher led class and with very strong hierarchy. At a certain point in the class, the lecturer 'told' them that real learning happens at the individual level and consequently, it is important that teachers give individual attention. The students wrote this down and nodded. It did not occur to the lecturer or to the students that this is not happening in this very classroom! A wonderful opportunity was lost.

No, I am not finding fault but merely wondering how students with this kind of classroom experience can really be convinced about the principles of creative pedagogy they are supposed to understand, internalise and use.

It becomes imperative to sensitise D.Ed college lecturers about the need to have consistent classroom practices between what they teach and what student teachers are expected to deliver in schools. These teacher educators have a wonderful opportunity to redesign their classroom teaching; help their students reflect on teaching and learning; thereby positively influencing the attitude of future teachers at a crucial stage of their professional development. The state government needs to hasten up the process of realizing the vision charted out by the National Focus Group on *Teacher Education for Curriculum Renewal* (NCERT, 2005), if we need to stem the yawning gap between what is expected of future school teachers and what they are being trained for.

#### **4.2 D.Ed Textbook Analysis**

We found that both lecturers and students depended almost exclusively on the textbooks prescribed by DSERT, for the D.Ed course. So we took up a very brief analysis of textbooks. This exercise was not meant to be a rigorous content analysis of textbooks, but only to gain a broad understanding of the nature of content that is getting disseminated in the classrooms of D.Ed colleges.

The textbooks were analysed on the basis of the following components:

1. Knowledge of subjects
2. Teaching methods
3. Knowledge of how children learn
4. Assessment and Evaluation
5. Promoting Creativity and Original thinking

##### *Knowledge of subjects / language*

The textbooks give a sketchy and didactic overview of the nature of subjects.

For example, in the science textbooks a series of definitions of 'science' have been included.

Also, scientific method is defined as a series of fixed steps. No mention is made of recent literature which negates the idea of *the* scientific method. Disparate tit-bits of facts have been included under the heading 'special information'.

Similarly in the Mathematics textbook, the information portrayed seems too general and rather very linear which is consistent neither with the theoretical understanding of the subject nor the practice of Mathematicians.

Values of teaching the respective subjects are enumerated uncritically.

A chronological growth of subjects in India and abroad is included in the textbooks. A list of competencies for classes 1 to 4 and topics for classes 5 to 7 are given.

A separate textbook prescribed for first year D.Ed students deals with content enrichment of English. As to other subjects, the state government prescribed textbooks for primary schools, is being used.

As to the English language text book, it claims to "have been meticulously prepared with due consideration for the problems and handicaps experienced by student teachers whose mastery of the English language is very low". But the book seems to have been written for students who are at an advanced level of mastery of English language. Based on our interactions with D.Ed students, a majority of whom are from the Kannada medium, this book seems to be much beyond their level of comprehension. About 80% of the book covers English language structure and grammar while reading, writing and literary skills are covered in the remaining 40 pages. The topics covered in this section are neither appropriate nor exciting for the young adult learners it is intended for.

### *Teaching methods*

Aims and objectives of teaching each subject/language are dealt with extensively, followed by methods of teaching the subjects/languages. 'Salient features' of each method is listed out followed by its 'advantages' and 'demerits'. A few examples are included at random.

For example in the science textbook, Models of Teaching have been given with an introduction that says, “The two main aspects of teaching are dividing of scientific information, concept and principles is combined in a systematic stepwise form to ensure the learning of children. .... If teachers develop skills to use (teaching) models then the burden on them decreases”

This section is followed by a chapter on planning with a specimen unit plan and lesson plan.

Similarly, in English, an example for synectics model for creative writing that talks about personal analogy, direct analogy, etc., has included a transcript of synectics session taken from a Western classroom. This transcript is so far removed from our context that no meaningful learning accrues to D.Ed students from this.

Even though ‘Chaitanya’ method and other activities are mentioned in the book, while dealing with instructional material and resources in teaching English, about 50% of this chapter deals with text book as a major resource and the rest of the resources including supplementary, reference reading dictionary, audiovisual is covered in the next half of chapter.

While the textbooks provide students with theoretical exposure to several methods, they do not receive inputs and opportunities to discriminate among these methods. Nor do the students learn to choose suitable ones depending on the field realities.

#### *Knowledge of how children learn*

This component has not been addressed at all. For example research has shown that children’s misconceptions and prior knowledge have a significant bearing on how children learn science. But, this is not even mentioned anywhere in the textbook.

### *Assessments and Evaluation*

Theoretical information about evaluation is included in all textbooks. Unit test is dealt with in great detail and a specimen blueprint is given. Although, questions on assessment has been asked at the end of the chapter, it has are tackled beyond achievement tests. Evaluation has been *defined* as a value judgment based on qualitative and quantitative assessments.

### *Creativity/Original thinking*

There is little scope for promoting creative/original thinking among D.Ed students. However, in the science textbook, there is an attempt to help foster creativity among school children by means of suggestions to extend science learning outside classroom. But these (science clubs, fairs, exhibition, nature study etc.,) have been theoretically dealt with.

Again in the Mathematics textbook, there is an information overload and students are likely to wrongly perceive it as meaningful learning. Opportunities for critical thinking are not utilized well. Problem solving is presented but this section needs elaboration with some good examples from mathematics and other subjects. Also, the mathematics textbook does not deal with 'maths phobia' adequately.

It would be a good idea to promote multiple textbooks at the D.Ed level. Moreover, these textbooks need to be extensively tried out in the field before being prescribed.

The next chapter deals with the perceptions of the major stakeholders.

## **Chapter 5: What do stakeholders think**

## 5. What do stakeholders think

One of the objectives of this study was to ascertain what stakeholders think of the D.Ed programme. To capture the views of stakeholders across the spectrum, we conducted focused group discussions and interviews with D.Ed students, lecturers and principals, newly appointed teachers who have recently completed their D.Ed from both Government and Private schools, officials from the Department of Education and Management of private school. We have included management of private, unaided school since only they have the flexibility of appointing untrained teachers.

What do students like and do not like about the programme? How are they being prepared to enter the profession? These are some of the questions we had posed during our survey.

How do students, lecturers and newly appointed teachers rate the utility of various theory papers and teaching skills they ought to acquire during D.Ed programme? What do they perceive as their needs vis-à-vis becoming an effective primary school teacher? There was no difference among the opinions of students from Government, Aided or Unaided institutions. The same was the case with lecturers. Hence, no differentiation is made while presenting their perceptions, in terms of three categories of institutions.

There was no difference among the opinions of students from Government, Aided or unaided institutions. The same was the case with lecturers. Hence, no differentiation is made while presenting their perceptions, in terms of the three categories of institutions.

### 5.1: Perception of students, lecturers, *students* and newly appointed teachers

#### *Students*

- In general, students have opined that the D.Ed programme is useful. A majority of them have enjoyed practice teaching, especially in the second year.

- As one student had succinctly put it, “We thought anyone can become a teacher, with a little preparation. Now, we know how much efforts is needed to become a teacher, and what an important role a teacher plays in society”.
- They have found the subject psychology particularly useful.
- Many of them said they have been able to overcome stage fear and developed confidence after joining the course.
- They have enjoyed their mandatory excursion and NSS camps.

The students were extremely forthright about what they **did not** like about the D.Ed programme. It had helped that we insisted lecturers not be present at the time of our interaction with students. They all felt that the present schedule of D.Ed programme was inconvenient, as they lost six months, both before and after joining the programme.

The students felt that there is too little focus on content enrichment. They also candidly admitted that other than the four theory papers which were evaluated during external examination, none of the other papers were given importance by their lecturers. They were uniformly of the opinion that there was too much written work in the form of assignments. Their grouse was that even their lecturers do not read them.

Their other major point of discontent was that internal marks were being misused by their lecturers. Many had strong feelings about ‘partiality’ being shown; a few even accused their lecturers of showing caste based discrimination.

Almost all students complained that only ‘lecture method’ was being used in their classrooms. Many of them also felt that their lecturers do not understand their requirements. In four colleges, students were unhappy with the infighting among lecturers.

Many of the students had complaints about textbooks. They said it lacked clarity, was difficult to comprehend and had spelling errors. Another point that kept

recurring across colleges was the monetary difficulties students face to prepare TLM's for practice teaching. A few of them suggested that stipend be given for teaching practice.

While these were general complaints, voiced out by a majority of students, there were two specific to individual colleges complaints. No girls' toilet in Tumkur and lecturers not observing their teaching practice (both the DIETs).

As to students' experience during practice teaching, as mentioned earlier, their overall experience had been positive. They found preparing TLMs and writing lesson plans useful. Many students opined that peer evaluation and support had helped them during practice teaching. However, many of their biases appeared to have been reinforced after teaching practice – intelligent children learn quickly and easily; children with educated parents understand more easily; corporal punishment is necessary to 'control' children; and preparing good TLM's is sufficient to make teaching effective.

To the query about their needs, a majority of students had listed the following:

- More Chaitanya training
- Training on use of art and theatre
- More inputs and skills on creating TLM's
- Demo lessons from experienced teachers
- Training on spoken English

A few of them wanted an orientation on use of science laboratory equipment.

### ***Lecturers***

The lecturers were of the opinion that the course is exhaustive. They too felt that the curriculum load was too heavy. They pointed out that out of 220 working days they get only 150 for classroom instruction, which was insufficient for 'covering' the syllabus.

The lecturers also suggested that students be given fewer assignments. Most of them were of the opinion that internship should be held after examinations and that the duration for internship should be extended to six months. A few lecturers felt that students should be given stipend during internship.

All of them concurred with their students about changing the D.Ed calendar to avoid the mismatch between D.Ed colleges and schools timings.

Quite a few lecturers opined that the eligibility criterion for enrolment into D.Ed programme be made Bachelor's degree, instead of the present pre-university. Many lecturers felt that the D.Ed programme was not affective as their students do not use what they learn once they become teachers. Interestingly, almost all lecturers in private colleges strongly felt that the number of private colleges be reduced. Many of them suggested that colleges that prove their quality should be given some form of recognition by DSERT. They also complained about lack of adequate information from the Department. They felt that information must be provided to private colleges also periodically, especially about changes that happen in primary schools. The lecturers have also suggested that the same training given to primary school teachers be extended to them as well.

All the lecturers (including DIET faculty) expressed the need for more training. When asked to specify the kind of training needed, the following list emerged:

- Preparation of resources
- Action research
- Content based training
- Use of computers, internet and multimedia
- Orientation to experiments in psychology
- Chaitanya
- Nali Kali

While the first three requirements for training were recurring among all three categories of colleges, (government, aided and unaided) the last four were common only to unaided colleges. The lecturers also said that they would need a forum wherein they could meet once a month and share their experiences.

A few principals said that they needed training in administration.

### *Newly Appointed Teachers*

The newly appointed teachers said that their D.Ed training was useful. The course had helped them learn skills pertaining to activity based teaching; time management; develop self confidence; and value team work. Most of them found educational psychology to be particularly useful. They also appreciated the inputs they received during the course on multi grade teaching. A majority of them had liked their internship.

Like the current students and lecturers, the newly appointed teachers also felt that the curriculum was too packed. They said they found very little scope for reading, leave alone reflection and thinking.

They also found assignments meaningless. In their opinion, the focus in these assignments was on mechanical writing, which no one read or corrected anyway. They admitted that they had copied verbatim from their seniors' assignments.

This group also strongly felt that internal marks were used by lecturers to 'threaten' and 'scare' students.

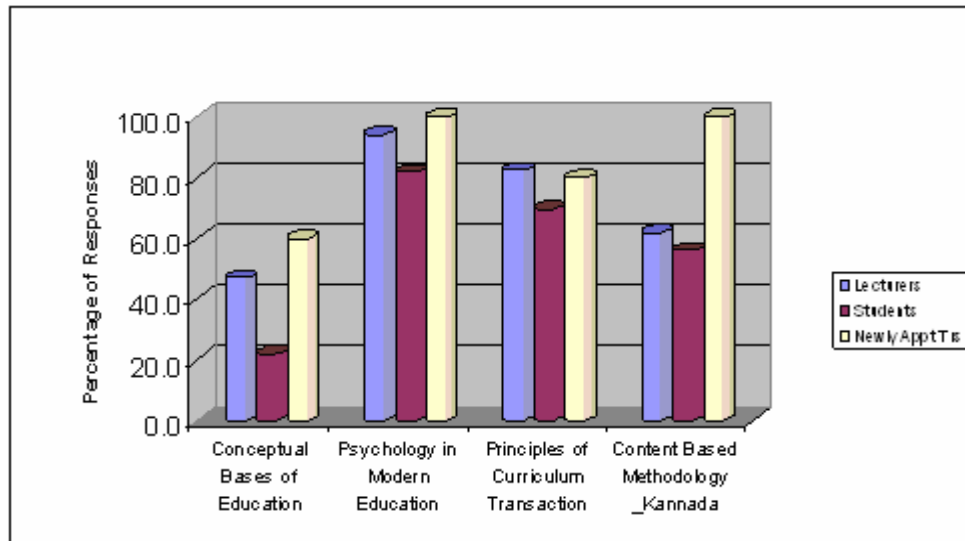
All of our respondents rated the computer education they were given as unsatisfactory. When questioned why, they replied that it was mostly theoretical and they got very little hands-on experience.

Many of them felt that the tasks they were given during the D.Ed programme lacked clarity. They suggested that the methods taught in D.Ed include all subjects, since they were anyway expected to teach all of them.

The newly appointed teachers also found the content enrichment they were provided was grossly inadequate.

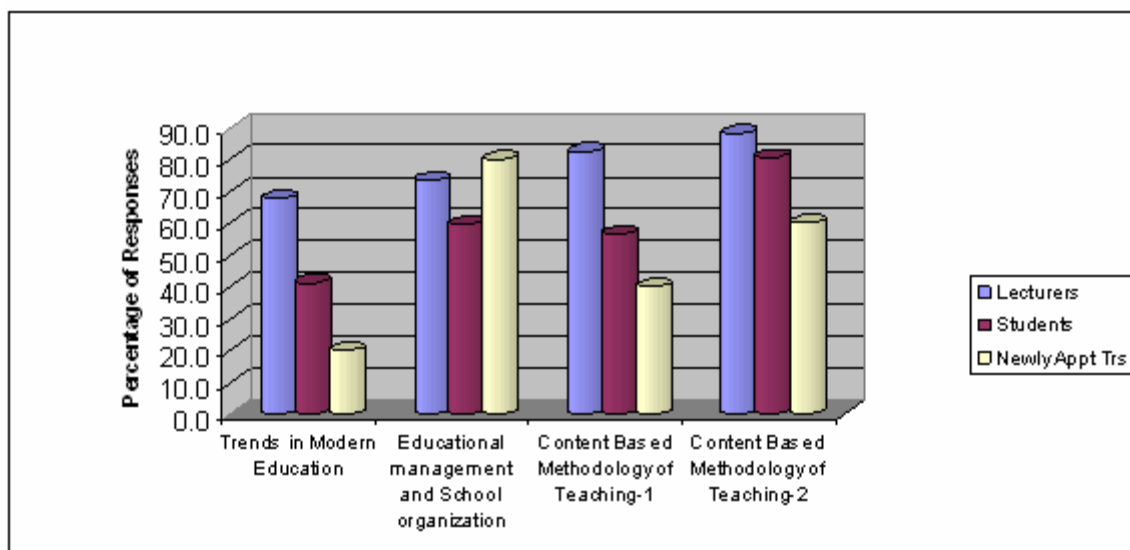
The lecturers, students and newly appointed teachers had been asked to rate the utility of various theory papers prescribed in the D.Ed syllabus and the teaching skills students are expected to develop through the programme. This had given an interesting array of responses. There was little consonance among the ratings by the three groups of respondents.

**Fig. 5.1 Utility of Theory Papers – First Year**



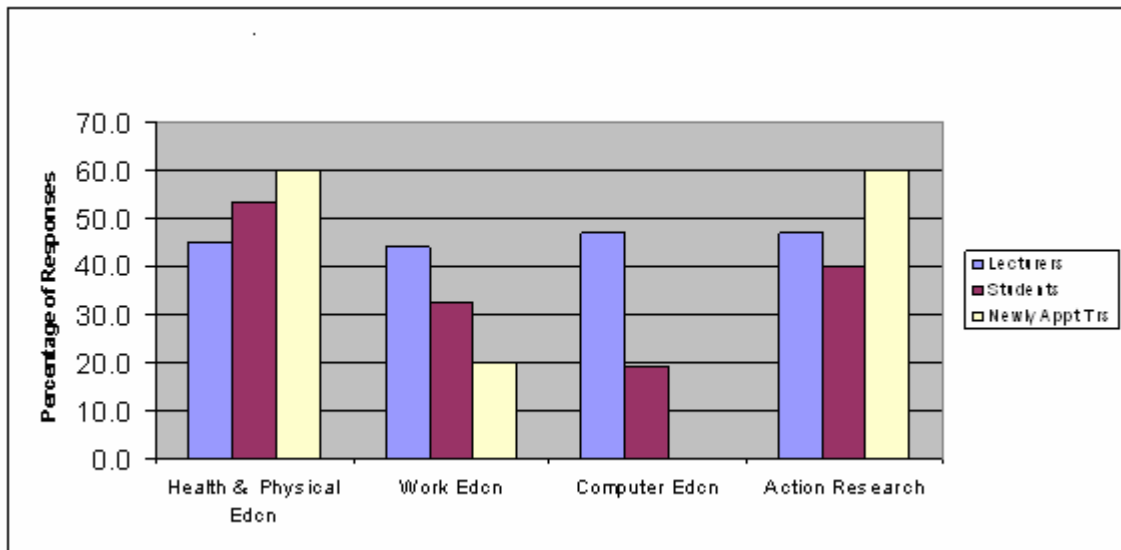
As can be seen in Fig 5.1, conceptual bases of education has received a relatively poor rating from all three, especially the students. Psychology in modern education has been rated rather high, particularly the newly appointed teachers. There is a fair amount of agreement among the three groups vis-à-vis their rating to principles of curriculum transaction. The newly appointed teachers have rated content based methodology of teaching Kannada very highly.

**Figure 5.2 Utility of Theory Papers – Second Year**



It is interesting to note that nearly 70% of lecturers have rated trends in Modern Education as being very useful, while only 20% of newly appointed teachers feel so. On the other hand, educational management and school organisation has received a higher rating from the newly appointed teachers, their perception of the utility of both the Content Based Methodology papers in lower than the other two groups.

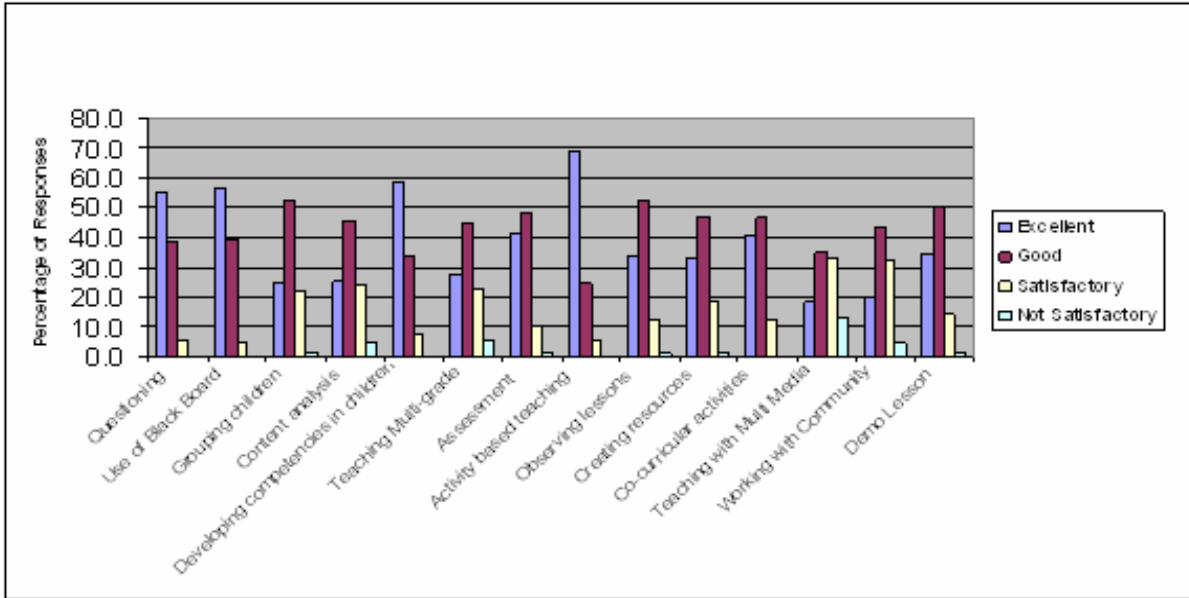
**Figure 5.3 Utility of subjects not externally evaluated**



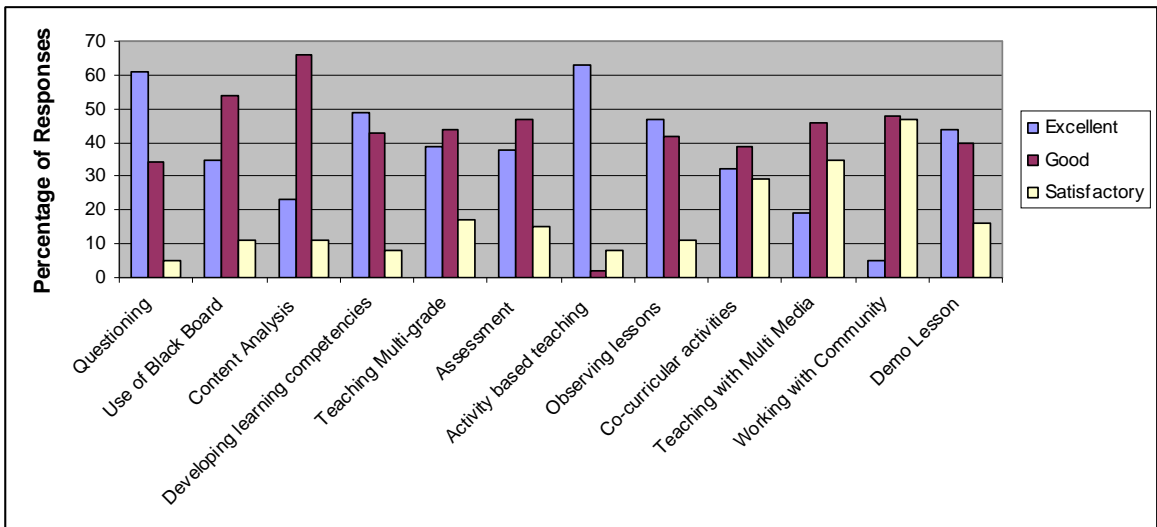
While 60% of newly appointed teachers find Health and Physical Education and Action Research useful, none of them have found computer education useful. All three groups appear to find Work Education less useful, as with music and art education; and cultural and literacy activities. They however, seem to value 'Value Education'.

The following figures give an indication as to how students, lecturers and newly appointed teachers perceive the utility of various teaching skills that the D.Ed programme is expected to impart to them.

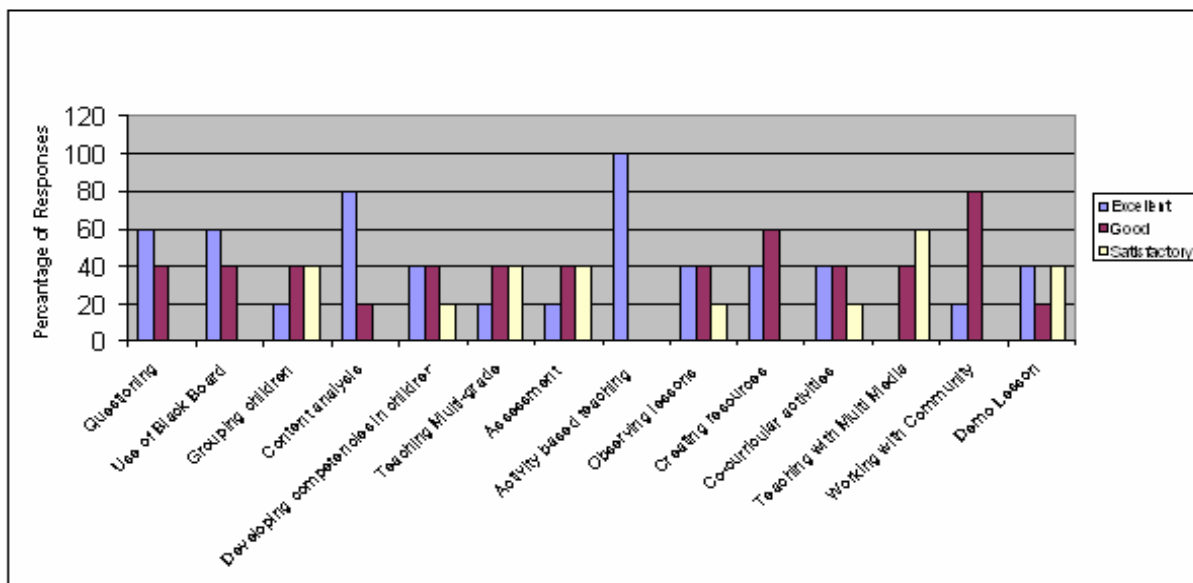
**Fig. 5.4 Utility of Teaching Skills – Students**



**Fig. 5.5 Utility of Teaching Skills - Lecturers**



**Fig. 5.6 Utility of Teaching Skills – Newly Appointed Teachers**



There is some convergence in the opinions of students and newly appointed teachers, especially relating to skills of questioning, use of blackboard and activity based teachings.

In addition to ascertaining the opinion of lecturers, students and newly appointed teachers, we had also spoken to two department officials and a person representing the management of a private school.

## 5.2 Perception of Department Officials

Both the officials we spoke to, felt that they have a limited knowledge of the scenario to judge whether practicing teachers with D.Ed qualification are better than those who studied TCH . One said he had not tried to find out the difference even when he was the DDPI administering the educational programs in Mysore and Udupi districts. He thinks it is a good idea to commission a formal study to find out the difference.

In the officials' opinion, it is incorrect to say that the government does not take the pre-service teacher education seriously and feel that the investments are significant.

Both of them opined that the earlier practice of 6 months internship for D.Ed students was a good idea and should have continued.

They felt that the mushrooming of D.Ed colleges post 2003, was not based on scientific projections of requirements, of teachers for government and private schools. This, they said, would result in a large number of unemployed D.Ed candidates. If past experience is any indication, such candidates would form pressure groups and fight to get government jobs. It is also possible that the criteria for selection may be age rather than suitability for the job. Needless to say, this would bring down the quality of teachers. Also, they both felt that the norms for new colleges are not being met.

Earlier when Govt. TTI's went islands with no interchangeable faculty, the situation was better. Nowadays the attrition of faculty members in unaided D.Ed colleges rather is high. Government college faculty members face frequent transfers. In this respect, aided colleges paint a better picture with trained, competent and stable teaching staff.

### ***5.3 Perception of Management of Private School***

We interviewed a person who has been running a reputed unaided private school for over a decade. The institution also has B.Ed college. In his opinion, one can become a good teacher regardless of D.Ed and B.Ed degrees. His school has been selecting candidates for teaching in elementary and high schools and puts them through on-the-job training. His experience indicates that the teacher training degree (or lack of it) has no significance in preparing teachers in his school. This may be partly because his school has adopted multiple intelligence approach to teaching and learning which is not a strong component in most D.Ed/B.Ed courses. Also this person thinks that only few (perhaps around 10%) people can become good teachers and selection filters of D.Ed/B.Ed colleges do not effectively capture this subset. In addition, the course itself does nothing specific to prepare the trainees to become good teachers. In fact, his school has had an experience with gold medalist in B.Ed course who simply could not teach.

The syllabus is outdated and the transactions are ineffective. Competent individuals do not join D.Ed/B.Ed course as they have many other more attractive options. Equally serious issue is that of the lecturers in these colleges. Professional quality of them (in general) is inadequate. He feels that even in the current set up one can run good teacher training colleges if there is a team of capable and committed lecturers and support staff.

He has permission to start a D.Ed college but has not started it as he is unsure of quality of candidates interested in joining the D.Ed course, as well as the faculty he has to recruit.

He has a broader understanding of the way teachers are selected in private unaided schools in Bangalore and felt strongly that very few managements will select D.Ed/B.Ed graduates if government does not insist on these degrees. In his opinion, introducing creative curriculum and flexible effective learning process is the key to prepare good teachers. Theories of multiple intelligence and project based learning should be introduced in the teacher training colleges.

This chapter captures the opinions and needs of major stake holders of D.Ed course. The findings are collated in the next, concluding chapter.

## **Chapter 6: What does it all mean**

## 6. What does it all mean

Starting from Kothari Commission, many policy documents have taken cognizance of the importance of strengthening teacher education. However, the recommendations of these policy documents have not translated into practice. This has been borne out by the present study as well as our experiences gleaned through the *Vidya Shilpa* project. *The national focus group (NFG)* on teacher education for curriculum renewal (NCERT, 2005) has also taken note of this mismatch between recommendations and practice. This document has come up with a set of recommendations to redesign teacher education curriculum and process. As far as present elementary education in Karnataka is concerned, what are the steps to be taken to bridge the gap between the current situation and that envisaged by the NFG? This chapter attempts to delineate these steps.

### 6.1 Key Findings

#### *About the D.Ed colleges in Karnataka*

- There has been a phenomenal increase in the number of colleges in the last one decade.
- Nearly 90% of the colleges are unaided, private colleges. 5.5% of them receive grant-in-aid and the remaining are government colleges, including 27 Diets.

#### *About the colleges that comprised our sample*

- There is no dearth for basic physical infrastructure
  - All except one unaided college are housed in their own building
  - All of them have a staffroom and adequate classrooms
  - All of them have a library
  - All colleges have computers with internet facility, except for one DIET
  - Student – teacher ratio is highly favourable in all except one college

*Back ground information about the students who formed our sample*

- There were a total of 933 students in all the 8 colleges.
- Of these, 675 were girls and 258 boys
- Nearly 55% of the students belonged to the 'OBC' category.
- There were 9 students with special needs in all the colleges put together.
- 67.5% of the students came from families that had a combined monthly income in the range of Rs.6000/- to Rs.12000/- p.a.

*Back ground information about the lectures who formed our sample*

- There are 46 lecturers' in our sample
- Of these, 20 are female and 26 are male.
- 31 of them have a post graduate academic degree (M.A / M.Sc) and 33 have a post graduate professional degree(M.Ed)
- In 75% of the cases, the lecturers were handling subjects they had specialized in
- Mean age of the lecturers is 37 years.
- The lecturers have more experience in high school than in primary school.
- On an average, the lecturers have attended about 2 training programmes in their 5 years of teaching career.

*Classroom observation*

Total classrooms observed: Government=3, aided=5, unaided=9

- Physical environment is conducive for lecturers
- All classrooms are equipped with desks, benches, blackboard and dais
- Students were seated in rows in all classrooms. Not a single instance of grouping was observed

- In most classrooms, lectures were being given. In one instance, there was a lecture on 'Chaitanya' method
- There was no scope for interaction among students within classroom.
- Questioning by students was non-existent.

#### *Textbook Analysis*

- Students and lecturers depended exclusively on textbooks
- Knowledge of subjects covered in the textbooks is mostly didactic, without recourse to newer understandings in the field.
- Teaching methods are given as a series of steps to be followed. Clinical listing of merits and demerits of each method is made, with no mention of contexts of use.
- Knowledge of how children learn has not been covered in the text books adequately.
- Assessment and evaluation have been theoretically dealt with.
- There is very little scope for promoting creative and original thinking through the textbooks.

#### *Perception of Stakeholders*

##### *Students*

- In general, students have opined that the D.Ed programme is useful. A majority of them have enjoyed practice teaching, especially in the second year.
- Students informed us that they have realized the importance of preparation for a teacher and the efforts that should go into it.
- They have found the subject psychology particularly useful
- Many of them said they have been able to overcome stage fear and developed confidence after joining the course.
- They all felt that the present schedule of D.Ed programme was inconvenient

- The students felt that there is too little focus on content enrichment.
- They were uniformly of the opinion that there was too much written work in the form of assignments.
- Their other major point of discontent was that internal marks were being misused by their lecturers. Many had strong feelings about 'partiality' being shown; a few even accused their lecturers of showing caste based discrimination.
- Almost all students complained that only 'lecture method' was being used in their classrooms.
- Many of them also felt that their lecturers do not understand their requirements.
- In four colleges, students were unhappy with the infighting among lecturers.
- Many of the students had complaints about textbooks. They said it lacked clarity, was difficult to comprehend and had spelling errors.
- Another point that kept recurring across colleges was the monetary difficulties students face to prepare TLM's for practice teaching.

As to students' experience during practice teaching, their overall experience had been positive. They found preparing TLMs and writing lesson plans were useful. Many students opined that peer evaluation and support had helped them, during practice teaching. However, many of their biases appeared to have been reinforced after teaching practice – Intelligent children learn quickly and easily; children with educated parents understand more easily; corporal punishment is necessary to 'control' children; and preparing good TLM's is sufficient to make teaching effective.

### *Students' Needs*

- More Chaitanya training
- Training on use of art and theatre
- More inputs and skills on creating TLM's
- Demo lessons from experienced teachers
- Training on spoken English

### *Lecturers*

- The lecturers were of the opinion that the course is exhaustive.
- They too felt that the curriculum load was too heavy. They pointed out that out of 220 working days; they get only 150 for classroom instruction, which was insufficient for 'covering' the syllabus.
- The lecturers also suggested that students be given fewer assignments.
- Most of them were of the opinion that internship should be held after examinations and that the duration for internship should be extended to six months. A few lecturers felt that students should be given stipend during internship.
- All of them concurred with their students about changing the D.Ed calendar to avoid the mismatch between D.Ed colleges and schools timings.
- Quite a few lecturers opined that the eligibility criterion for enrolment into D.Ed programme be made Bachelor's degree, instead of the present pre-university.
- Many lecturers felt that the D.Ed programme was not affective as their students do not use what they learn once they become teachers.
- Interestingly, almost all lecturers in private colleges strongly felt that the number of private colleges be reduced. Many of them suggested that colleges that prove their quality should be given some form of recognition by DSERT.

- They also complained about lack of adequate information from the Department. They felt that information must be provided to private colleges also periodically, especially about changes that happen in primary schools.
- The lecturers have also suggested that the same training given to primary school teachers be extended to them as well.
- All the lecturers (including DIET faculty) expressed the need for more training.
- They also said that they would need a forum wherein they could meet once a month and share their experiences.
- A few principals wanted training in administration.

#### *Newly Appointed Teachers*

- The newly appointed teachers said that their D.Ed training was useful.
- The course had helped them learn skills pertaining to activity based teaching; time management; develop self confidence; and value team work.
- Most of them found educational psychology to be particularly useful.
- They also appreciated the inputs they received during the course on multigrade teaching.
- A majority of them had liked their internship.
- Like the current students and lecturers, the newly appointed teachers also felt that the curriculum was too packed.
- They said they found very little scope for reading, leave alone, reflection and thinking.

- They also found assignments meaningless. In their opinion, the focus was on mechanical writing in these assignments, which no one read or corrected anyway. They admitted that they had copied verbatim from their seniors' assignments.
- This group also strongly felt that internal marks were used by lecturers to 'threaten' and 'scare' students.
- All of our respondents rated the computer education they were given as unsatisfactory. When questioned why, they replied that it was mostly theoretical and they got very little hands-on experience.
- Many of them felt that the tasks they were given during the D.Ed programme lacked clarity.
- They suggested that the methods taught in D.Ed include all subjects, since they were anyway expected to teach all of them.
- The newly appointed teachers also found the content enrichment they were provided was grossly inadequate.

#### *Perception of Department Officials*

- In the officials' opinion, it is incorrect to say that the government does not take the preservice teacher education seriously and felt that the investments are significant.
- Both of them were of the opinion that the earlier practice of 6 months internship for D.Ed students was a good idea and should have continued.
- They felt that the mushrooming of D.Ed colleges post 2003, was not based on scientific projections of requirements of teachers for government and private schools.
- Both felt that D.Ed is essential to become a good teacher

### *Perception of Management of Private School*

In the opinion of the person who runs a reputed school in Bangalore, one can become a good teacher regardless of D.Ed and B.Ed degrees. He reiterated this opinion is not related to financial consideration. His school has been selecting candidates for teaching in elementary and high schools and puts them through on-the-job training. His experience indicates that the teacher training degree (or lack of it) has no significance in preparing teachers in his school.

He felt strongly that very few managements will select D.Ed/B.Ed graduates if government does not insist on these degrees.

### **6. 2 Learning and Reflections**

Along with the findings of this study, we have gained useful experiences through the *VidyaShilpa* Project.

We have observed that students are capable of comprehending educational concepts, provided they are given exposure in meaningful contexts.

They do face genuine problems, due to prior exposure and educational background that precludes them from becoming good Science or English teachers. Declining enrolment of the students with Science background has been observed in the State Perspective Plan, also. However, no concerted effort seems to have been made to arrest this trend, so far. This needs to be addressed on an immediate basis.

We have found that lecturers are generally young and have the interest and ability to improve professionally. The system should cash in on this eagerness and provide more opportunities for the continuous professional development of lecturers both through distance learning programmes and face-to-face meetings.

The colleges, especially the private unaided ones are functioning in a challenging environment. This is not necessarily a bad situation. We could use this to bring in greater accountability and ensure quality output in these colleges.

### 6.3 Suggestions

These suggestions have been culled out both from the findings of the study as well as our experience of working with D.Ed colleges, in the *VidyaShilpa* Project.

1. Periodic quality checks on the academic performance of all colleges can be taken up. The idea behind giving assignments to be spelt out clearly to lecturers. Also, it should be made more decentralized and fewer in number.
2. A scoring rubric for internal assessment has to be evolved objectively. This has to be made transparent and shared with the students. Internal assessment can also be used as an opportunity for self evaluation, to inculcate professionalism among students.
3. Lecturers require frequent orientations an short time courses on a range of issues affecting primary school education. Also, they need to be sensitized to the requirements of young, adult learners.
4. There should be greater insistence on experience in primary schools for appointing lecturers.
5. Greater synergy between primary school and D.Ed colleges need to be promoted, for the mutual benefit of both.
6. Lecturers' forums and networks have to be initiated.
7. Use of multiple text books could be promoted. Also, the propensity to depend exclusively on text books has to be overcome. Students and lecturers should be given exposure to multiple resources. The course should actively promote the use of a variety of resources.
8. Conscious efforts need to be made to change attitude of students an lecturers.

9. School monitoring programme has to be strengthened. D.Ed college lecturers and teachers to meet frequently to discuss both expectations and progress of student teacher during internship.
10. Education department officials to be given a broader picture of the entire spectrum of education, including the crucial pre-service sector.
11. Colleges are equipped with computers and internet facility. However, this rich resource remains untapped. Training programmes for both lecturers and students (including unaided colleges) on effective use of computers and internet focusing on integrating teaching and learning is the need of the hour.

In addition, research studies need to be commissioned to examine the following aspects in greater detail:

- Extent to which subject knowledge contributes to effectiveness of: (i) lecturers' delivery in D.Ed colleges; and (ii) future teachers' performance in schools.
- To what extent pedagogical course work contributes to teachers effectiveness
- How much does field experience contribute to teacher effectiveness.
- What are the teacher preparation strategies that are likely to increase teacher effectiveness.
- How many of the D.Ed students get employed in schools and how many continue in the field, over a period of time.
- To study college–school synergy

The education that teachers receive has immense potential to make a difference to how schools function and finally how children learn. This sector therefore warrants more attention and inputs, than is being done now.

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# Appendix

# Karnataka Education Network

## R V Educational Consortium

RSST, Bangalore-11

### D.Ed Study

#### Form:1 General Information

**Where blanks are provided give the requisite information or tick the appropriate option**

1. Name of the College : \_\_\_\_\_
2. Name of the Village/Town/City : \_\_\_\_\_
3. Category of the college : Govt/Aided/Unaided
4. Does the college have its own building : Yes / No
5. No.of rooms in the college : \_\_\_\_\_
6. Is there a Principal's room? Yes / No
7. Is there a staff room? : Yes / No
8. Is there a library? : Yes / No  
If yes, are there adequate and relevant books?: Yes / No
9. Are there computers? : Yes / No  
If yes, is there an internet connection?: Yes / No
10. Does the college have sufficient and relevant resources? : Yes / No

(Attach a separate list of such resources)

11. Strength of the students: \_\_\_\_\_

12. Students' details:

No.of Boys : \_\_\_\_\_ No.of Girls: \_\_\_\_\_ No.of SC \_\_\_\_\_ No.of ST \_\_\_\_\_

No.of OBC: \_\_\_\_\_ No.of Min: \_\_\_\_\_ No.of students with special needs: \_\_\_\_\_

*(Please specify)*

**Staff and Student details**

13. Academic and professional qualification of Principal: \_\_\_\_\_

14. No.of lecturers on roll: \_\_\_\_\_

15. Please fill in the each details of the lecturers in the table below:

No	Male/ Female	Age	No.of yrs of experience			Qualification		Subject specialization	Subjects handling at present
			Pri. school	High School	D.Ed college	Academic	Professional		

16. What are the requirements of the college?

Academic resources (Eg: Library, Computer, AV aids etc)	Physical resources (Eg: Sports field, classroom, benches, etc.,)

**Academic Calender:**

*(To be filled in consultation with the Principal)*

17. On an average, how many days do you get for instructional purposes in an academic year? \_\_\_

18. What are the other administrative tasks that take away time from instruction? (Please elaborate)

19. How many assessments/tests do you conduct (other than the end of the year examinations) during the course of the D.Ed programme? \_\_\_\_\_

I Year

II Year

20. What is the nature of assessments conducted? Written/oral/project/assignments  
(Please tick appropriate category)

Any other (Please specify)

**Karnataka Education Network**  
**R V Educational Consortium**  
 RSST, Bangalore-11

**D.Ed study**

**Form 2: Guidelines for classroom observation**

*Tick the relevant box and provide the required information wherever blanks are given.*

1. Class observed : I Year  II Year
2. Subject taught : \_\_\_\_\_
3. Gender of the lecturer : Male  Female
4. No.of students in the class at the time of observation : Boys \_\_\_\_\_ Girls \_\_\_\_\_
5. Seating arrangement : In groups  In rows
6. Topic covered : \_\_\_\_\_

**7. Classroom management**

7.1 Physical environment is conducive to learning	<input type="checkbox"/>
7.2 Seating/grouping arrangement enhances co-operation	<input type="checkbox"/>
7.3 Necessary materials/resources are available in the classroom	<input type="checkbox"/>
7.4 Good time management (Allocated time Vs. Instructional time)	<input type="checkbox"/>
<i>Comments:</i>	

**8. Teaching and instructional techniques**

**The lecturer:**

8.1 Assesses students' knowledge/opinion on the topic	<input type="checkbox"/>
8.2 Explains the lesson's relevance and purpose	<input type="checkbox"/>
8.3 Integrates theory with practice and vice-versa	<input type="checkbox"/>
8.4 Provides opportunities for independent practice/hand-on learning	<input type="checkbox"/>
8.5 Uses resources If yes, Please specify: Charts <input type="checkbox"/> Newspaper/Magazines <input type="checkbox"/> Models <input type="checkbox"/> Computers <input type="checkbox"/> Audiovisuals <input type="checkbox"/> Computers <input type="checkbox"/> Live specimens <input type="checkbox"/> Reference books <input type="checkbox"/> Locally available objects <input type="checkbox"/> Any other <input type="checkbox"/> Please Specify _____	<input type="checkbox"/>
8.6 Uses the following methods: Lecture <input type="checkbox"/> Demonstration <input type="checkbox"/> Discussion <input type="checkbox"/> Role Play <input type="checkbox"/> Debate <input type="checkbox"/> Workshop mode <input type="checkbox"/> Peer learning <input type="checkbox"/> Seminar <input type="checkbox"/> Brainstorming <input type="checkbox"/> Question & Answer <input type="checkbox"/> Any other <input type="checkbox"/> Please Specify _____	<input type="checkbox"/>
<i>Comments:</i>	

**9. Interaction**

**The lecturer:**

9.1 Addresses all students	<input type="checkbox"/>
9.2 Solicits ideas from students	<input type="checkbox"/>
9.3 Gives equal opportunities for students to raise queries	<input type="checkbox"/>

9.4 Gives opportunities for student-student interaction	<input type="checkbox"/>
9.5 Clarifies students' doubts	<input type="checkbox"/>
9.6 Accepts students suggestions/opinions	<input type="checkbox"/>
9.7 Appreciates students' participation	<input type="checkbox"/>
9.8 Motivates students well	<input type="checkbox"/>
<i>Comments:</i>	

***The students:***

9.9 Talk frequently among themselves	<input type="checkbox"/>
9.10 Write frequently	<input type="checkbox"/>
9.11 Discuss freely with the lecturers	<input type="checkbox"/>
9.12 Ask questions when necessary	<input type="checkbox"/>
9.13 Show interest in what is being taught	<input type="checkbox"/>
9.14 Participate enthusiastically in the activities/discussions	<input type="checkbox"/>
<i>Comments:</i>	

**10 Assessment**

***The lecturer***

10.1 Asks questions frequently	<input type="checkbox"/>
10.2 Poses questions that challenge students to think	<input type="checkbox"/>
10.3 Seeks feedback from students	<input type="checkbox"/>
10.4 Gives constructive feedback	<input type="checkbox"/>
<i>Comments:</i>	

**11. Kindly rate the following components based on your observation**

	Excellent	V.Good	Satisfactory	Not satisfactory
<b><u>Content</u></b>				
11.1 Focus of topic				
11.2 Organisation of content				
11.3 Explanation of terms/ processes				
11.4 Appropriateness of examples used				
<i>Comments:</i>				
<b><u>Presentation</u></b>				
11.5 Preparation of the topic				
11.6 Transition between topics/activities				
11.7 Level of confidence				
11.8 Voice volume and modulation				
11.9 Eye-contact				
11.10 Poise				
11.11 Clarity of speech				
<i>Comments:</i>				
<b><u>Effectiveness</u></b>				
12.12 Lecturers' level of understanding of content/issues covered				
12.13 Clarity of goals shown by the lecturer				
12.14 Students' level of absorption of what was taught (based on their interactions+ notes)*				
<i>Comments:</i>				

\* Kindly study the notes of a few students and informally gather their opinion after class

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**Form 3: Students' Questionnaire – only II Year students**

**Please fill your background information:**

1. Gender : Male/Female

2. Age :

3. Category : SC/ST/OBC/BC/Minority/FC

4. Subjects studied in PUC : Languages:   
 Core Subjects :   
 Medium:

5. Family's income :

Sl.No	Annual income	Put "✓"
5.1	Over Rs. 60,000/-	
5.2	Between Rs.48,001/- and Rs. 60,000/-	
5.3	Between Rs.24,001/- and Rs.48,000/-	
5.4	Between Rs.12,001/- and Rs. 24,000/-	
5.5	Between Rs. 6,000/- and Rs. 12,000/-	
5.6	Below Rs.6,000/-	

6. Why did you join the D.Ed course? Tick the box that you feel is most appropriate

6.1 To acquire knowledge about teaching	<input type="checkbox"/>
6.2 Under family guidance	<input type="checkbox"/>
6.3 To get a certificate and get a teaching job	<input type="checkbox"/>
6.4 I did not get admission anywhere else	<input type="checkbox"/>
6.5 To serve children in villages	<input type="checkbox"/>
6.6 Any other	<input type="checkbox"/>
Please specify	

7. Which of the subjects you study during the D.Ed programme has been of great help to you during practice teaching. Mark your opinion against each by putting '✓' mark

No.	Subjects	A Completely	B Partly	C Not useful
7.1	Conceptual Bases of Education			
7.2	Psychology in Modern Education			
7.3	Principles of Curriculum Transaction			
7.4	Content Based Methodology of Teaching-Languages			
7.5	Health and Physical Education			

No.	Subjects	A Completely	B Partly	C Not useful
7.6	Work Education			
7.7	Content Enrichment Course			
7.8	Value Education			
7.9	Music Education			
7.10	Art Education			
7.11	Cultural and Literary Activities			
7.12	Computer Education			
7.13	Trends in Modern Education			
7.14	Educational management and School organization			
7.15	Content Based : a) Teaching Methodology b) Teaching Methodology of Core subjects			
7.16	Action Research			

8. You have developed several teaching skills during your D.Ed programme. How would you rate their utility?

No.	Areas/Skills	Excellent	Good	Satisfactory	Not satisfactory
8.1	Questioning				
8.2	Use of Black Board				
8.3	Grouping children				
8.4	Content analysis				
8.5	Developing competencies in children				
8.6	Teaching Multi-grade				
8.7	Assessment				
8.8	Activity based teaching				
8.9	Observing lessons				
8.10	Creating resources				
8.11	Co-curricular activities				
8.12	Teaching with Multi Media				
8.13	Working with Community				
8.14	Demo Lesson				
8.15	Any other Skills <i>Please specify</i>				

9.1 Mention two things you liked about the D.Ed programme.

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9.2 Mention two things you did not like about the D.Ed programme.

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**Form 4: Questionnaire for Lecturers**

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**I. Kindly fill in the given blanks with the required information and tick the appropriate option where provided**

**Background information:**

1. Gender : Male / Female
2. Age : \_\_\_\_\_
3. Academic qualification : B.Sc/BA/M.Sc/M.Phil/Ph.D
4. Subject(s) specialization : \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Professional qualification : TCH/D.Ed/B.Ed/M.Ed/M.Phil in Edn /Ph.D in Edn.
6. No. of years of teaching experience in:
- Primary School : \_\_\_\_\_
- High School : \_\_\_\_\_
- Higher secondary/PUC : \_\_\_\_\_
- D.Ed : \_\_\_\_\_
7. No.of training programmes attended : \_\_\_\_\_

7.1 Please specify the details of these training programmes:

Sl.No	Content of the programme	Name of the agency that conducted the programme	Duration of the programme

7.2 What are the other training programmes you feel that you need? (Please write briefly in the given space provided)

8. What are the other training programmes you would require? Please give a brief description.

9. On an average how much time (in hours) do you spend in a week on:

9.1 Organisation, Management and Planning \_\_\_\_\_ hrs

9.2 Teaching \_\_\_\_\_ hrs

9.3 Monitoring student's work/guidance \_\_\_\_\_ hrs

10. What are the tasks that take away your time from teaching in college?

Please specify:

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11. How often to you use the following methods in the classroom :

Sl.No	Type	Very Frequently	Frequently	Rarely
11.1	Lecture			
11.2	Demonstration			
11.3	Discussion			
11.4	Role play			
11.5	Debate			
11.6	Workshop mode			
11.7	Peer teaching			
11.8	Seminar			
11.9	Brainstorming			
11.10	Question & Answer			
11.11	Any Other			

12. Which of these resources do you use for teaching and often?

Sl.No	Resources	Very Frequently	Frequently	Rarely
12.1	Textbook			
12.2	Printed Notes			
12.3	Personal Notes			
12.4	Charts			
12.5	Magazines/Newspaper			
12.6	Encyclopedias			
12.7	Static Models			
12.8	Working modes			
12.9	Worksheets			
12.10	Hand-outs			
12.11	Audio visuals			
12.12	Props			
12.13	Any other			

**13** Following statements are the opinions of experienced Teacher Educators. Read them and indicate your response by placing a tick in the appropriate column. Also kindly give your opinion below each statement, in the space provided:

13.1 There are too many D.Ed institutions
13.2 Trained graduates get easily employed
13.3 Language teachers are in demand at elementary school
13.4 Mathematics and Science teachers are not adequate at elementary school
13.5 Present day teachers do not exhibit needed teaching competencies in the subjects they teach
13.6 Present day teachers have adequate content knowledge
13.7 Pre-service training does not have impact on classroom teaching
13.8 Teacher training institutions need to cater to both pre-service and in-service programmes
13.9 Inability to procure adequate number of practicing schools lead to ineffectiveness in training
3.10 Co-operation from practicing schools is not satisfactory
13.11 Duration of the training programme is not adequate to develop teaching skills effectively
13.12 There are adequate training programmes for the faculty of D.Ed colleges

**14** According to you, which of the subjects that students study in the D.Ed course would be useful for them when they become teachers? Mark your opinion against each by putting a tick mark.

No.	Subjects	Completely	Partly	Not useful
14.1	Conceptual Bases of Education			
14.2	Psychology in Modern Education			
14.3	Principles of Curriculum Transaction			
14.4	Content Based Methodology of Teaching-Languages			
14.5	Health and Physical Education			
14.6	Work Education			
14.7	Content Enrichment Course			
14.8	Value Education			
14.9	Music Education			
14.10	Art Education			
14.11	Cultural and Literary Activities			
14.12	Computer Education			
14.13	Trends in Modern Education			
14.14	Educational management and School organization			
14.15	Content Based Methodology of Teaching-Core subjects			
14.16	Action Research			

**15.** How would you rate the utility of the teaching skills being imparted to your students?

No.	Areas/Skills	Excellent	Good	Satisfactory	Not satisfactory
15.1	Questioning				
15.2	Use of Black Board				
15.3	Processing content				
15.4	Developing learning competency				
15.5	Teaching Multi-grade				
15.6	Evaluation – Content Based - Competency Based				
15.7	Activity based teaching				
15.8	Observing lessons				
15.9	Co-curricular activities				
15.10	Teaching with Multi Media				
15.11	Working with Community				
15.12	Giving demonstration lessons				
15.13	Any other				

**16.** If there was one thing you would like to change in the D.Ed, What would it be?



5.3 How can children's creativity be nurtured?

5.4 Do you think children should be disciplined? Why or why not? If yes, then how?

5.5 Do you think children's socio-cultural context has a bearing on how they learn? Can you quote specific examples to substantiate your answer?

6. How are your lecturers preparing you for becoming a teacher?

7. What is your opinion about the D.Ed programme? (Do you think the programme is too lengthy / irrelevant / impractical?)

8. What were your views about teaching before joining the D.Ed programme? Did it change after joining the programme? If yes, how?

9. How confident do you feel about activity based teaching/learning?

10. What are the skills you have developed so far to create resources?

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**Form 6: Lecturer's Interview**

**Leading questions**

1. Why did you join this profession?
2. What is your opinion on the D.Ed programme?
3. What are the gaps that you perceive in the programme?
4. What is your opinion on available resources in your college/ neighborhood?
5. What is the academic support that you receive form the department / DIET/ other agencies?
6. What is the nature and frequency of academic help you feel are required?
7. What measures are you taking to prepare your students to become primary school teachers?
8. How can the D.Ed programme better cater to the needs of schools?