Chapter -I

Theoretical And Conceptual Orientation

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CHAPTER-1

THE PROBLEM AND ITS SETTING

1.1 INTRODUCTION:

Education has been considered as a natural process. The process of education started even during the pre-historic period when man in his primitive stage began to apply his intelligence to adapt himself to his environment and fulfill the needs of his life. Human beings acted and reacted to their environment and gained experience. This experience was formulated in some general principles and passed on to the next generation. Life was simple and so was education. But with the explosion of knowledge and the growing complexity of the environment, education became a complex activity and the society established institutions for imparting knowledge to people. In ancient time the pattern of education was not the same which is travelling at present. But just after independence the whole structure of society needed a change as it was a period of Renaissance in India. The Government of India is convinced that the reconstruction of educational pattern on the basis of suggestions of the education commission is essential for all round development of the country. The standard of education in India depends above all other things, on the quality and competence of teachers. That is why at times they are called as social engineers, who could construct and reshape the entire nation. It goes without saying that he is responsible for the transmission of knowledge of his students, the technical component of the skills enabling them to fulfill their future adult roles in work and in other aspect of living. Teacher must also seek to secure that his students develop the capacity for the interpersonal behaviour appropriate to their future roles.
Some people believe that there is no need of training the teachers. they should only have mastery over the subject. there is no significant difference in teaching of trained and untrained person. However, training is essential for every teacher. trained teacher can do much more than untrained teachers. demand of job, the objective and expectation from a teacher certify that a need of teacher training.many skills are needed to communicated the information effectively i.e skill of questioning illustrating, demonstrating and explaining, skill arranging and logically sequencing the subject matter. teaching is not only confined to impart knowledge of subject matter to others. in a wider perspective, teaching aims at the an all-round development of personality. Skills or attitudes can only be developed through systematic training. a systematized knowledge is required in order to achieve these skills and attitudes which require training.

Unless a person has an positive attitude towards students and his job the knowledge alone is not sufficient for a teacher. in training programme many pleasant experiences are provided to students teachers by which can develop favourable attitudes towards himself, his job and his students. many specific skills have been identified which are to be developed in teachers trainees. these can only be developed by systematic programme of teacher training.

Technical knowledge and skill can be developed in the teacher through the training. Therefore, training is necessary for all teachers.

Since the dawn of independence, India has been attempting to raise the standard of living of her masses. The success of such efforts along with other factors, depends to a great extent on the quality of manpower, which in turn is influenced by the standard of education in the country. The role of education is important in nation building. The standard of education in India, depends on the quality and competence of teachers. It is the teacher who can act as an agent to change the education and to meet the new social demands.

The teacher is the most important person in the making and unmaking of the life of an individual. It is also an established fact that the teacher should have a dynamic personality to give lead to students and deal with their varied and
individual problems. The indelible impression he leaves on the minds of his students.

It is also felt that if the teacher have acquired a real understanding of the self, they may be successful in the proper guidance of their student. The performance of an individual also effects his self-concept. It can also be said that the more integrated a self-concept one has the successful he is bound to become in his performances.

Attitude towards his profession has an impact on his performance. The same is true for teaching profession. A positive attitude would help create a favourable and enriching atmosphere for both the teacher and students. An unfavourable attitude would render the task of teaching and consequently learning on the part of students, both unpleasant and tedious. Thus, it is highly recognized that the teachers personality, their self-concept and their attitude towards world of work contribute a lot in successful teaching.

Teacher training institution inculcates the necessary pedagogical skills and competencies among the teachers NCTE (1993) has taken number of steps for raising the quality of teacher education system. It has formulated norms and standards for all teacher education course. NPE (1986) and POA( 1992) gave special emphasis to teacher education. They has suggested establishing District Institute of Education and Training (DIETs), College of Teacher Education (CTE) and Institution of Advance Studies in Education (IASE) for providing Teacher Education at Various levels. DIETs cater to the pre-service and in-service education of Elementary school Teachers for each district level. Whereas the CTE and IASE are responsible for Teacher Education at the Secondary and Higher Secondary levels.

These days there are two types of institution offering B.Ed training- Govt. Institution and self financing Institution Special B.T.C training has been started in Uttar Pradesh for B.Ed/ D.P.Ed./ C.P.Ed. etc. trainees to fulfill the demand of the
primary teachers. These training institution denote a real and holistic perception of prospective teacher for that task they are required to performed to continuously upgrade their professional skills. Thus, for teachers to play their role effectively in schools and to achieve the intended outcomes of educational objectives for societal development, there must be a well designed and successfully implemented teachers training programme that aim at producing good teachers.

**Need of training in teaching for college teacher**

Need for training for primary and secondary teachers has been emphasized by many commission and committees but few people realize to need for training college teachers. now a days, a feeling is growing up among top educationist that there should be need for training of college teacher. now a days, a feeling is growing up among top educationist that there should be need for training of college teachers also. UGC has organized certain type of orientation programme for college teachers. Therefore, more than more people working in universities and professional college are accepting this idea and advocating the need for training.

In 1971 UGC funded a larger number of programmes of orientation teaching, various universities were asked to hold summer course for orienting college and University teachers. during five Year plan a huge fund was allocated for the professional improvement of college teachers by seminar, refresher course, orientation course, evening course, summer course, etc. with the assistance of UGC several Universities have organized several short term course to provide orientation in teaching for three years. at Baroda University ‘post graduate diploma Course’ for teaching was started. 40 days summer courses programme was started in some universities with the assistance of UGC.

**NEED OF EDUCATION OF TEACHERS**

All the teachers should be trained, but there should not be and also can not be a specific training of teachers. even the born teachers have to study the techniques of teaching craft. there are teachers who have acquired enormous success in teaching through training and experiences. Much wastage in teaching effort can be saved if the prospective teacher is subjected to teacher-education situation conductive for
actualization of potential in him. a good deal of waste in teachers effort might be avoided by training but a teacher is not a teaching craftman. he has to help his students to develop certain personalities traits and also to realize desirable values. in past the training of the teachers was born out of the necessity to bring up a literature generation and accomplish this task. the teacher were helped to develop a narrow technique and a highly specialized professional approach. today is need to bring out a sophisticated and cultured generation.

The school of today lay emphasis on an integrated and balanced personality of the teacher as a whole man. he can never be this unless he is himself a complete man. we teach more by our action than by our preaching. Training can not be a matter of teaching professional tricks. a narrow vocationalism is wholly out of tune with modern educational thought. it is antipathetic of those generous sympathies and that consciousness of being one member in a self education community, generally demanded from teachers. the new teacher will have to integrate the skills of teaching with his life style and also to help the students to develop not only intellectually but also emotionally.

Teachers are section of the community sharply segregated from the rest preparing themselves for their life’s work in institutions for developing human attributes. the teacher education system as it exists today fails to educate the human beings. the trained teacher is too often an untrained human beings. our aim must be the education of the right human beings for work in our schools. the era of training of teachers is past; we are concerned with the education of the educators. with proper type of education to the perspective teacher. he will be in a more favourable position to correlate his knowledge with his experiences, to see life steadily and to see it as a whole. the only means of strengthening one's intellect is to let the mind be a thoroughfare for all thoughts, not a selected party. from this open mindedness, sympathy, tolerances, intellectual adaptability and width of interest will be develop the attributes essential for successful living and dealing with children. but all this requires a comprehensive philosophy of life and education, a map by which the future teacher may observe himself in relation to others teachers as well as other human beings activities. during his trainings course he must be given time and opportunity to think about education
because he will have little time for it after completing his training as he will be engaged in the all absorbing tasks of the classroom and the common life.

Therefore the perspective teacher must be offered opportunities to associated with the best minds and to develop a disciplined intellect as well as the quality of appreciation of culture in its various forms. he will have an emotional life developed to a fine sensitivity but held in a strict control.

Today’s teacher needs a philosophy primarily concerned with human beings to interest with each other. Humanistic programme for teacher education, seeks to develop a human teacher possessing such qualities as spontaneity, acceptance creativity and self realization. it would give an opportunity to the perspective teacher to relate theory to practice, to search for greater personal understanding of himself and for the learning processes of children. it would help him to develop compassion for weakness in individual and sensitivity for the needs of human beings. it will make a teacher who knows how to help children to realize their potential. this humanistic approach to teacher education will produce teacher able to exalt the continued process of education of human potential in our schools.

Competence and professional skills are the very heart of the programme of the teacher education. the knowledge of the method adopted by other teacher combined with other consideration will make the students try out various approaches his work and during the practical work of the course. thus a practicing teacher generally evolves and polishes his own method. he acquire technical skill in practice and not in the lecture room. he should posses such skills and competencies which make his task easy, use full and effective. he should know the techniques and procedures to be adopted in his profession. he should able to be effectively perform of his duties. the most important task of education for the future is to improve the intellectual and technical competence in the teachers. it seeks to provide professional educated entrant to the profession in adequate numbers. it aims the maintaining or increasing the quality of entrants for the profession to satisfy society’s needs. while the first aim is quantitative, the second one is qualitative.

Professional education should focus on the person as an individual who is in practice and seeks to broaden his mental, moral and emotional capabilities. he should
have a sound philosophy of education, knowledge of an adequate functioning of psychology along with a dynamic sociological perspective. Only such teachers will be to relate theoretical insight to practice and to improve preparation programme. They will be effective practitioners in their profession. Teacher education seeks to develop such competencies in the prospective teacher which will make him a successful teacher. It tends to increase the ability of the teacher to deal with a range of individual differences.

The teacher of tomorrow would design a teaching situation conductive to the growth of pupil mental health. It would develop in them a commitment to set a value. It would develop certain skills and competences. The teacher requires a new type of knowledge and attitudes, atmosphere and facility to make his task easy, fruitful and confirming for the demands of the students. His education therefore should be according to the necessities of the time and need of society.

The educates on commission (1964-66) has observed, "All the different factors which influence the quality of education and its contribution to national development, the quality, competencies and favorable attitudes of teachers are undoubtedly most significant." The teacher is expected not only to impart knowledge to the students but also to set up a good standard of moral, social and economic values which is reflected in every moment of his teaching and is propagated to a large number of students. The success of an educational system depends on qualified and trained teachers. Teacher's importance in modern era has acquired new dimensions. They not only have to impart subject matter to the pupil but also help him in use of knowledge for developing the abilities and talents with which he is born. If we wish to bring a productive change, to raise the standard of education, it is important to recruit teachers who not only have competency, but also have required a positive attitude toward teaching profession and children. The role of teacher in shaping the future of the students as well as the whole country is very well accentuated in Delors Commissions Report (1946). Quality of the teacher is the measure of the strength of an educational system and quality of teacher depends upon the quality of teacher education. Therefore a sound programmed of teacher education is necessary for the improvement of education system in the country. Professional training of prospective teachers at all levels should be a prerequisite to their joining the teaching profession, as the quality of education essentially depends on
the competence, positive attitude and responsibility feeling of teachers. In order to fulfill
the demand for quality education it is essential that teacher should be given proper
training so that they can perform their task more efficiently and skillfully. Teacher
education is needed to develop values, understanding, interests, and positive attitudes
towards growing children, competency of teaching, communication and psychomotor
skills etc. which enable him to promote learning inside and outside the classroom. The
most difficult part of the teacher training programme is the manner in which it is
implemented. This can be observed in the modes in which the curriculum is transacted.
Modes of curriculum transaction represent the operationalization of the various
component of teacher training programme. In teacher education there are two modes,
viz., the formal face to face mode and distance mode. In the formal mode of teacher
education the teaching learning process goes on face to face in the presence of a
teacher, while is distance mode teaching behaviour remains separated from learning
behaviour. This system can be seen as a system which emerged as a result of certain
historical, cultural and social forces.

Training is necessary for efficient work in a particular job. If we appoint ape arson in
any job after sometime through apprentice he will be quite competent for that job. If ape
arson is trained before employing him in a job –this is called pre-training. This pre-
training is very important. Without providing any training if we employ any Pearson in
job then it is risky because he does not have any knowledge about the machine, when a
person failure in a job he develop the negative attitude toward the job and think that he
is not competent for that job. Therefore the pre –training is must. By having some
training he will get success in his job with full satisfaction.

Certain people, who are not favors of training hold, the view that there is no need of
training for the teacher, only they should have mastery over the subject because there
is no significant difference found in teaching of training and untrained person.
Theoretically it is not right. Training is essential for every teacher trained can do much
more than untrained teachers. There may be so many reasons for that why they do not
perform their work effectively. Demand for job/profession, the objective and expectation
from a teacher certify the existence of teacher training
To have mastery over subject matter to communicate this to students are quite different. Many skills are needed to communicate the information effectively, e.g., skill of questioning, illustrating, demonstrating, and explaining, etc. Other skills which may be required are skill of arranging and logically sequencing the subject matter.

Teacher is not confident to tell others to impart knowledge of subjects to others but in a wider perspective, teaching aims at all-round development of personality of children. But there are things to be taught to the teacher, e.g., what are his responsibilities and duties, etc. These things or skills or attitudes can only be developed through systematic training. Hence, a systematized knowledge is required in order to achieve these skills and attitudes. For this training must.

There is not only the knowledge of these things which are essential for a teacher unless a person has a positive attitude towards student and his job. Attitudes are learnt through experience. In training programmes, many placement experiences are provided to student teachers by which he can develop favourable attitudes toward himself, his job, and his student.

These skills require more practice. Many specific skills have been identified which are to be developed in teacher trainees and these can only be developed by systematic programmes of teacher training.

So theoretically, the need for training the teacher has some rationale. The technical knowledge and skill can be developed in the teacher through the training. Therefore, the training is necessary for all types of teachers.

All the teachers should be trained, but there should be no teacher who can not be a specific training of a teacher. This conviction is born out by observation that even born teachers have to study the techniques of teaching craft. There are teachers who through training and experience have required enormous success in teaching. There is, however, no denying the fact that much wastage in teaching efforts can be saved if the prospective teacher is subjected to teacher education situations conducive for actualization of potential in him.

A good deal of waste in teacher efforts might be avoided by training. It is a further reason that a teacher might be avoided by training. It is further reason that a teacher might be trained. But a teacher just not teaching craftsman. He has to help his student...
to develop certain personality traits and also to realize desirable values. This means that there should not be specific training of teacher. An era of training of teacher is past. It was born out of the necessity to bring up a ‘literate’ generation and to accomplish this task; the teacher were helped to develop a narrow technique and a highly specialized professional approach. Today, the need is to bring out ‘sophisticated’ and cultured generation and to accomplish this task a new type of men and women are demanded. The very phrase “the training teacher” is out of data. ‘Training’ is commonly associated with ad hoc preparation for an absolute content or with teaching tricks for animal or with a narrow vocationalism.

The school of today generally lay emphasis on an integrated and balanced personality of the teacher as a whole man. The teacher of today, must be the teacher of a whole man, and he can never be this unless he himself is a complete man, we teach by our action than by our preaching.

Training cannot be a matter of teaching professional tricks, and the student who comes to the training institution should try his best to learn these tricks. A narrow vocationalism is wholly out of tune with modern education thought, and it is antipathetic to those generous sympathies and that consciousness of being one member in a self education community which is generally demanded from teacher.

Many teacher training institution are producing humanly illiterate teacher who are not able to cope up with the aspirations of rising generation of youth who will be required to meet human encounters. The new teacher will have to integrated the skill of teaching with his life style and also to help the student to develop not only intellectually but also emotionally.

Teacher education programme are under criticism for being theory ridden, and for quality degeneration specifically due to the ill-planned correspondence courses being offered by some of the universities in India, and mushrooming of colleges of education with disregard to accepted norms for running such course. Despite of criticism, however, there does not seem to be visible research evidence to understand the system of teacher education in the country. Researchers working in this area have
brought into their study a wide spectrum of variables. This is largely due to the fact that teacher education is a long, complicated series of operations. Much of teacher education is viewed in terms of its impact on teacher and their behaviour. Mass literacy goals as well as the emergence of technology transformed the very character of teacher training and it’s Philosophy. Teacher Education through the formal mode reaches out only to the groups of well to do individuals. This mode has been criticized for creating class distinction.

The National Policy on Education 1986 decided that the professional improvement and career enhancement of teachers should be addressed on a continuous basis. The programme Action of the Policy highlighted the role of distance education teacher education programmes, due to the following reasons?

1. A large number has to be catered.
2. There is a need to organize courses on a continuous basis in the career of a teacher.
3. The distance mode of education has the unique potential to train the teachers without taking them away from work. Thus it is a better means of transferring knowledge, understanding and skills to teachers in their day-to-day practice. Distance education has emerged as new mode of teaching known as distance teaching, different from conventional mode of teaching. While in distance teaching media of communication is the most important factor, in effective presentation. Thus, there are following two types of teacher education programmes for preparing teachers:

   1. Teacher training for conventional teaching and
   2. Teachers training for distance teaching.

   **TEACHER EDUCATION FOR DISTANCE TEACHERS**

   Distance teaching has three dimension, content, presentation and communication. The conventional teacher education programmer prepares teachers for analyzing content structure and effective presentation by employing appropriate methods and techniques of teaching. The knowledge and practice is given for conventional teachers. The distance teachers training however, requires content presentation and communication awareness and the practice for teaching. As distance teachers have to acquire teaching skills for the contact programme as supportive devices, distance teachers need different modes for preparing teachers.
NEED FOR DISTANCE TEACHER TRAINING

In distance education the learner is separated from the teacher. Multimedia strategies are followed. The preparation and presentation of materials is systematic. Student-support services are provided to make the system more effective. The design of the educational structure as a whole is much more advanced than the earlier correspondence or broadcasting education. The system is a deliberate effort to democratize education. Distance education systems differ wide in their organization, practices and objectives, as their target clientele, their scales of operation and their structural complexities differ in essentials. Development in many countries all over the world.

Today, a class distance educators is required to start new distance education institutions, to expand the range and number of student populations, to see what the community needs for its social and economic purposes to revitalize the older institutions, to identity, describe and undertake new professional roles within the system to give new directions to the existing practices and to establish the system permanently. People taking up key as well as subordinate positions in the distance education institutions come from other areas of education and face following two problems –

(i) They must adapt themselves to the new situation immediately,

(ii) They must contribute to the culture and vitality of distance education in positive terms for a long-term impact on the society in general and on education in particular.

The first of these problems is solved with the help of workshops etc., but the second problem calls for professional training of a very high standard.

DISTANCE EDUCATION AS A CAREER

A statement made in 1987 in a UNESCO publication, considered pre-service training in distance education ‘only as a future prospect and scarcely yet a present reality’ and suggested that ‘perhaps some time in the future when distance learning systems and structures are an inevitable part of every general education system, distance teacher education may become an option in ordinary teacher education but that is not yet the case in the Asia-pacific region’.
It is suggested, that for some people involvement with distance education is a temporary phase in their career. Most people enter the system mid-career, and those who continue move from one work role to the other within the system, but there are hardly any who spend their entire working/professional lives in the same system.

The suggestion is superficially valid. Distance education institutions cannot claim to be older than two decades. It is premature to suggest that the personnel who enter the system or are not going to spend their professional lives in the system. If what is indicated by the success of the courses given at Jordan Hill College, a more powerful and valid suggestion will be that the people are looking for pre-service training in distance education, which is not available presently except in a few rare cases.

A career of distance educator has not yet emerged. Distance education is ‘an emergency system’ which may attract talented and imaginative academics and non-academics as it provides outlets for their talents but fall to retain them for long. Success in such distance education experiences may invite them back to the professions they originally came from and look for. explore and implement innovations in those professions. Such possibilities are open in fields like education, broadcasting, educational television, publishing and printing, educational communication etc.

However, most social reforms do appear on the scene as ‘emergency stems’. If found useful, they get established as parts of the overall social system. Though introduced as ‘emergency systems’ distance education system have come to stay. Of course, the period of transition has just begun in which the concerned population of academics and non-academics settle between their original professional interests and those offered by the systems of distance education. The fact that it has begun, is evidence enough to emphasis that distance education is emerging as a career.

Therefore, it needs to display a ‘career’ i.e., the various possible, or existing, stages of professional growth which follow one another successively, providing the careerist ample opportunities for developing the career-system (distance education) and his own personal career within the domain of distance education. This, by implication, is a question of asking whether or not ‘distance education’ is a discipline by itself. It is to say here that any professional training in distance education worth its name.
should highlight “those progressive stages towards greater professionalism” which should enable it to be seen both as a career and a discipline. Providing full-fledged professional training in distance education is a positive and necessary step in this direction.

**BEd Programmes through Correspondence Education**

In 1966 the Central Institute of Education (CTE) University of Delhi, started the B.Ed programme through correspondence-cum-contact mode, The University of Bangalore and the Regional Colleges of Education under the NCERT followed suit. The immediate objective of these programmes was to clear up the country. In 1968, the UGC sent a delegation to the USSR to ascertain the purposefulness of such a mode in the context of teacher training programmes through the correspondence mode. Consequently there was a proliferation of B.Ed programmes through the correspondence mode in the seventies and the eighties. Today, there are more than fifteen institutes of correspondence (distance) education under the formal universities through the correspondence mode.

The National Policy on Education (1986) has emphasized that these disparities need to be removed. The "Open Learning System" therefore, is an alternative system of education which is viable, flexible and cost effective. It could take education to door steps of needy learner. At the national level, the Indira Gandhi National Open University (IGNOU) was established in 1985. IGNOU has started various programme for development of society. IGNOU has already initiated certain steps to fulfill the demand of trained teachers. Presently teacher training programmes are being conducted by open universities and formal/ conventional universities. Distance education has reduced the pressure on the formal education. However, training through distance mode is looked down upon as a second-rate system of training due to certain reasons. Personal contact programme organized by IGNOU and State Open Universities are effective in solving problems of distance learner but the quality of course content and faculty development/improvement programme are not given importance. The maintenance of standard in distance education is ignored. From research point of view it may be quite interesting and useful to study the impact of teachers training programme run by distance education and formal system of education.
on teaching competence and Attitude toward teaching of would be teachers. An attempt of this kind has been made in the present proposal of research.

1.2 IDENTIFICATION OF A PROBLEM
The identification and analysis of a research problem is the first and most crucial step in a research process. No problem can be solved effectively unless the researcher possesses the intellect and insight to isolate and understand the specific factors giving rise to the problem.

Identification of a problem does not mean to select a topic of a research of statement of the problem. While the problem concerns with the functioning of the broader area of field of study, a topic or title or statement of the problem is the-verbal statement of the problem. The topic is the definition of the problem which delimits or pin points the task of a researcher. Usually the researcher select the topic of the study from different sources especially from research abstract and to no identify the problem. The problem is constructed on the basis of the topic. Therefore, The researcher has no involvement in the researcher activities and performs it mechanically.

STATEMENT OF THE PROBLEM:

The topic in this research study is stated as - "A STUDY OF IMPACT OF TEACHERS TRAINING THROUGH DISTANCE EDUCATION AND FORMAL EDUCATION ON TEACHING COMPETENCE, ATTITUDE TOWARDS TEACHING OF B.ED. TEACHER TRAINEES ".

1.3 THEORETICAL ORIENTATION:

A theoretical orientation is a pre requisite to a scientific study of any phenomenon that will allow the investigator to comprehend and eventually predict the arousal, direction and persistence of the behaviour. This sections is an attempt to summaries the nature, development and understanding of the variables studied in the present study. There are four main terms i.e. modes of teacher are training; teaching competence and attitude towards teaching.

1.3. TEACHER’S TRAINING:
Teaching has been a standout amongst the most settled and most respected callings on the planet. Exactly when a productively dealt with human society showed up the need to shape its youths on proper lines developed requiring individuals who could have this influence is teachers. The course of action of teachers has changed with the movement of time and with the alterations in goals of the overall population. Teacher preparing has been described as "all formal and easygoing activities and experiences that qualify a man to acknowledge the commitments as a person from the educational calling and to discharge his obligations more effectively". The possibility of "Educator Education" is not new. It may be favorable to audit that till a century earlier teaching was aced generally by grabbing background. No formal, theoretical or master planning was seen as key. Educator preparing was seen as an elucidation of theory of good instructing into practice. Teacher preparing now incorporates each part of the Student instructor's identity. The point of educator training is the development of taught and refined people worried with instruction. In the past it was trusted that the individuals who had obtained learning need no specific aptitude to transmit it. It takes after in this way, that any one who knows a subject well can educate others. With no preparation an instructor may show well, yet with preparing he may improve. Since he takes in the logical part of showing helps, specialties of addressing and reacting of inquiries, class administration and so forth.

Teachers in India have come to accept new parts for which the generally planned age-old educator preparing project would not be sufficient. Educator training, in this manner, will need to discover a completely diverse central focuses in arranging and actualizing the different parts of its projects. Once more, the association, substance and techniques for instructor training may must be upgraded with regards to the formative projects. Techniques for educator instruction will need to experience another incredibly affected by the new destinations of training for improvement.

In service programmes for teachers and teacher educators would have to be planned in the context of the knowledge and skills required for the new challenge of development. The changed social, political and economic conditions after our independence necessitated the revamping of the traditional system of teacher education programmes. Just after independence the university education commission (1948-49)
was constituted for improvement of teacher education programmes and commission gave few strong suggestions. Secondary Education Commission (1952-53) analyzed the problems of teachers' training programme in great depth. On similar lines Kothari Commission (1964-65) stated that "nothing is more important then securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional training and creating satisfactory conditions of work in which they can be fully competent and responsible. Incorporating the recommendations of Kothari Commission, the National Policy on Education (1968) suggested that teacher education, particularly in-service education, should receive due emphasis. The Government of India announced a New Education Policy in 1985. It made the recommendation that the new knowledge, skills and favorable attitudes and responsibility feeling should be developed among teachers to meet the present needs. Thus, through successive committees and commissions teacher training has undergone a number of changes by the sixties, the educational planner realized that the B.Ed. programme through formal institution were not in a position to cope with the growing demand for training. A very bold step was taken in 1966 to Start Correspondence course for training of secondary school teachers in India. The courses were started in Central Institute of Education, Delhi and four regional colleges of education. Recently Indira Gandhi National Open University has initiated certain steps to fulfill the demand of trained teachers. Presently teacher training programme are being conducted by Open Universities and formal or conventional Universities. The "Open Learning System" is an alternative system of education which is viable, flexible and cost effective. Open universities trying to explore ways of expanding teacher education through the use of new approaches and technologies. Indian Government has responded by adopting a variety of strategies of which open and distance learning in one. Teacher training generally includes four elements: improving the general educational background for trainee teachers; increasing their knowledge and understanding of the subject; pedagogy and understanding of children and the development of practical skills and competencies. In teacher education, transactional modes have essentially been of two categories, viz., the formal face- to- face mode and the distance mode. In the formal mode of teacher education the teaching learning programme goes on in face- to- face situation in the
presence of a teacher in an institutionalized setting. This mode includes input like seminars, discussions, lectures, demonstrations and any activity involving direct interaction between the teacher and learner. The formal system of education representing the face-to-face mode of curriculum transaction is the oldest, most popular and widely accepted. Formal mode of training provides the Student teacher with an opportunity to acquire knowledge, skills and attitude under the supervision of the teacher and clarify immediately the difficulties felt in comprehension and also be inspired by the behaviour of the teacher. This mode of teaching and learning has a prestige which is the result of the centuries of socially accepted practice. The distance mode of teacher education is one in which the teaching behaviour remains separated from the learning behaviour but the learner nevertheless benefit by the guidance, communication being brought about through print, media, etc. Distance mode of training can be seen as a system which emerged as a result of certain historical, cultural and social forces and is grounded in the technologically and industrially advanced society of today. Distance mode has become a viable innovative alternative to the age old system of formal face-to-face education. The invention of writing, printing broke down the monopoly of speech as the medium of communication. The development of telecommunication collapsed the dimensions of time and space. The development of programmed learning pointed to the possibility of self instruction and learner based education.

According to Peter (1971) an eminent thinker in the field of distance education, population explosion, has rendered the conventional system of education inadequate to fulfill the need of ever-growing number of learners. He, therefore, contended that new approaches have to be explored, new techniques developed and made available for application such as the distance education system. The Programme of Action of National Policy on Education 1986 also highlighted the role of distance education in teacher preparation. In teacher training there appears to be a lack of confidence to adopt distance mode. This can be seen in views expressed by several committees and commissions, for improving correspondence education. The real contention against the distance educator instruction is borne for the sympathy toward aptitude segment of work on showing which has generally been a huge part of each formal instructor preparing
program in India. The conflict is that separation instruction system can’t fulfill this necessity.

**Yashpal Committee (1994)** recommended that considering the knowledge, skill, attitudes and values that need to be developed in a teacher, pre-service teacher training should be only through the formal mode of teacher training. In the present investigation a comparison of impact of teacher training through distance mode and formal mode of teaching competence, attitude towards teaching profession and responsibility behaviour of B.Ed. trainees was made. Out of these three significant variables, Attitude constitutes the presage variable where as the skills, the teacher demonstrates in the class constitutes the process variable and third variable was responsibility behaviour. In many of the studies reviewed by the investigator the skills or the teacher behaviours in the class is the criteria designated as the teaching competencies of teacher. In order to take a sound decision regarding the mode of teacher training it may be quite interesting and useful to study this phenomenon. An attempt of this kind has been made in the present research. Literature reveals that in India only two or three studies have been conducted in this area.

1.3.2 TEACHING COMPETENCE:

The term „Competency“ and Competence are used interchangeably. In other words of competence is personal traits or a set of habits that leads to more effective and superior job performance. Teacher competence includes a through knowledge of the content. A teacher’s competency mainly includes the strategies, understanding of student psychology and the process of learning. Synder and Drumon (1998) defined competency as „a complex set of relationship between one's performances“. In the context of teaching competency means the right way of conveying units of knowledge, application and skills of students. Here, the right way includes knowledge of contents as well as processes, and methods of convening in an interesting way. Rama (1979) defines teacher competency as „the ability of a teacher manifested through a set of overt teacher classroom behaviors which is a resultant of the interaction between the presage and the product variables of teaching within a social setting. The term „Teaching“ can be defined as a set of observable teacher behaviors that facilitate or
bring about pupil learning and teaching competency means an effective performance of all the observable teacher behaviors that bring about desired pupil outcomes. Based on the micro-criteria approach to study teaching is perceived as a set of teaching skills where in a teaching skill is a set of teaching behaviors that facilitate or bring about a specific instructional objective. In other words, teaching competence involves effective use of these various teaching skills.

On making a review of related literature pertaining to the teaching competences it was found that the educationist differs on meaning and universally acceptable definition of the teaching competence. The reason for this controversy is that so many terms like teaching competency, teacher effectiveness, teacher success, criteria of competence etc. have been used for the same concept. Different criteria of teaching competence have also created confusion.

**Barr, A.S. (1961)** defines various terms used to designate or describe the successful teacher. Frequently the word 'competency' is used by **Mc.Neil and Phophan (1973)** tested the criteria of assessing teacher professional competency as student rating, self-rating, administrator or peer ratings, classroom environment analysis, systematic observation, personal attitude studies, student gain and performance tests.

Later teaching competencies came to be identified and measured in terms of presage, process and product variables. A competent teacher should have not only mastery over his or her subject matter, but his or her competency should be measured by student's learning. It is true that effective learning is the result of successful teaching but successful teaching does not depend only upon the methods used, because methods and procedures of teaching are means but not ends. The concept of teaching competency in India emerged from Competency Based Teacher Education (CBTE) programme (Passi and Sharma 1981). There are several definitions and views expressed by various educationists on the meaning and definition of teaching competency; some of them are given below.

**Haskew (1956)** “The possession of the teacher, his knowledge, skill, attitudes, personality configuration and the like are referred to as competencies, they lend the character dimension to teaching.”
Medland, Mitzel (1963) "The competency of a teacher is defined as the average success of all his behaviours in achieving their intended effect."

James (1954) "Successful teaching is a teaching that brings about effective learning. The decisive question is not what methods or procedures are employed or whether they are old fashioned or modern, time tested or experimental, conventional or progressive.

According to Hoyale (1969) "A competent teacher is one who has the skill of accurate perceptions of the classroom situation and the changes that occur within the classroom, is aware of the teacher role which are appropriate to different situation and possesses the personality skills which allow him to adapt to teaching situations."

Copper et.al. (1973) "Teacher competencies are various attitudes, understanding, skills and behaviours that facilitate intellectual, social, emotional and physical growth in children."

According to Clarke (1970) teaching constitutes activities that are designed and performed to produce change in pupil behaviour. Komisar (1966) has pointed out that teaching included so many activities as introducing, demonstrating, citing, hypothesizing, reporting, conjecturing, confirming, contrasting, explaining, questioning, elaborating etc. which may be considered as skills of teaching.

Good (1973) "Teaching competencies are those skills, concepts, and attitudes needed by teachers for the act of instruction in an educational institution."

Travers (1975) "Competent teaching is assumed to be made up of a collection of modular skills and a chain of performance on such modules constitutes effective teaching performance." From the above definitions it is clear that there is no agreement among the educationists regarding the concept of competency. This disagreement is due to the confusion between the concepts of teacher competency. Teaching competency is said to be knowledge, attitudes, skills and self perception or the products that drive from the mixture of those behaviours resulting in consistent pattern of behaviour leading to the attainment of predicted outcomes.

Teacher competency is a wider term including teacher's personality's presage, process and product variable, while teaching competency is restricted to the teaching behaviour presented during class-room teaching. It is not essential that a popular
teacher among her or his students is good or competent teacher, but a competent teacher is one whose students have better knowledge about the subject matter.

**Common Wealth report (1974)** also states that to be a competent teacher, teacher must have knowledge of child development, of the material to be taught and suitable methods of teaching it, of the culture of his pupil (which may not be his own and of some interest of his own). His skill must enable him to teach, advise and guide his pupil community and culture with which he is involved, his attitudes should be positive without being aggressive so that his example is likely to be followed as he transmits explicitly and implicitly the national aims and ideals and moral and social values. The effective teaching of a teacher plays an important role in making him or her competent teacher. The schools having good and effective teachers can succeed in reshaping the country. Good teachers are responsible for improving the quality of the national citizens, because the quality of a nation is judged by the quality of its citizens. The competency in teaching involves the number of personality traits. Teaching competency makes the teacher more efficient & more confident. The concept of teaching competency includes accountability and responsibility as a teacher.

*It also includes the following qualities:*

1. Efficiency
2. Mastery of the subject matter
3. Communication skills
4. Ability to develop sound and good inter-personal relationship with the students.
5. Skills of evaluating the learning experiences and expected learning outcomes.

**Debnath (1971)** "Teaching Competency includes personal training, Intelligence, interest in teaching, teaching, democratic behaviour, ability to judge the reactions of other and the possession of all up-to-date information."

**Rosenshine and Biddle (1964)** defined that "showing competency is the capacity of the instructor to carry on specifiedly inside a predefined social circumstances keeping in mind the end goal to create exactly exhibited impact endorsed by those situations in which one capacities."**Passi (1982)** states that the competency of the teacher is an average success of all his behaviour in achieving intended effects in teaching.
Roseshine and Furest (1971) have identified "teachers behaviours which reflect the effective competency of teachers. They are stated as follows :-

2. Variability of techniques.
3. Instructional activities and material used by the teachers.
4. Teacher's enthusiasm.
5. Orientation of the teacher towards the task of teaching.
6. Students Controls by the teacher, classroom discipline, discussions held in the class, acceptance of the students feelings, using praise or encouragement, use of criticism by the teacher, like using positive comments which will be beneficial for the progress and advancement of students and a set of induction techniques.
7. Questions of high order use by the teacher.
8. Teacher ability to probe or help the students to probe into the answers.
9. The perceived difficulty of courses noted by the students including the challenges and standard set by the teacher.

Houston (1972) listed 34 teachers’ competencies. These competencies are classified into various roles and activities. They are stated as follows:

1. Diagnosis and evaluation.
2. Organizing classroom
3. Awareness of goals and objectives
4. Planning
5. Communication
6. Instruction
7. Management
8. Inter Personal relation
9. Self-Improvement

Umme Kulsum (1986) identified the following dimensions of teaching competency:

1. Preparation and Planning: Preparation and planning for teaching includes the ability of teacher in preparing planning and organize teaching in accordance with the course of objectives by using different source materials.
2. **Classroom Management:** This includes the ability of the teacher successfully communicate, motivate and evaluate teaching learning process. It also includes maintaining discipline in classroom with in the framework of democratic set up.

3. **Knowledge of subject matter:** This includes the ability of teacher in acquiring, retaining, interpreting and making use of content in the subject.

4. **Teacher effectiveness and teacher characteristics:** This includes the personality make-up and other behavioural patterns which have their own level of impact on acceptability in teaching profession.

5. **Inter-personal relationship:** This includes the ability of the teachers to adopt him/her to maintain cordial relationship with colleagues, friends and parents, and other important person in the community. This forms an important integral part in teaching profession.

*The teaching competency may be broadly classified into four dimensions:*

1. **Content Competency:** This reflects the capacity of the teacher to prepare himself/ with up-to-date knowledge. This exhibits a sense of confidence in the subject.

2. **Communicative Competency:** This includes the ability of the teacher to communicate the content and taught in the form of different units and sub-units to the students in relation to their varying capacities.

3. **Interactive Competence:** This includes the ability of the teachers to develop and maintain good and cordial relationship with colleagues and friends and particularly with students. The teachers should understand the students and sympathies with them as these are very helpful to establish good personal relationship.

4. **Evaluative Competence:** This is the ability of the teachers to know very clearly about the educational objectives, expected learning outcomes and also the ability to develop, administer and explain the meaning of the terms, the methods and techniques and skills used. In the light of above definition it can be inferred that teaching competency is the ability of the teachers to perform an act at a desirable level of competence. In this study competencies categorized under the three major categories namely Personal qualities, Professional competence and Classroom Performance Managerial Skills and Several skills have been studied under each heading. The skills used by B.Ed. teacher trainees in classroom constitute an important variable in this study. Thus, in the present research work a comparison of the pupil-teachers trained through distance mode and formal
mode of training was made in terms of skills or the teacher behaviour in the class as a criteria of teaching competence.

1.3.2 ATTITUDE TOWARDS TEACHING PROFESSION

State of mind is critical to comprehend human conduct to characterize what precisely a mentality is, numerous endeavors have been made. By and large, it is characterized as a complex mental state including convictions. As characterized by Allport (1955), a state of mind is a mental or neural condition of preparation, sorted out through experience, applying a mandate or element impact upon the people reaction to all articles and circumstances with which it is connected. The concept of attitude was very important one in social psychology’s formative years and still remains so today. Though many conflicting definitions have been given in general, and attitude can defined as a readiness to respond in a favorable or unfavorable manner to a particular class of objects. The attitude is the prime factor which opens the doors to aptitude and interest for a particular task like occupation, which is very much important for teaching profession.

Attitude are positive or negative feelings that an individual holds about objects, persons or ideas. They are generally regarded as enduring thought modifiable by experience and persuasions and as learned rather than innate. In this attitude towards teaching profession, mean negative or positive feelings, which the prospective teachers do have towards their teaching profession, their classroom teaching, their child, centered practices, their educational process, their pupils and their teachers.

Concept of Teacher Attitude

Attitude has been described as “of attitude emotionally tend predisposition towards objects and ideas”.

C.V. Good, “Attitude is a readiness to react towards or against some situations, person or thing in a particular manner to a particular degree of intensity”.

Thrustone L.L., "An attitude is the degree of positive effect associated with some psychological object”.

Jung, “Attitude is a readiness of the psyche to act or react in a certain way”.
Britt, “An attitude is a mental and natural state of readiness, exerting directive or
dynamic influences upon the individual's response to all objects and situations with
which is related”.

Anastasi (1957): defines attitude as a tendency to react in a certain way towards
a designed class of stimuli. People’s attitude towards their profession has an effect on
their profession have an effect on their performance. It is also valid for teaching
profession. The layman as well as the scientist frequently uses the concept of attitude in
the description and explanation of human behaviour. Generally a common view of
attitudes is that they have three components.
(i) A cognitive component, consisting of the ideas and beliefs which
the attitude holder has about the attitude object.
(ii) An effective (emotional) component which refers to the feeling and emotions one has
towards the objects.
(iii) A behavioural component consisting of one’s action tendencies towards the objects.

Attitude is considered an important factor in teaching learning process. Teachers'
attitude is linked with students attitude and his morale which in turn is associated with
his achievement. So, the study of attitudes and their measurement, change in attitudes
and their relationship with other variables has been a very important area of research in
social and educational psychology.

The perception of objects and choice of friends, selection of information and such
other behaviour of human beings are also determined by their attitudes. The history of
attitudes indicates that during the 1920’s and up to the World War II research on attitude
was largely concerned with the definition of the attitudes and its measurement. Attempts
during this period were also made to study the attitude change. It was after this period
that educationist also started taking keen interest in the study of attitudes of teachers
towards teaching, pupils, schools and administration etc.

Conceptual Definition of Attitude:

Attitude can be defined in conceptual and operational terms. Both, however, are
intimately related to each other. The conceptual definition of the attitude has been given
in many ways by different authors. The term attitude was first used to denote "the sum-
tootle of a man's inclinations and feelings, prejudice or bias, preconceived motions,
ideas, fears, threats and convictions about any specific topic.” (Thurstone and Chave, 1929)

**ATTITUDE OF MENTAL DISPOSITION**

There is a close relation between man’s personality and his attitude. His behaviour is organized around the attitudes he holds. An attitude is the state of consciousness within the individual human being.

According to **SHAW (1948)** it refers to certain regularities of an individual’s feelings, thoughts and predispositions to act towards some aspect of his environment. “it is a subjective reaction with relation to object. It is usually a "hypothetical construct,". It is inferred from verbal expression or overt behaviour. An attitude is often defined as a tendency to react favourably or unfavourably towards a designated class of stimuli, such as a national or racial group, a custom, or an institution. Attitude for the teaching profession is generally discussed among academic circles. It is evident, that attitudes can not be directly observed but must be inferred from the behaviour, both verbal and non-verbal. Attitude scales yield a score based on the individual’s responses to a series of questions pertaining to the issues under investigation. Attitude surveys are also employed to check the effectiveness of education and training.

**FORMATION OF ATTITUDE:**

Enduring attitudes develop through learning experience related to other people. **Allport (1935)** has suggested four common conditions for the formation of attitudes. They are:

1. The accretion and integration of responses learned in the course of growing up.
2. The individual differentiation or segregation of experiences.
3. The influence of some dramatic experience or trauma and
4. The adoption of readymade attitudes.

**CHARACTERISTICS OF ATTITUDE:**

Major characteristics of attitudes are:

1. They represent predispositions to behaviours implied in the attitudinal concept.
2. They are learned behaviours and hence they are not inherited or innate dispositions.
3. They are more or less permanent and persist for a reasonable period of time.
4. They are directed towards a goal or an object and hence it manifest in a positive or a negative way towards the attitudinal concept.
5. They can be indirectly inferred from one's covert to overt behaviour.

A teacher is required to have a higher level of professionalism because of rapidly changing circumstances. The importance of teacher’s professional development is being too much emphasized today.

*Luthans (1993)* says that the professional attitude serves in many valuable ways and knowing these attitudes can also serve a lot. Attitude of teachers largely depends upon their personal characteristics and disposition, both seems to be highly interlinked. The teaching profession requires certain dominant behaviours which show teacher's intellect, desire to excel extended professionalism and teaching as a life concern. This is a profession, which exalts service above the personal gains.

*Goodings and et-al.(1995)* Attitude of teachers have also been determined to be influenced by gender *(Dodeen etal.2003)* they found that female teachers have more positive attitude towards teaching profession as compared to male teachers.

Teaching is perceived as a difficult job among people. Many reasons can be named for this perception. It can be said that teachers face several difficulties when they start teaching. They start to feel deprived, alone and isolated in the society. It may cause a negative attitude towards the teaching profession. Attitude of a teacher play a crucial role in the teaching profession. Negative attitude of a teacher may have a negative impact on one's teaching.

*Smith (1993)* has summarized the relationship between teacher’s attitude and teaching as ;a The cycle of the relationship between attitudes and teaching practice.

**Figure.1**

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Teacher’s attitudes towards profession ——— Teaching Practice ——— Students Attitude & Academic Achievement
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Barros and Elia (2008) describe that professional and social status; school infrastructure, poor libraries and laboratories, safety conditions etc., create new variables that define the attitudes of even most devoted and well prepared teachers. In private sector teaching profession has considerably suffered as it could not attract the best talent because of the poor pay scale, limited prospects of promotion and insecurity of service. No one can deny that the success of any system of education depends upon the quality of teachers.

A number of researchers have focused on teachers' attitude. Anna (2000) measured the attitudes of teachers towards teaching by using Ahluwalia's scale. Reddy and Babu (1994) analyzed the attitude of residential and non-residential school teachers towards teaching. Maikuri (1991) examined the attitudes towards teaching profession of effective and non-effective teachers of Garhwal. "State of mind" of instructors towards the showing calling is an imperative variable in this examination. It is watched that educators' disposition influences his conduct in class as well as impact the accomplishment of instructor. The showing calling requests clear objectives, love for calling and clearly the more great state of mind towards the calling. The planned educator preparing establishment ought to attempt meticulous endeavors to prepare the forthcoming instructors with showing aptitudes as well as attempt to advance positive expert state of mind in them. Accordingly, for the expert readiness of educators, the examination on the demeanor held by them is fundamental. How an instructor plays out his obligation is reliant, as it were, on his states of mind. A positive state of mind makes the work simpler as well as all the more fulfilling and professionally compensating; a negative demeanor makes an educator's undertaking harder, more dull and unsavory. Consequently mentality toward showing calling is applicable and imperative variable of this study.

THE FORMAL SOCIAL SYSTEM OF THE SCHOOL

In each school there are people holding defined positions. The formal social structure of the schools can be considered as a hierarchy of positions along which people are assigned different roles. A position in the hierarchy is determined by the authority and responsibility a person possesses. At the top of the hierarchy are placed
those positions that carry the maximum authority and responsibility; at the middle are placed those positions which have the average authority and responsibility and those with minimum of these are at the bottom.

The question may be asked about the determination of authority and responsibility possessed by a position. For example, a question may be asked as how to determine the authority and responsibility involved in the position of a headmaster. Often this determination is done legally. The rules and regulations governing the management of a school provide that the headmaster is responsible for maintaining and running of the school and confer upon him a higher authority and responsibility than that to the teacher or to any other position in the internal set up of the school. If, the headmaster is appointed by the managing committee, His position is subordinated to the managing committee which holds a superior legalistic position than the headmaster. It is true that once a headmaster is appointed and has the authority to change the policy of the school. In case the managing committee is elected from local community, the will of the people who elect the managing committee may be considered to have a supremacy over the authority and responsibility of the managing committee. The people cannot directly exercise their authority. But by making a change in the pattern of membership of the managing committee indirectly, their influence can be felt. Thus, we can say that the voters’ authority and responsibility exceed that of the managing committee.

In some cases and at times the authority and responsibility of position are determined by the individual who holds it. If there is a strong headmaster he adds more power to his position than a weak headmaster. As a strong headmaster he curtails that power of the managing committee. Similarly, if there is a strong teacher in the school he wields more power than the headmaster. Therefore, it may be said that the authority and responsibility shift within the social system of the school, depending on the personality of those who hold positions in it.

The formal social system which is based on the hierarchy of position along which different roles are ascribed in the system, is governed by the hierarchical and individual determination of authority and responsibility. The hierarchical refers to the hierarchical structural set-up with well-defined positions and rules and individualistic to the
personality of the individuals. This aspect is further classified through analytical model of a social system in the later part of this chapter.

*The formal social system can be diagrammatically shown as follows*-  

![Diagram](image)

The above shows a pattern of relationships where the positions are determined in a hierarchical set-up. The lines connecting the rectangles describe the formal relationships among the people who are within the rectangles. People holding certain positions may coordinate with those holding similar positions, they may be superordinate or subordinate to persons occupying other positions. For example, the teachers but are in subordinate position to the higher officers or members of the legislative assembly who frame the policy for the administrators.

Each category of persons within a rectangle has a role to play. A role is ascribed to the persons by the society or organization of which they are the members. The members expected to behave in accordance with the roles ascribed to them. In the above diagram the roles of teacher, headmasters, legislators are ascribed and it is assumed that they would behave according to what is expected of their roles. A teacher as soon as he is promoted to the rank of headmaster begins to behave differently. A teacher of a university as soon as he is appointed a head of the department, his behavior pattern changes. In a formal system the new role which he assumes is
expected of him and so to live up to the expectations involved in his new role his behavior pattern change. How often people comment, “he is not behaving like a teacher or a principal.” The background in which this remark is made, on analysis, may reveal that there is a particular type of role expectation from the teacher of principals. Thus the individual’s behavior in an organization depends not only on his own individual personality and his uniqueness but also on what are the role expectations.

Usually, people tend to live up to role expectations. This is not, however, the case at all the times. People sometimes deviate from them. This deviation occurs because of many other needs of time. Every person in the organization may be taken as an organization man with respect to his defined position and ascribed roles. But every person is not the organization man at all the times. Even during his operational period in the organization he may behave differently from what is expected from him. He is human as well as a human he challenges the role expectations and begins to behave in, a different manner than the role ascribed to him. He is not, at all the times, a person conforming blindly to the formal expectation of his position. The teachers are teachers as well as human beings and so their behavior-pattern may not be teacher-like (role expected) in each and every situation. This bring us towards an examination of the informal social system of a school.

MEANING OF DISTANCE EDUCATION

In one of my papers I have described “Distance Education as that system of education which prepares the people for the improvement of the quality of human life through broadening of the improvement of the quality of human life through broadening of the horizons of their minds and shaping of their hearts by harnessing the multimedia for learning and opening the system to all the people irrespective of caste creed, nation or culture and to all the persons in all the age groups.

Thus we may consider distance education as an education for broadening the outlook of the people. In the context of the above definition distance may mean three things:

(i) Extending the frontiers of knowledge to all the people in all the age groups who are living at distant places,
(ii) Broadening of the outlook of all those persons who enroll themselves for learning in the Distance Education centers by offering multifarious type of activities and courses.

(iii) Harnessing of the multi-media for providing knowledge and skills.

**CHARACTERISTICS OF DISTANCE EDUCATION**

Distance education is a multi-media system. According to Desmond Deegan. It has the following characteristics:

1. The quasi-permanent separation of teacher and learner throughout the length of the learning process.
2. The participation of an educational organization as a provider of education (in matters like planning and providing student support services).
3. The use of technical media, print, audio, video, computer satellite and the like.
4. The quasi-permanent absence of learning groups, necessitating the learners being taught as individuals.
5. The provision of two-way communication, mostly non-contiguous, beside the limited face-to-face interaction.

**1.4 RATIONALE OF THE STUDY**

The present study is entitled as "A study of impact of teacher training through distance education and formal education on teaching competency; attitude and responsibility feeling of trained teachers", is based on the rationale which has been derived on the basis of research findings already available in the field. The basic assumption is that there must be some relationship exists among these variables. Passiet.al (1986) studied the effect of teacher training on the competence of student teacher. Teacher's responsibility feeling and proper attitude may also be seen related with training. In a number of studies conducted by Das, Mamta (1992); Upreti D.C. (1988); Khan, Neelofar (1991) and Pugazhanti, G (1999) comparison was made in distance education and formal education in reference to various aspects. But, no single study was found by the researcher in which a comparison of both programme, was made in relation to teaching competence; attitude towards teaching and responsibility feeling of teacher working in secondary schools. Thus, the rationale underlying the comparison
in this regard to be plausible. However, these are only hunches. They need to be verified and tested this study only at this.

1.5 NEED AND SIGNIFICANCE OF THE STUDY

The Secondary Education Commission (1952-53) said that the most important factor in the contemplated educational reconstruction is the teacher - his personal qualities, his educational qualifications and his professional training. In order to fulfill the demand for quality education it is essential that teacher should be given proper training so that they can perform their task more efficiently. Many research Studies have been conducted to explore the impact of formal teacher training on teaching competence and teacher's attitude etc. But very few studies have been made to find out the comparative impact of teacher training through formal mode and distance mode. These investigations which have been conducted in the area of comparison of impact of training leave much to be probed further. Some gaps are quite conspicuous. Thus, in order to have a clear and concise picture of the modes of teacher training it is important to compare the differences that exist between the development of teaching competences and favorable attitude feeling of teachers.

This study will reveal the comparative influence of teachers training through distance mode and formal mode and how these mode of training affect teaching competence and attitude toward teaching profession of teacher, so that a better environment may be formed to maximize teachers output. Teacher training through distance mode should have been studied more seriously. Its impact and functioning should be studied in great detail. Rigorous systematic studies about curriculum, courses, the practices, the work culture of distance teacher training programme should be the concern of research. The genuine dispute against the division teacher guideline is borne for the sensitivity toward capacity section of work on demonstrating which has usually been a basic part of every formal educator planning program in India. The contention is that division guideline undertaking can not satisfy this need.

The present investigation will throw ample light on the comparative impact of teacher training on teaching competencies, attitude toward teaching profession and
responsibility behavior of B.Ed. teacher trainees of Kashi Vidyapith region. This knowledge will be of immense help to the educators, investigators and policy makers for formulating future plans and taking decision in this important area. Moreover, very few research studies have been conducted in the area of comparison of two systems with regard to teacher training. A comparative study of the formal mode of and distance mode of training was essential for formulating future plans and taking decision regarding crucial aspects of teacher training programme in India. As evident from past research studies that there exist conspicuous gaps not only in findings but in the selection of variables, and the methods and tools used for data collection. Hence, in the present study the comparison has been made of the two systems of teacher education in relation with teaching competence and attitude towards teaching of would be teachers. In the present study valid and reliable tools have been used for data collection. This has made the study more significant. The significance of the study from national point of view is self-evident. If teachers are supposed to be the national builders, if they constitute the mainsprings of the academic excellence, the study of the "competent and responsible teachers' assumes a crucial national significance. This study will offer the suggestions for improving the teacher education programme for making it more relevant to face the challenges of 21st Century Indian Society.

1.6 EXPLANATION OF THE KEY TERMS:
Teacher's Training has been defined as "all formal and informal activities and experiences that help to qualify a person to assume the responsibilities as a member of the educational profession and to discharge his responsibilities more effectively."

OPERATIONAL DEFINITION:
"The traditional or formal system of education in which teaching as an activity finds fulfillment and consummation within a situation in which the teacher and the pupil work contiguously in an institutionalized setting."

FORMAL EDUCATION SYSTEM:
This term represents the age-old system of education which operates primarily within a classroom setting. It tries to bring about learning mainly through and with the presence
of an oral communicator. This can also be referred to as traditional system of education. In this system there is face-to-face, interpersonal communication in an institutionalized setting.

DISTANCE EDUCATION SYSTEM:
Distance education may be defined as the family of instructional methods in which the teaching behaviours are performed apart from learning behaviours including those that in contiguous situation would be performed in the learner's presence, so that communication between the teacher and the learner must be facilitated by print, electronic, mechanical or other devices "A system of education in which the teaching behavior remains separated from the learning behaviour face to face teaching and learning form a part of the system and uses, media for educational communication" (Moore,1973)

TEACHING COMPETENCY:
"Teaching competency is the ability of the teacher to behave in a specified way within a specified social situations in order to produce empirically demonstrated effect approved by those environments in which one functions.” Many of the scholars have emphasized that teaching competency is a process centered aspect. Skills or the teacher behaviour in class is the criteria designated as the teaching competencies of teachers. The skills used by the teachers in the class can be broadly grouped under three major categories.
(a) Personal qualities
(b) Professional competence
(c) Class-room performance

ATTITUDE TOWARDS TEACHING:
Attitude is a mental state of readiness, organized through experiences exerting directive or dynamic influence upon the individual’s response to all the objects and situations with which it is related. Attitude towards profession means a person’s feelings, behaviours and commitment to the profession or job. If a teacher is committed and has positive attitude then it is sure that his performance will be better and his efforts will be fruitful. Attitude towards teaching stands for those attitudes of a teacher which predict how well he will get along with pupils in interpersonal relationships, and indirectly how
well satisfied he will be with teaching as a vocation. Operationally, the attitude towards teaching will mean will mean those attitudes as measured by Ahluwalia's Teacher Attitude Inventory developed by S.P. Ahluwalia.

1.7 Objectives of the study-
1. To compare the impact of teacher training through distance mode and formal mode in reference to teaching competences of B.Ed. Trainees of IGNOU,UPRTOU & Mahatma Gandhi kashi Vidyapith University region.
2. To compare the attitude towards teaching of B.Ed. Trainees, trained through distance education system with those trained through formal education system.
3. To compare the impact of both type of training on teaching competencies and attitudes towards teaching behaviour in relation to male B.Ed. trainees.
4. To compare the impact of both type of training on teaching competencies and attitudes towards teaching behaviour in relation to female B.Ed. trainees.
5. To compare the impact of both type of training on teaching competencies in relation to art faculty of B.Ed. trainee Teachers.
6. To compare the impact of both type of training on attitudes towards teaching and teaching competencies in relation to science faculty of B.Ed. trainee Teachers.
7. To study the impact of both type of training on attitude towards teaching and teaching competencies in relation to urban area of B.Ed trainees Teacher.
8. To Studies the impact of both type of training of attitudes towards teaching in relation to rural area of B.Ed. trainees teachers.

MEANING AND CHARACTERSTICS OF GOOD HYPOTHESIS

In conducting research the next step after the selection of the problem is to formulate a hypothesis. what is the meant by a hypothesis ? As we know ,any scientific investigation starts with statement of a solvable problem .when the problem has been started ,a tentative solution In the form of testable proposition is offered by the investigator .This testable proposition is called hypothesis . therefore ,a hypothesis nothing but a suggested testable answer to a problem .Enlarging on this meaning of
hypothesis, we may say: A hypothesis is testable relationship between two or more than two variable. Several experts have a defined hypothesis in the same way. For example, the viewpoint two leading expert can be quoted:

McGuigan (1990:370) has defined hypothesis as, "a testable statement of a potential relationship between two more variables, that is advanced as potential solution to the problem."

Kerlinger (1973:18) has defined hypothesis as, "conjectural statement of the relationship between two or more variables. Hypothesis are always is declarative sentence form, and they relate, either generally are specifically, variables to variables."

On the basis of these definitions two points can be suggested about a hypothesis: first, a hypothesis is a testable statement, which means that it display the relationship between those variables which are measurable or potentially measurable. Second, a hypothesis exhibits either a general or specific relationship between variables.

The above interpretation show that the two general characteristics regarding hypothesis are identical to the two characteristics. This should not be produce the impression that problem of hypotheses are identical. In fact, there are some basic distinctions between a problems a hypothesis. First, hypothesis are testable where as problems are not. For example, "what is the relation between IQ and classroom achievement?" Is a problem which can not be tested. However, when we be deduce a hypothesis from this problem in the light of the available facts and theories, we can tested it. Thus the hypothesis. "IQ is positively related with classroom achievement" can be tested directly. Second problem are stated in the form of interrogative sentence where hypothesis are stated in the form of declarative sentences.

A hypothesis indicate what we are looking for. It is a proposition, which always looks forward. After testing the hypothesis the investigator may fine it two we correct or incorrect. If it proves to be correct, the problem is solved and if it proves to be incorrect, the problem is not solved.

A good hypothesis is one which meets such criteria or in corporate such characteristics to a large extent. Some of these characteristics are enumerated below:

1. The hypothesis should be conceptual clear. A good research hypothesis is one which is based upon operationally defined concept. Not only this, the definition must be given in
commonly accepted and communicable words so that the complete hypothesis is conceptually clear to any investigator.

2. The hypothesis must be testable: it should be formulated in way that can be tested directly and fond to be probably true or false. A hypothesis like, “democratic atmosphere in an educational institution improve the creative thinking of the pupils,” is an example of hypothesis, which is too broad and hence, cannot be tested directly. Such a hypothesis, however, is potentially testable.

3. Hypothesis should be economical and parsimonious: if several hypotheses are offered to test a research problem, the more economical parsimonious ones should be preferred to be hypothesis involving higher monetary testable.

4. The hypothesis should be related to the existing body of theory and fact: if the investigator advance a hypothesis, which seems to him of interests but which is not related to the existing body of facts, it cannot be a good research hypothesis.

5. The hypothesis should have logical unit and comprehensiveness: if several hypothesis can be formulated regarding the same researcher problem, the most logical comprehensive one should be preferred.

6. The hypothesis should be generally hypothesis permits several deduction and thus, explains several fact at time. Therefore, a general hypothesis should be preferred. However, very broad or very general hypothesis cannot be a good research hypothesis because such hypothesis are often vague and cannot be tested.

7. The hypothesis should be related to be available scientific tool and techniques: are available, cannot be a good research hypothesis.

8. The hypothesis should be in accord with other hypothesis of same field: while this is not essential condition, if any hypothesis satisfies this criterion, it can be claimed to be a good research hypothesis. A hypothesis that contradicts other hypothesis of the same field can also be regarded as a good hypothesis provided it is followed by scientific rationale, which in turn, has experimental support.

**TYPE OF HYPOTHESIS**

On the basis of the degree of generality, research hypothesis can be divided into two type

(a) Universal hypothesis
(b) Existential hypothesis

A **universal hypothesis** is one in which the stated relationship hold good for all the levels or values of variable which are specified for all time at all places. Adequate level of light increases reading efficiency ‘is an example hypothesis’.

**Existential hypothesis** is one which states the relationship stated hold good for at least one particular case. For example, ‘there is a at least one schizophrenic who does not have either delusion or hallucination’ is an example of existential hypothesis. Of these two type of hypothesis, the universal hypothesis is preferred because such hypothesis has greater predicative power than the existential hypothesis.

As we know, hypothesis is formally stated expectation about a behavior that define the purpose and goal of the study being conducted. Based upon goal of explaining and controlling the causes of behaviour, there are two types of hypothesis

1. Causal hypothesis
2. Descriptive hypothesis

1. **A causal hypothesis** postulates a particular causal influence on or cause for a particular behaviour. For example, if the researcher hypothesis that boring contents of commercial advertisement is the cause of channel changing by tv viewers it becomes the example of causal hypothesis, Although it is a fact the probable cause we are investigating at the moment.

2. **Descriptive** is one that postulates particular characteristics of behaviour or provided some specific goal for the observation. In fact such hypothesis tentatively describe a behaviour in term of characteristics or the situation in which it occurs. such hypothesis identifies various characteristics or attributes of a behaviour and allow us to predict when it occurs. For example if the researcher hypothesizes that channel charging during TV viewing occurs more frequently when the parson is alone than when he watching with other. The reality may be that even the number of people present might partially cause channel charging and the researcher has not stated that. In this way, it can be said that the descriptive hypothesis simply describe the various characteristics of the situation and it does not attempt to identify the causes of behaviour.
A part from these, the other type of hypothesis that we commonly use in behavioural researches are simply hypothesis, complex hypothesis, null hypothesis, research hypothesis, null hypothesis and statistical hypothesis. These may be described as under:

3. **Simple hypothesis**: Simple hypothesis contain only one or two variables. For example, hypothesis like children from between home tend to become delinquent, reward improves learning, aggression is associated with frustration are all examples of simple hypothesis. In all these hypotheses, the relationship between only two variables has been postulated. Hence, they are examples of simple hypothesis.

4. **Complex hypothesis**: Complex hypothesis are hypotheses which contain more than two variables and therefore require complex statistical calculations. Such a hypothesis are called complex because the interrelatedness of more than two variables acting simultaneously is more difficult to assess quantitatively and theoretically. A hypothesis like children from upper and lower socio-economic status have larger adult adjustment problems than children from middle socio-economic status is an example of a relatively complex hypothesis.

5. **Research hypothesis**: A hypothesis derived from the researcher's theory about some aspects of behaviour is called a research hypothesis or is also known as working hypothesis. The researcher believes that his research hypothesis are true or that they are accurate statements about the condition of things he is investigating. He also believes that these hypothesis are true to extent that the theory from which they were derived is adequate. In this perspective, Siegel and Castel (1988) have defined research hypothesis as, 'the prediction derived from the theory under test.'

6. **Null hypothesis**: A null hypothesis (H0) is in sense, the reverse of research hypothesis. It is in fact, no effect or difference hypothesis or deny what explicitly indicated in given research hypothesis. Generally, the experimenter or researcher's aim is to refuse this hypothesis on the basis of the obtained results so that its reverse, that is the research hypothesis can be supported or confirmed.

7. **Statistical hypothesis**: A statistical hypothesis, also known as alternative hypothesis is (H-1), is one that makes numerical expressions of null hypothesis and of
research hypotheses. In other words, it is the operational statement of investigator's research hypothesis.

**SOURCE OF HYPOTHESIS**

In social sciences research, a researcher generates a hypothesis from several sources. The important such source are as follows:

1. One primary source of generating a hypothesis is various opinions, observations, and experiences. A researcher bases hypotheses on these sources so long as he conducts an empirical and objective study to provide evidence for testing the hypothesis.

2. Another source of hypothesis is retesting of a hypothesis previously tested by some other researcher.

3. A third source of generating a hypothesis is the existing research itself. A talented researcher while reading about the results of a reported study which tested one or more than one hypothesis, often generates several learning. He would then like to determine why so and may also try to identify the factor that modifies this influence.

**FUNCTIONS OF HYPOTHESES**

For a scientist, a hypothesis does the following major functions:

1. Hypothesis test the various theories: In behavior research, the researcher develops a theory to account for some phenomenon and then, he devises a means where by the theory can be tested. He seldom tests the directly. Most of the time, he conducts tests of hypotheses that he has generated and derived from that theory. If the hypothesis test out as specified by the researcher, it is said that his theory supported in part. Thus, one of the major function of hypothesis is to make a possible to test theories. Thus in this light, an alternative definition of a hypothesis can be the statement of theory in a testable form. All statement of theory in testable form can be called hypothesis.

2. Hypothesis suggest the various theories: In behavioral research it is often found that some hypothesis are not associated with any particular theory. It is just possible that as a result of some hypothesis, a theory may eventually be constructed. Therefore, another function of hypothesis is to suggest theories that may account for some event. Although it is a common practice that the researcher proceeds from theory to hypothesis, occasionally the reverse is true. The research may have some idea about
why a given phenomenon occurs and he may hypothesize a number of things that relate to it. He may find that some hypotheses have a great potential than other for explaining the even or particular behaviour, and as a result, he may construct a logical system of proposition, assumption and definitions linking his explanation to the event. In can be said that he is devised a theory.

3. Hypothesis tend to describe social phenomena: A hypothesis also does a descriptive function. When a researcher tests a hypothesis empirically, it tells him something about the phenomenon it is associated with. If the hypothesis is supported, then his information about the phenomenon increases. When the hypothesis are refuted, the test tells us something about the phenomenon the researcher did not know before. The accumulation as a result of the hypothesis testing that way reduces the amount of the researchers.

**Hypotheses of the study**

Based upon the objectives of the study the following hypotheses were formulated and tested.

1. There will be no significant difference in the teaching competencies of the B.Ed. trainees of IGNOU, UPRTOU & Mahatma Gandhi Kashi Vidyapith University.
2. There will be no significant difference in the attitude toward teaching of B.Ed. trainees trained through distance mode and formal mode of teaching training.
3. There will be no significant difference between teaching competence and attitude towards teaching of male teacher trained through distance mode and formal mode of training.
4. There will be no significant difference between teaching competence and Attitude towards teaching profession of Female B.Ed Teacher trainees trained through distance and formal mode.
5. There will be no significant difference between Teaching competence and Attitude towards teaching of Arts groups Teacher trainees through distance and formal mode.
6. There will be no significant difference between Teaching competence and Attitude towards teaching of science groups Teacher trainees through distance and formal mode.
7. There will be no significance difference between attitude towards teaching and teaching competence of urban area distance mode or formal mode teacher training.

8. There will be no significance difference between attitude towards teaching and teaching competence of Rural area distance mode or formal mode teacher training.

**1.9 DELIMITATION OF THE STUDY:**

Every research profession has to be investigated within well defined boundaries.

The present study was confined to the following:

1. It has focused on the study of B.Ed. teacher trainees trained through the distance mode and formal mode of teacher training programme.

2. The present study was confined to the teacher training centers located in the Mahatma Gandhi Kashi Vidyapith University Varanasi, Region.

3. Every B.Ed. teacher trainees was observed once in the class during the final teaching. The skills that a teacher exhibited in one observed period were taken to a representative of the universe of skills used by the pupil teacher.

**1.10 CHAPTERISATION OF THE STUDY:**

Chapter-I: The Problem and its settings.

*Introduction*

(1) Statement of the problem
(2) Theoretical orientation
(3) Rationale of the study
(4) Explanation of the terms
(5) Objectives
(6) Hypotheses
(7) Need and significance
(8) Delimitations
(9) Chapterisation

Chapter-II: Review of the related literature
Chapter-III: Plan and procedure of the study
(1) Method of the study
(2) Population and sample
(3) Variables and their measurement
(4) Statistical techniques
(5) Data Collection

Chapter-IV: Results, Interpretations & Conclusions

Chapter-V: Implications and Suggestions for further research

Summary
Bibliography
Appendix