CHAPTER 1
INTRODUCTION

❖ PREVIEW
❖ EDUCATION
❖ IMPORTANCE OF EDUCATION
❖ PRESENT SCENARIO OF EDUCATION IN INDIA
❖ NEED FOR DEVELOPING AFFECTIVE DOMAIN
❖ TEACHER EDUCATION PROGRAMME AND ITS OBJECTIVES
❖ IMPORTANCE OF ASSESSING TEACHING APTITUDE AMONG STUDENT TEACHERS
❖ TEACHER AS A ROLE MODEL
❖ MEANING AND CONCEPT OF TEACHING APTITUDE
❖ MEANING AND CONCEPT OF SPIRITUAL INTELLIGENCE
❖ NEED FOR DEVELOPING SPIRITUAL INTELLIGENCE OF STUDENT TEACHERS
❖ NEED FOR THE STUDY
❖ STATEMENT OF THE PROBLEM
❖ DEFINITION OF IMPORTANT TERMS USED IN THE STUDY
❖ OBJECTIVES OF THE STUDY
❖ HYPOTHESES OF THE STUDY
❖ SCOPE OF THE STUDY
❖ DELIMITATION OF THE STUDY
❖ ORGANIZATION OF THE THESIS
CHAPTER - 1
INTRODUCTION

1.1 PREVIEW
In this chapter the investigator has discussed the meaning and concepts of education, teacher education, teaching aptitude and spiritual intelligence, need for the study, statement of the problem, objectives of the study, hypotheses, scope and delimitations of the study.

1.2 EDUCATION
It is education, along with a gentle smile, that differentiates human beings from animals. Education is an investment of the nation in its children for harvesting the future crop of ‘good society with responsible citizens’. The process of educating the young children is going-on in schools. Teachers are expected to create an excellent atmosphere for learning in the schools. Learning is the process by which the young children acquire various habits, knowledge and attitudes that are necessary to lead life in practical situations. There are three major domains of learning. i) Cognitive Domain, ii) Affective Domain and iii) Psychomotor Domain. The cognitive domain deals with acquisition of knowledge. The affective domain is related to the mental reactions of the acquired knowledge. The psychomotor domain is connected to the physical reactions caused by the mental reactions of the acquired knowledge.
The learning process will be interesting, if the teaching process is exciting. The teacher has to motivate the fresh mind to learn. Effective teaching coupled with everlasting learning cultivates the fruit of education. Education is the major factor of the development of a country. The world has already proved that all the developed countries have attained the status only by education. Education in one sense or another appears to be as old as the human race. In the course of time, its meaning and objective has undergone certain changes according to the needs. Saxena (2005) says “Education develops the individual like a flower which distributes its fragrance all over the environment. In this sense, education is that conducive process which drags a person from darkness, poverty and misery by developing his individuality in all its aspects”. The meaning of education is given as bringing up the inherent potentialities in a pupil. Education refers to any act, an experience that has a formative effect on the personality of an individual. Such view of education will include all the life experiences. In the technical sense, however, education refers to the process by which the society, through different institutions, deliberately transmits its cultural heritage to its young and accumulated values, knowledge and skills from one generation to another.

1.3 IMPORTANCE OF EDUCATION

Education is everything. One can't tell himself educated, if he can read and write, get full marks in every subject, and can recite Shakespeare's sonnets by heart. A person who is educated has a certain aura around him, of dignity and wisdom. Education tames the
astray mind, and nurtures its capabilities. The first teacher of a child is its parents and education starts in the cradle itself. The main goals of education are a) Utilization Value b) Social Value c) Cultural Value d) Personal Value. Education is the one and only requirement for the development of responsible citizen, accommodative society, long-lasting culture, and lovable nation. Seshadri (2002) says “Education, in its true sense, is a process of aiding the all-round development of an individual - physical, intellectual, social, moral and spiritual”.

1.4 PRESENT SCENARIO OF EDUCATION IN INDIA

In the present competitive world, individuals are facing difficult situations to attain a good social status and comfortable living. The present century is highly competitive and career oriented. High academic qualification is required along with high scores in the examinations for getting lucrative jobs. Parents too desire to place their children in high position in the society, for which good education is an absolute necessity. In simple words an economist would easily say that “the more you learn, the more you earn”. Education has lost its true purpose of developing the physical, intellectual, social, moral and spiritual values of the individuals and it has become an instrument for attaining high financial status.

1.5 NEED FOR DEVELOPING AFFECTIVE DOMAIN

It is unfortunate that the curriculum of our educational system is designed without giving importance to values. Our curriculum is mainly focusing on the cognitive domain by which abundant knowledge is attained. Since the affective domain is kept under
shadow in our curriculum, human values are totally neglected and this is the real cause for the failure of our educational system as far as its moral aspect is concerned. In short, our educational system offers to the individuals knowledge without wisdom. The individuals, who have knowledge without wisdom, form a society without any social, moral and spiritual values. This is the root cause for all forms of violence in our country. Our present educational system has miserably failed to produce great leaders and great teachers. The world’s great teachers like Sri Ramakrishna, Vivekananda, Gandhiji, etc., attained the supreme status as they acquired knowledge with wisdom. They felt that values are more important than anything. The absence of values in our curriculum is the real fact for our inability to produce great teachers in the recent times. National Knowledge Commission of our country recommends that our curriculum has to be revised and importance should be given for moral and spiritual values. In short, our educational system should concentrate on the development of affective domain of the individuals that would help them convert their knowledge into wisdom.

1.6 TEACHER EDUCATION PROGRAMME AND ITS OBJECTIVES

A teacher, undoubtedly, should know what his responsibilities are. Gandhi (1942) said “A teacher who establishes a rapport with the pupils becomes one with them. He, who learns nothing from his disciples, is in my opinion, worthless. Whenever I talk with someone, I learn from him. I take from him more than I give him. In this way, a true teacher regards himself as a student of his students. If you will
teach your pupils with this attitude, you will benefit much from them’
A solid and sound curriculum is the very basis for the creation of good teachers.

Teacher education programmes are designed to prepare efficient teachers by providing theoretical awareness of teaching and developing teaching competency and teaching ability. The purpose of teacher education is not only to acquaint him with certain skills and abilities but also to develop his interest in teaching. Rao (2005) says “In fact, teacher education programmes would be incomplete, unless they provide some kind of guidance and supervised experiences for community living”. The general objectives of Teacher Education programmes aim:

- To develop values of non-violence, truthfulness, self-discipline, self-reliance and dignity of labour.
- To perceive the role as an agent of social change in the community.
- To act as the leader of the student community and guide to the wider community.
- To establish a liaison between the school and community.
- To develop a warm and positive attitude towards the growing children, their academic socio-emotional and personal problems.
- To develop an understanding and awareness of the role of the school in developing a democratic, secular and socialistic society.
• To develop understanding, interests, attitudes and skills which will enable him to foster the all-round growth and development of the children under his care.

• To develop competency to teaching on the basis of accepted principles of learning and teaching.

• To develop communication, psychomotor skills and abilities conducive for human relations which enable him to promote learning inside and outside the classroom.

• To keep abreast with the latest trends in the knowledge of the subject he teaches and the techniques of teaching the same.

• To undertake investigations and action research projects.

1.7 IMPORTANCE OF ASSESSING TEACHING APTITUDE OF STUDENT TEACHERS

Teachers now play a much more active role in their professional development which takes place more frequently among groups of teachers at the school level. If any attempt is made for a revolution in education, it has to start first from teacher education. If the school is the place for the educational revolution, then the teacher is the centre of the revolution. According to Dash (2005) “A teacher is not only a custodian of national values but is also an architect par excellence of new values. A teacher can help our country in the process of reconstruction”. Teachers’ professional attitudes, energy and motivation are critical, in comparison with teaching skills, in creating quality of learning. These teaching skills include many interacting factors; knowledge of the young learner, appropriate and varied methodologies and subject matter knowledge, understanding of the
curriculum and its purposes, general professionalism, ability to communicate, enthusiasm for learning, sensitivity to others, general character, discipline, ability to work with others, dedication, and relationship within the school and community. The UNESCO report enumerates five areas critical to teacher quality: i) find the right recruits ii) initial teacher education, iii) ongoing professional support, iv) teacher earnings and v) teacher deployment and conditions of service.

The average daily workload of the teacher affects his teaching very much and quality of his teaching is diluted. The normal workload of a teacher including 5 periods out of the 7 periods a day, subject matter preparations for the periods, substitute periods one or two per week, administrative incharge work, club activities, extra curricular activities, faculty meetings, departmental meetings, discussions with parents, disciplinary problems among students, question paper setting, answer paper evaluation, note book corrections, in service programmes, examination duties and all other related works make the process very hectic. Unless or otherwise the teachers are dedicated, devoted and true to the purpose, the entire process of teaching - learning will be futile. Education is not an exclusively pedagogical process. It has expanded to include the development of youth in wholesome attitudes and proper channeling of youthful emotions. As people have gained new insights into mental health, they have insisted that this awareness be evidenced in the class room. As the development of technology has re-patterned daily living, citizens
expect teachers to help pupils meet the new technological demands. This new responsibility makes the teachers' routine more complicated.

Though the teachers are expected to attend all the duties imposed on them, the one which they have to concentrate more is the academics. His main duty is to make sure that the students of his class are acquiring the expected knowledge according to the curriculum. If he fails to perform this duty upto the level, though he is successful in all other functions, his performance will be considered as failure. Unless the teachers have aptitude towards teaching, the entire process of teaching-learning will be spoiled. So it is very important to assess the teaching aptitude of student teachers at the time of their admission for the teacher training programme.

1.8 TEACHER AS A ROLE MODEL

Role Models are people who set good examples by the words they speak and by the actions they take. Students tend to copy the behaviour and mannerism of the teachers. The teacher's entire personality makes a reflection on the minds of the students. If the teacher is honest, leads a balanced and disciplined life, the children adopt these virtues as an ideal conduct unconsciously. The ideal teacher is one who through his thoughts, words and deeds, gives an impression of an honest upright life which can serve as a model for the students to copy, follow and emulate. According to Biswa (2002) “As teachers are supposed to look after the total development of children and their performance is the most crucial input in the field of
education their training should be adequate to stimulate the socio-cultural and moral development of the child”.

A flower in bloom is loved by all and in this lays its glory. Similarly, man may be viewed as having achieved everything in life when he becomes perfect in character. If the best flowers among mankind are taken to teaching, society is abundantly enriched; their fragrance and beauty are then made the best use of. If the teacher becomes an embodiment of right conduct in thought, word and deed, the students by their association will learn virtue and develop manly qualities. They can be humanized and can live and act like normal human beings. They can become thoughtful, concerned and courageous.

Every teacher must have a good personality. Radiant, pleasing and impressive personal appearance, refinement, pleasant manners, industry, enthusiasm, drive, initiative, open mindedness etc., are some of the essential traits of an ideal teacher. The objectives of teaching can be achieved, if the teachers have good mental health. Students develop interest in the subjects, which are taught by pleasing and genial teachers. The teacher has to create an emotional atmosphere in the classroom. Sociability is another important quality of a teacher. He should have a sound social philosophy and he should make his best contribution to the society. He should know how to adjust himself to the social surroundings in which he lives. The teacher must possess a strong sense of vocation and true devotion towards teaching.
1.9 MEANING AND CONCEPT OF TEACHING APTITUDE

Aptitude, according to Webster's Dictionary, is 'a condition or set of characteristics regarded as symptomatic of an individual's ability to acquire with training some knowledge or skill of set of responses'. Aptitude is a natural tendency to do something well, especially one that be further developed. Aptitude is an innate, acquired or learned or developed component of a competency to do a certain kind of work at a certain level. Aptitude may be mental or physical.

Aptitude and intelligence quotient are related, and in some ways opposite, show human mental ability. Whereas intelligence quotient sees intelligence as being a single measurable characteristic affecting all mental ability, aptitude breaks mental ability down into many different characteristics which are supposed to be more or less independent of each other. On the contrary, casual analysis with any group of test scores will always show them to be highly correlated. In a given time some may be relatively low and others relatively high. In the context of an aptitude test the 'high' and 'low' scores are usually not far apart, because all ability test scores tend to be correlated. Aptitude is better applied intra-individually to determine what tasks a given individual is relatively more skilled to perform.

Skills, Abilities and Aptitudes

Skills, abilities and aptitudes are similarly related but distinct, descriptions of what a person can do, and should not be conflated. Skills are a backward looking description, and describe what a person
has learned to do in the past. Abilities are a present description and describe what a person can do now, including things which were not explicitly learned skills. Aptitudes are a forward looking description, and describe skills a person has the ability to learn in the future.

**Teaching Aptitude**

Teaching Aptitude is a capacity to acquire proficiency or skill, with a given period of training. Teaching aptitude is necessary for the teachers to do their holy job, in a successful manner. Previous researches suggest that there are eight core competencies that a potential teacher must possess. They are:

i) Communication skill
ii) Intelligence
iii) Maturity
iv) Perception
v) Persistence
vi) Receptivity
vii) Social Warmth
viii) Teaching Interest

The focus of testing for teaching aptitude is to get a clear idea of the character of a teacher, his qualities such as open mindedness, curiosity, love for children, love to learn, interest in teaching and so on. A teacher, who ceases to learn, cannot adequately teach.
1.10 MEANING AND CONCEPT OF SPIRITUAL INTELLIGENCE

Intelligence

The word Intelligence has taken root from the Latin word ‘Intelligentia’ which means ‘to understand’. The simple and precise definition for intelligence is ‘the ability to apply knowledge in order to perform better in an environment’. Intelligence is a very general mental capability that, among other things, involves the ability to reason, plan, solve problems, think abstractly comprehend complex ideas learn quickly and learn from experience. It is not merely book learning, a narrow academic skill, rather, it reflects a broader and deeper capability for comprehending our surroundings. It is the ability to apply knowledge in order to perform better in an environment.

Multiple Intelligence

The theory of Multiple Intelligence was developed in 1983 by Dr. Howard Gardner (1983). Gardner views intelligence as the capacity to solve problems or to fashion products that are valued in one or more cultural setting. He argues that intelligence, as it is traditionally defined, does not adequately encompass the wide variety of abilities humans display. A child who masters multiplication easily is not necessarily more intelligent over all than a child who struggles to do so. The second child may be stronger in another kind of intelligence and therefore may best learn the given material through a different approach. He initially formulated a list of seven intelligences. His listing was provisional. The first two have been typically valued in
schools; the next three are usually associated with the arts; and the final two are what he called personal intelligences.

i. **Linguistic intelligence**

   Ability to use words and languages. These learners have highly developed auditory skills and are generally elegant speakers. They think in words rather than in pictures.

ii. **Logical / Mathematical Intelligence**

   Ability to use reason, logic and numbers. These learners think conceptually in logical and numerical patterns making connections between pieces of information. Always curious about the world around them, these learners ask lots of questions and like to do experiments.

iii. **Musical/Rhythmic Intelligence**

   Ability to produce and appreciate music. These musically inclined learners think in sounds, rhythms and patterns. They immediately respond to music either appreciating or criticizing what they hear. Many of these learners are extremely sensitive to environmental sounds. (e.g. crickets, bells, dripping taps)

iv. **Bodily / Kinesthetic intelligence**

   Ability to control body movements and handle objects skillfully. These learners express themselves through movement. They have a good sense of balance and eye-hand co-ordination.
(e.g. ball play, balancing beams). Through interacting with the space around them, they are able to remember and process information.

v. Visual / Spatial Intelligence

Ability to perceive the visual. These learners tend to think in pictures and need to create vivid mental to retain information. They enjoy looking at maps, charts, pictures, videos, and movies.

vi. Interpersonal Intelligence

Ability to relate and understand others. These learners try to see things from other people's point of view in order to understand how they think and feel. They often have an uncanny ability to sense feelings, intentions and motivations.

vii. Intrapersonal intelligence

Ability to self-reflect and be aware of one's inner state of being. These learners try to understand their inner feelings, dreams, relationships with others, and strengths and weaknesses.

Gardner claimed that the seven intelligences rarely operate independently. They are used of the same time and then to complement each other as people develop skills or solve problems. The theory has been widely criticised in the psychology and educational theory communities. Despite these criticisms, the theory has enjoyed a great deal of popularity amongst the educators over the past 20 years. There are several schools which espouse Multiple Intelligence as pedagogy and many individual teachers who incorporate some or all the theory into their methodology.
Many books and educational materials exist which explain the theory and how it may be applied to the classroom. In 1997 at the symposium “MIND 97” (Multiple Intelligences New Directions) he added an eighth, the “Naturalistic Intelligence”, indicating that investigation continues on whether there are Existentialist [Existential] and Spiritualist [Spiritual] Intelligences.

**Spirituality**

Spirituality is the moral aspect of life. It is an ideal that reckons all reality in essence as spiritual. It is one's character or quality that makes one transcend the barriers of worldliness, caste, creed, and sensuality and realize one's connection with the Truth. Spirituality forms an essential part of the individual's holistic health and well-being. Though analysis of spiritual qualities in science faces problems like the imprecision of spiritual concepts, the subjectivity of spiritual experience, and the amount of work required to translate and map observable components of a spiritual system into empirical evidence, many people practice prayer, which is the sign of spirituality, believing that it would give them good health and guide them towards right path whenever they are in tight corners of life. As for as science is concerned, it has its own policy of ‘seeing is believing’. It always deals with facts which can be proved to the naked eye. Scientists feel the theory of spirituality as beyond the purview of science as the ideas of spirituality mainly rely on beliefs rather than facts. At the same time, there are people to say that science alone is not life. Science is a part of life and there are many more things in the world beyond
science. Modern science and technology is just two or three centuries old but human race is thousands and thousands of years old.

Science has taken its octopus growth, and grip over the human beings only after the inventions of printing press and electricity. As a result, the habit of demanding concrete evidences for human beliefs commenced. According to Narayana (2002) “As a result of scientific and technological development, man has shifted his way of living from spiritual to materialistic approach. This shift has taken place gradually consequent to alien cultural influence”. Still, there are many questions left unanswered even by the fact based science, like-where does the 'soul' or 'life' lie in the body of a human being? Who or What decides the average life time of the dog as around fifteen, the human beings around sixty and for the tortoise around 200 years? Spirituality has answers but no evidences whereas science does have neither answers nor evidences. Venkataiah (2005) says, ‘Spirituality, on the other hand, begins when one seeks whatever one conceives to be the ultimate and absolute for its own sake unconditionally and without any reserve whatsoever’.

Spirituality in Education

The spiritual poverty of the contemporary education provides very few opportunities for today's youth to quench their deep thirst for meaning and wholeness. According to Eapen (2002) “The world we live in has reached a point of moral and spiritual debility. We have to face the problem of how to acquire the new spiritual energies needed to remake the world and the individual soul”. Misguided or
unconscious attempts by students to attain some sense of fulfillment often result in varying degrees of addictive behaviour towards activities, substances or relationships - all of which make teaching and learning difficult, if not impossible.

Compulsive or reckless activity and substance abuse can result from students trying to escape the pain of an inner emptiness. In the classroom this can manifest as lack of interest, lack of self-worth, lack of compassion, lack of self-discipline and lack of spirit. A more ‘soulful’ education seeks to open the mind, warm the heart and awaken the spirit of each student. It would provide opportunities for students to be creative, contemplative, and imaginative. It allows time to tell old and new stories of heroes, ideals and transformation. It encourages students to go deep into themselves, into nature, and into human affairs. It values service to others and the planet.

A spiritualized curriculum values physical, mental and spiritual knowledge and skills. It presents knowledge within cultural and temporal contexts, rather than as facts to be memorized or dogma to be followed. It is integrative across all disciplines emphasizing interrelationship and inter-connectedness. It challenges students to find their own place in space and time, and to reach for the highest aspirations of the human spirit.

**Spiritual Intelligence**

Howard Gardner, the originator of the theory of multiple intelligences, hesitated to include spiritual intelligence among his
'eight intelligences' due to the challenge of codifying quantifiable scientific criteria, instead, he suggested 'existential intelligence'. Gardner's peers responded with research that charts existential thinking as fundamental to spirituality. Zohar (1997) coined and introduced the term 'spiritual intelligence'. Later, she developed the concept, which was introduced in 1999 at The Masters Forum. According to her, spiritual intelligence is the intelligence with which we access our deepest meanings, purposes and highest motivations.

It is spiritual intelligence with which we solve problems of meaning and value, and place our lives within a wider context. It's the intelligence that enables us to assess that one course of action is more meaningful than another. It is working with our inner flame and making choices that are in line with our deepest desires. This is uniquely human and it allows us to change the rules and alter situations. Without it neither IQ nor EQ (Emotional intelligence) can function properly, and it ultimately becomes the void that people are feeling. It is a holistic concept incorporating mind, body and spirit.

Spiritual Intelligence has no necessary connection to religion and by a person being religious it doesn't necessarily guarantee high SQ, in fact often the opposite is the case. According to Dixit (2002) “Both moral and spiritual values can be practised irrespective of whether one believes in one religion or in no religion”.

The word 'spiritual' comes from the Latin root 'spiritus', which means 'breath'-referring to the breath of life. It involves opening our
hearts and cultivating our capacity to experience awe, reverence and
gratitude. It is the ability to see the sacred in the ordinary, to feel the
poignancy of life, to know the passion of existence and to give
ourselves over to that which is greater than us. Its aim is to bring about
greater love and compassion for all people and living things. Its effect
is good physical and mental health.

Spiritual intelligence is one of several types of intelligence and
it can be developed relatively independently. Spiritual intelligence
calls for multiple ways of knowing and for the integration of the inner
life of mind and spirit with the outer life of work in the world. It can
be cultivated through questing, inquiry, and practice. Spiritual
experiences may also contribute to its development, depending on the
context and means of integration. Spiritual maturity is expressed
through wisdom and compassionate action in the world. Spiritual
intelligence is necessary for discernment in making spiritual choices
that contributes to psychological well-being and overall healthy
spiritual development.

1.11 NEED FOR DEVELOPING SPIRITUAL INTELLIGENCE
OF STUDENT TEACHERS

Spirituality exists in the hearts and minds of men and women
everywhere, within religious traditions and independently of tradition.
The following are the glimpses of spiritual intelligence gathered from
ancient wisdoms, religious ideas and cultures from all around the
world.

• Total and absolute personal honesty to self and others.
• The capacity to be authentic and real.
• The capacity to laugh a lot - to be spirited. Laughter opens up the mind and the senses and is thus one of the prerequisites for intimacy and love.
• The capacity to be flexible and spontaneous.
• A high degree of self-awareness.
• The art of transforming pain and suffering into happiness and joy.
• A belief that everything, no matter how bad, happens for a reason and it serves us.
• The quality of being inspired by visions and strong core values.
• A reluctance to cause unnecessary harm to anyone or anything.
• Awareness that everything and everyone is connected.
• An awareness of the magnificence of everything in the universe.
• An understanding of the power of daily gratitude.
• A marked tendency to ask “Why?” or What if? questions.
• Awareness and knowledge of the universal laws at play in our life eg. the law of attraction, the law of gratitude.
• A strong desire to share wisdom, knowledge and skills.
• A strong desire to want to make a difference to other people's lives.
• An innate understanding that nature and meditation raises our awareness as it enhances our insights into all things.

The destiny of the nation is built in the classroom, and the teachers are considered to be the makers of the nation. Dr. Manmohan Singh, the Honorable Prime Minister of India loves teaching more
than primeministership. There are great teachers of the world without formal university education. They attained the level of supremacy only by their spiritual intelligence. They could frame universal doctrines and produce eminent disciples. The image of Sri Ramakrishnar and Swami Vivekananda will be flashing in everyone's mind at this context. They are the evidences for Spiritual Intelligence. So a huge attempt has to be made to develop the spiritual intelligence of teachers. If the teachers have spiritual intelligence, it will be easily transformed to their students. Education is a lamp, lighting another lamp, and a spirit speaking to another spirit.

Emmons (2000a) defines Spiritual Intelligence as 'the adaptive use of spiritual information to facilitate everyday problem solving and goal attainment'. Buzan (2001) describes Spiritual Intelligence, as 'Awareness of the world and your place in it'.

1.12 NEED FOR THE STUDY

India stands first in the world in producing human resources. India's population which was considered as the main barrier for its economic growth has been transformed as the investment of the country. The educational revolution in the country has changed the entire view of population crisis. All the states of the country are taking huge efforts to achieve high percentage of literacy. The introduction of “Sarva Shiksha Abhiyan” (Education for All), with an aim to achieve the goal of universalization of elementary education by 2010, makes it sure that education is freely available even in the remote corners of every village of the country. A huge amount of money, more than ten
thousand crores is spent every year for compulsory free education. Schools have been opened in every village of the country and there is no need for anybody to walk even one km. to reach the school. On the other side, child labour system is totally abolished by declaring it as criminal offence. As the child labour system is closed and the primary education is also free, the parents have no other option than sending the children to school. As a result the enrolment in schools and number of schools increased rapidly.

The sudden increase of schools due to the introduction of SSA (Education for all) the requirement of teachers also increased. It is expected that in another five years there will be a need of more than 25 lakhs of teachers. Predicting this situation well in advance, the central Government formed a statutory body for Teacher Education. According to Amale et al. (2004) “It is, therefore, obvious that if the education of teachers does not improve qualitatively, the results for the future generations may well prove to be disastrous. When we speak of a qualitative improvement in this context, we mean an increase in the teacher's ability, skill and a broadening of his mental horizon”.

**NCTE**

National Council for Teacher Education in its previous status since 1973, was an advisory body for the central and state Governments on all matters pertaining to teacher education, with its Secretariat in the Department of Teacher Education of the National Council of Educational Research and Training (NCERT). Despite its
commendable work in the academic field, it could not perform essential regulatory functions, to ensure maintenance of standards in Teacher Education and preventing proliferation of substandard teacher education institutions. The National Policy on Education (NPE), 1986 and the programme of action thereunder, envisaged a National Council for Teacher Education with statutory status and necessary resources as a first step for overhauling the system of teacher education. The NCTE as a statutory body came into existence in pursuance of the NCTE Act 1993 (No.73 of 1993) on the 17th August 1995.

The National Council for Teacher Education, through its Regional Committees, offers teacher training programmes. As the demand for teachers is going on increasing, the NCTE encouraged the charitable trusts and societies to conduct the teacher training programmes in self financing mode, with the permission of the respective state governments. This move of NCTE proved to be very productive as the number of Elementary and Secondary Teacher Training Institutes which were less than fifty and thirty respectively in Tamilnadu five years ago is raised to more than five hundred and six hundred respectively. During the academic year 2008-09, more than forty thousand elementary teacher trainees, (D.T.Ed.) and fifty thousand secondary teacher trainees (B.Ed) were under going their teacher training programmes in Tamilnadu. When a huge number of students are undergoing different kinds of teacher training programmes, it will be much useful to everyone concerned to know, whether all the trainees have teaching aptitude. If teachers who have little or no teaching aptitude are produced, the life of the students as
well as the purpose of education will be spoiled. At the same time, Spiritual Intelligence, which plays a vital role in decision making and problem solving, will have a remarkable effort on the performance of a teacher who has teaching aptitude. At this context the investigator has taken up the study of teaching aptitude and spiritual intelligence of student teachers in Tamilnadu.

1.13 STATEMENT OF THE PROBLEM

The prospective teacher should have a sound philosophy of education, knowledge of psychology and a dynamic sociological perspective. The teacher education programme should develop the whole personality of the student teacher. The future teacher should possess the necessary skills and competencies, which will make his teaching task easy, useful and effective. At present there are more than 600 colleges of education and more than 500 secondary grade teacher training institutes in Tamilnadu. The number of teacher preparation institutions is going on increasing rapidly and lakhs of young graduates are undergoing the teacher training programmes. National council for Teacher education, the statutory body for teacher education in India, has raised its doubts over the standard of teacher education institutes and the quality of education provided by them to the teacher trainees. As a result it has stopped giving permission for teacher education institutes and framed new norms and regulations to improve the standard of teacher education institutes. The mushroom growth of teacher education institutes without adequate instructional and infrastructure facilities has diluted the quality of teacher education. Moreover, student teachers are admitted into the institutes on the basis
of their academic marks. Teaching aptitude and spiritual well-being are considered the important input variables for successful teacher preparation programme. Unfortunately this aspect is not considered for admission in teacher education programme. At this context, the problem taken for investigation - "A study of Teaching Aptitude and Spiritual Intelligence of Student Teachers in Tamilnadu" tries to give a clear picture of the present scenario of 'teaching-learning' process.

1.14 DEFINITIONS OF IMPORTANT TERMS USED IN THE STUDY

Education

Education comes from the Latin word 'educare' meaning - 'to lead out'.

The Random House Dictionary of the English Language defines education as, 'the act or process of imparting or acquiring general knowledge and of developing the powers of reasoning and judgment'.

Webster's Dictionary defines education as 'the process of training and developing the knowledge, skill, mind, character, etc., especially by formal schooling; teaching; training'.

Atkinson's Dictionary of Psychology defines education as, 'the process of developing new relations in thinking on the basis of perceived fundamental relations between items'.

25
Mehndiratta’s Dictionary of Education refers education as ‘a process, formal or informal that helps to develop the potentialities of human beings including their knowledge, capabilities, behavior patterns and values’.

**Teaching**

According to Webster's Dictionary, ‘teaching is to show how to do something, to give instruction; to train’.

According to Oxford Advanced Learner's Dictionary ‘teaching is to give instructions to a person to know or to be able to do something’.

Malhotra’s Dictionary of Education defines, ‘teaching is a means to impart knowledge or skill to another; to educate or to train another’.

Mehndiratta’s Dictionary of Education refers, ‘teaching is the process of providing instructions’.

**Aptitude**

The Webster's Dictionary defines aptitude as ‘a natural disposition or tendency toward a particular action or effect; readiness to learning or understanding something’.

Oxford Advanced Learner's Dictionary says, ‘Aptitude is a natural or acquired talent’.

26
Malhotra’s Dictionary of Education refers aptitude as ‘acquired skill or ability that is assumed to underlie, and is conductive to, an individual’s capacity to learn and attain a level of achievement in specific field’.

Atkinson’s Dictionary of Psychology defines, aptitude as ‘the capacity to perform in the future; potential ability’.

**Student Teacher**

Mehndiratta’s Dictionary of Education refers ‘Student teacher is a student in professional teacher education who is gaining required experience in supervised teaching’.

**Intelligence**

The Webster's Dictionary says, ‘Intelligence is the ability to learn or understand from experience, the ability to respond quickly and successfully to a new situation’.

Oxford Advanced Learner's Dictionary says, ‘Intelligence is the power of seeing, learning, understanding and knowing’.

Atkinson’s Dictionary of Psychology says, ‘Intelligence is the ability to meet and adapt to novel situations quickly and effectively’.

According to Collins Concise Encyclopedia, ‘Intelligence is ability of organisms to learn from experience and adapt responses to new situations’.
Multiple Intelligence

Gardner (1999) says the theory of multiple intelligence is an account of human cognition in its fullness. Human beings are organisms who possess a basic set of intelligences. People have blend of intelligences.

According to Mark (2002) ‘multiple intelligence suggests that the traditional notion of intelligence, based on IQ testing is far too limited. Instead, the theory of multiple intelligence accounts for a broader range of human potential in children and adults’.

Spirituality

According to Webster's Dictionary, ‘Spirituality is concerned with the intellect, or what is often thought of as the better or higher part of the mind’.

Atkinson's Dictionary of Psychology explains, ‘Spirituality is a philosophical or metaphysical position that all living creatures are possessed of a non physical organizing property or vital principle’.

Spiritual Intelligence

Spiritual Intelligence is about the growth of a human being. It is about moving on in life, in the right direction and being able to heal ourselves of all the resentment we carry. It is thinking of us as an expression of a higher reality. It is also about how we look at the resources available to us. We realize that nature not meant to be
exploited. Ultimately, we discover freedom from our sense of limitation as human being and attain moksh.

King (2007) defines Spiritual Intelligence as, ‘...a set of adaptive mental capacities which are based on non material and transcendent aspects of reality, specifically those which are related to the nature of one's existence, personnel meaning, transcendence, and heightened states of consciousness. When applied, these processes are adoptive in their ability to facilitate unique means of problem solving, abstract-reasoning, and coping’.

In a nut shell, all the definitions mentioned above give a precise meaning that the purpose of education is to refine the in-born qualities of the human beings to develop their mental and physical skills. The investigator, in the light of the above explanations and meanings, has made up his mind that the teachers, who are the responsible factors of the educational process, have to possess all the basic and desirable skills like teaching aptitude and spiritual intelligence to perform their noble job in an exemplary manner.

1.15 OBJECTIVES OF THE STUDY

The important objectives of the study are specified as follows:

1. To adapt tools to study the teaching aptitude and spiritual intelligence of the student teachers.

2. To study the significant difference, if any, in teaching aptitude of student teachers with regard to their background variables
such as the kind of institution, type of management of the institution, locality of the institution, gender, religion, community, educational qualification of student teachers, teaching experience, parents' educational qualification, parents' occupation and family income.

3. To study the significant difference, if any, in spiritual intelligence of student teachers with regard to their background variables such as the kind of institution, type of management of the institution, locality of the institution, gender, religion, community, educational qualification of student teachers, teaching experience, parents' educational qualification, parents' occupation and family income.

4. To study the significant difference, if any, in different dimensions of teaching aptitude of student teachers with regard to their background variables such as the kind of institution, type of management of the institution, locality of the institution, gender, religion, community, educational qualification of student teachers, teaching experience, parents' educational qualification, parents' occupation and family income.

5. To study the significant difference, if any, in the domains of spiritual intelligence of student teachers with regard to their background variables such as the kind of institution, type of management of the institution, locality of the institution, gender, religion, community, educational qualification of student
teachers, teaching experience, parents’ educational qualification, parents’ occupation and family income.

6. To study the significant relationship, if any, between teaching aptitude and spiritual intelligence of the student teachers.

1.16 HYPOTHESES OF THE STUDY

1. There will be significant difference in the teaching aptitude of student teachers with regard to the kind of institution, type of management of the institution, locality of the institution, gender, religion, community, educational qualification of student teachers, teaching experience, parents’ educational qualification, parents’ occupation and family income.

2. There will be significant difference in the spiritual intelligence of the student teachers with regard to kind of institution, type of management of the institution, locality of the institution, gender, religion, community, educational qualification of student teachers, teaching experience, parents’ educational qualification, parents’ occupation and family income.

3. There will be significant difference in the different dimensions of teaching aptitude of student teachers with regard to kind of institution, type of management of the institution, locality of the institution, gender, religion, community, educational qualification of student teachers, teaching experience, parents’
educational qualification, parents’ occupation and family income.

4. There will be significant difference in the different domains of spiritual intelligence of student teachers with regard to kind of institution, type of management of the institution, locality of the institution, gender, religion, community, educational qualification of student teachers, teaching experience, parents’ educational qualification, parents’ occupation and family income.

5. There will be significant relationship between teaching aptitude and spiritual intelligence of the student teachers.

1.17 SCOPE OF THE STUDY

The main aspect of the investigation is to study the Teaching Aptitude and Spiritual Intelligence of the student teachers. The number of teacher training institutes and student enrolment in them are increased to ten to fifteen times, within a short span of five years. The reasons for the mushroom growth are the liberalization of the policies of National Council for Teacher Education and Government of India's actions through Sharva Shiksha Abiyan, (Education For All) with the aim of globalization of Primary Education within 2010. Many educational projects have been undertaken, new schools are being opened and new teachers are continuously appointed. The respect for teachers in society, the nature of work, high salary, more holidays and relaxed working atmosphere
attract the young graduates to undergo teacher training programmes. So, it is the need of the hour to ascertain the qualities of the student teachers. Teachers are the responsible persons in the making of tomorrow's world and the great assignment of shaping the character of the young children has been given to them. Teaching is the great art of optimism and the teachers have to be optimistic and devoted to their profession. Any work attempted without involvement, will be a failure. For the sake of the future of the children and the nation, teachers of high qualities have to be produced. Realizing the situation of the abundance of teacher training institutions, the investigator has taken up this investigation. The present investigation helps to find out the teaching aptitude and the spiritual intelligence of the student teachers. By knowing the present level of the student teachers, the curriculum designers may act accordingly to bring up the quality of the tomorrow's teachers to a higher level.

1.18 DELIMITATIONS OF THE STUDY

i). There are different levels of teacher training programmes namely primary, elementary and secondary. It is time-consuming to consider all the levels of teacher training programmes. So the present investigation has been made with reference to the teaching aptitude and spiritual intelligence of student teachers in secondary level (B.Ed) in Tamilnadu.

ii). There are more than six hundred colleges for education in Tamilnadu including the three types: Government, Government-aided and Self-financing. Considering all the colleges for the
study is a time consuming process. So the investigator has considered three colleges, one for each type, for each university, to the total of twenty three colleges. The investigator has considered 1742 samples for the present study.

1.19 ORGANIZATION OF THE THESIS

The dissertation is presented in five chapters.

The first chapter deals with introduction, education, teacher education, teaching aptitude, multiple intelligence, spiritual intelligence, need for the study, objectives, hypotheses, scope for the study and delimitation of the study.

The second chapter gives a brief survey of the available literature on related research studies.

The third chapter deals with the method of study, tools used, selection of the sample and data gathering procedure.

The fourth chapter deals with the tabulation, analysis and interpretation of the data collected for this study.

The fifth chapter deals with the findings, discussion and conclusions of the study.