CHAPTER – I

INTRODUCTION

“The quality of nation depends upon the quality of its citizens, the quality of citizens depends upon the quality of their education; the quality of education depends upon the teachers; and the quality of teachers depends upon the quality of teacher education among many other factors”.

-Gulab Chaurasia

Education is a vivacious investment for economic and human development. It is influenced by the environment within which it subsists. Faith, traditions and culture affect the education system and simultaneously are also affected by it.

Education is a process which fosters the creative potential of an individual and helps him to focus his energies on the aims he sets. Nations become rich not by wealth but by its citizens and contributing citizens are molded by its education system. It is this important role of education in national development that has made teachers and educators occupy a respected position during ancient times and even today. Education also helps in establishing a society which enjoys peace and stability and moves towards development and advancement.

Education imbibes qualities of patience, unselfishness, faithfulness, endurance and a sense of sacrifice among people. Educated people nurture a vision that distinguishes between good and bad; they cultivate the habit to stand and fight for their rights and that of their comrades. The advancement of a nation depends on such educated people. Education forms the bedrock of a nation’s development. Therefore it is obligatory on the government and relevant stakeholders of the country to give a serious thought and put in efforts to enhance the quality of its education system. Education is hence, central to growth and development of a nation and acts as a critical index for measuring
the progress and development. It forms the fundamental instrument which
drives the nation towards richness, resourcefulness, and ensures peace and
stability. Education is no longer confined to just the three Rs, namely,
reading, writing and arithmetic but has a wider aim of development of skills
and competencies.

The world of the 21st century is changing rapidly and for our children to
live in this new world they need to be educated in a new way. Educators must
change the education system in such a way that it will help the students to
connect with the rapidly changing world, benefit from what they get from
today’s world and also will help them to face the challenges posed by it. 21st
century schools are the nerve centers, a abode for students and teachers to
connect with their community. In this new environment teachers are less of
instructors and more of facilitators of information, preparing their students to
develop the ability of converting knowledge into wisdom. 21st century
teachers need to cultivate and maintain the child’s interest and curiosity in the
learning material by depicting how the learnt knowledge could be applied in
the real world. They must also work towards increasing their student's
motivation, which would make them lifelong learners. They should also bring
in flexibility and variety in their teaching and motivate learners by providing
the resources to continue learning outside the school. The ideal classroom of
the 21st century should make children excited about learning at school, and
disciplined since everyone is eager to learn. In such a classroom, learning
experiences and lessons are related to the community. Students are to
collaborate with their comrades and teachers from other schools and different
countries to learn about issues that affect the globe, and how they can be
solved for the future.

21st century children will need many skills in order to be successful.
Collaborating ability, team work, presentation skills, written communication
skills, willingness to examine civic and global issues, ability to use
technology, critical thinking skills, ability to conduct research to learn about
issues, willingness and ability to learn about new career opportunities are a few of them. The educational curriculum of this century is to be revamped to incorporate these skills by making use of internet technology and multimedia. The future lessons should not be based on textbooks, but are to be project based. Skills and content should be learned through their research and projects and textbooks would be one of the many possible resources.

Ideal schools of the 21st century should be spacious and cheerful, and students need to work with individual assignments and group projects. The walls of the classroom and schools will be hung with student work, and students exhibit their creations and performances for their parents and members of the community. Access to technology will be provided at all times to the students in schools. The schools will be equipped with learning centers and laboratories, and also studios for music, art, theatre. Classrooms should be equipped with videoconferencing facilities and facilities for organizing discussion boards so that students can participate in real time synchronous conversations with experts all over the globe and also learn by watching school productions and presentations.

21st century teachers need to be equipped with certain set of skills to provide such education the students of this century. This would result in dramatic and positive changes in the way education is transacted to children. Students will be eager to learn and will be actively engaged in their learning. In fact, they would also continue their learning at their home and also over their leisure time too, and they will have access to the resources they need to continue learning where ever they are. Such schools and its teachers would be able to foster a love of learning in its students.

Any change in education and throws new demand for skilled teachers and consequently, teacher education. Teacher Education today has become a substantial component in our educational system having a large scale network of institutions and an also various areas of academic specialization. Dellor’s
Commission (1996) opines, “Rethinking of teacher education is necessary in order to bring out in future teachers precisely those who are human and possess intellectual qualities until they facilitate a fresh approach to teaching”.

Teachers have a vivacious and vibrant role in the lives of the students they encounter. They impact what and how students learn every day in the classroom, and their encouragement and nurturing helps students do their best and reach goals. But their influence goes beyond what we see in the day-to-day interactions within the school walls. Effective teachers have the opportunity to contribute beyond the scope of the classroom and school day.

Besides their responsibility to educate students, teachers play an important role in character development, shaping of a student's reputation, honor and integrity. When they form relationships with students by attending sports games, student productions, and other things, educators show care for their students beyond grades and success in the classroom. The ways in which teachers can lead are as diverse and varied as teachers themselves. Teachers take up a wide range of roles to handle their tasks at school and to contribute to student success. These roles are assigned to them formally and are shared by them informally to build the all-inclusive community of students. The following roles are a sampling of the many ways teachers can support the success of their schools: Instructional facilitator, Resource Provider, School Spearhead, Curriculum transactor, Data Trainer, Classroom Manager, Mentor, Learning Initiator, and Catalytic agent for incorporating change.

The educational system is an instrument for national development and it is intended to guarantee the effective functioning of the society. Modern civilizations cannot dream of achieving the objectives of societal growth and high cultural standards without the utmost utilization of talents of their inhabitants. Such an effort has resulted in greater importance of relating the process of school education and teacher education.
Clinton, in his voice for action for American Education in the 21st Century in 1996, expressed, “Every community should have a talented and dedicated teacher in every classroom. We have enormous opportunity for ensuring teacher quality well into the 21st century if we recruit promising people into teaching and give them the highest quality preparation and training”.

The American Commission on teacher education rightly observes, “The quality of a nation depends upon the quality of its citizens. The quality of its citizens depends not exclusively, but in critical measure upon the quality of their education, the quality of their education depends more than upon any single factor, upon the quality of their teacher”.

The program of teacher preparation was called teacher training during 1905 to 1956. Its efforts to prepare teachers were similar to that of preparation of mechanics or technicians. Its goals were narrower and focussed only on training in skills needed for teaching.

As W.H. Kilpatrick said, “Training is given to animals and circus performers, while education is to human beings”. Teacher education incorporates development of knowledge in sound educational theory, training in teaching skills, and professional skills.

Teacher education is a unceasing process and its in-service and pre-service mechanisms are complimentary to each other. According to the International Encyclopaedia of Teaching and Teacher education (1987), “Teacher education can be considered in three phases: Pre-service, Induction and In-service. The three phases are considered as parts of the continuous process”.

Teacher education is grounded on the theory that, “Teachers are made, not born” in contrary to the assumption, “Teachers are born, not made”. Since teaching is deliberated as an art and a science, the teacher has to not only
acquire knowledge, but also has to get trained in skills and the so called tricks of the trade.

B.O. Smith in "Teacher for the Real World" (1969) states, "If a student is to be prepared for the evolving world, then an essential attribute of effective teacher is awareness of the realities of the world".

Learning to be (1972, UNESCO) has stated, "Pedagogical training must be greeted to knowing and respecting the multiple aspects of human personality".

About the professional educational status of teacher, The International Encyclopaedia of Teaching and Teacher Education (1987) has observed, "Enjoying the same social status and prestige as all those who eminently serve society, today's or tomorrows teacher must be professional, whose educational programme and level should be more and more comparable with the physician's education".

1.1 TEACHER EDUCATION

Teacher education is that educational arrangement in which efforts are made to educate teachers in such a way that the knowledge and values of one generation are transferred to the next generation enabling it to cultivate all educational and developmental responsibilities and it becomes capable of inculcating the technical efficiency, scientific outlook, innovative thinking, cultural competence and humanitarian disposition.

Teacher Education is an important part of the educational system. It is closely related to the society and is influenced by the unique culture, peculiarity and culture of the nation. The constitutional objectives, directive principles adopted by the state, socio political problems, “explosion” of relationship, ever increasing aspiration and the changes taking place in education, expect the teacher education programme to be responsible and present circumstances through which the teacher education programmes could
be prepared. It is very important prepares competent teachers be aimed that the nation. It is established that the quality and magnitude of learner achievement are decided primarily by teacher competence, sensitivity and teacher inspiration.

Goods Dictionary of Education refers to Teacher education as, “all the formal and non-formal activities and experiences that help to qualify a person to assume responsibilities of a member of the educational profession or to discharge his responsibilities more effectively”.

Teacher education has to be well-informed of the recent developments and trends so that it would prepare teachers who are competent to take up the challenges of the dynamic modern society. It needs to be ever-evolving, vigorous and dynamic.

The curriculum, structure, organization, design and transaction modes, and its appropriateness form the crux of the whole process of teacher education. As in any other professional programmes teacher education curriculum too has a knowledge base which is thoughtful to the needs of field applications and encompasses meaningful and conceptual blending of theoretical understanding which form the base of several cognate disciplines. Yet the knowledge base in teacher education does not embrace merely an admixture of concepts and principles from other disciplines, but includes a distinct ‘gestalt’ which has materialized from the ‘conceptual blending’, which has made it sufficiently specified.

Teacher education has been differentiated into stage-specific programmes. This indicates that the knowledge base is adequately specialized and diversified across the different stages, and should be utilized for planning effective processes of educating entrant teachers for the tasks which a teacher is expected to perform at each of these stages. This system embraces an interdependence of the input variables, process variables and the output variables.
1.1.1 Functions of Teacher Education

Teacher education programme is instigated to perform the following functions:

- **Building confidence:** Teacher education helps in building up the confidence in the perspective teachers. A trained teacher will be able to face the class with confidence and will also be able to tackle odd situations which come up during teaching.

- **Better understanding of the student:** Teacher training enables the perspective teacher to understand the student better. The scientific knowledge of educational psychology assists him in dealing with children scientifically.

- **Familiarizing Methodology of teaching:** Teacher training familiarizes the future teacher with various methodologies of teaching in the particular school subject.

- **Building favorable attitude.** Teacher training builds a favorable attitude towards the teaching profession. During the course of training, many doubts of the teacher trainee's would be removed which results in creation of adoration and reverence for the teaching profession.

Teacher Education Policies in India have evolved over a period of time and is a result of recommendations of various Committees/Commissions on Education. The Kothari Commission (1966), the Chattopadhyay Committee (1985), the National Policy on Education (NPE 1986/92), Acharya Ramamurthi Committee (1990), Yashpal Committee (1993), and the National Curriculum Framework (NCF, 2005) are the important ones to be mentioned. The Right of Children to Free and Compulsory Education (RTE) Act, 2009, too has important implications for teacher education in India.
Teacher education is provided by various agencies. NCTE, NCERT, SBTE, University Department of Education, SIE, and DIET. National Council of Teacher Education (NCTE), a statutory body of the Central Government, plans and coordinates the development of pre-service teacher education. The NCTE lays down norms and standards for teacher education courses, course and content and duration, minimum qualifications for teacher educators and minimum qualification for entry of student-teachers for the various courses. It also grants recognition to institutions involved in providing such courses and regulates and monitors their standards.

National Council of Educational Research and Training (NCERT), a national level autonomous body and its six Regional Institutes of Education (REIs) prepares modules for teacher training courses and undertakes programmes for training of teacher educators and teachers. National University on Educational Planning and Administration (NUEPA), a national level autonomous body provides Institutional support. At the state level, the State Councils of Educational Research and Training (SCERTs), works to prepare modules for teacher training and also conducts specialised courses for school teachers and teacher educators. The Institutes for Advanced Learning in Education (IASEs) and Colleges of Teacher Education (CTEs) provide in-service training to teacher educators and also secondary and senior secondary school teachers. At the district level, in-service training is provided by the District Institutes of Education and Training (DIETs). In the vertical hierarchy for providing in-service training to school teachers, the lowest rung of institutions are the Block Resource Centers (BRCs) and Cluster Resource Centers (CRCs). In-service training is also provided with active role of unaided schools and other establishments.

1.1.2 Agencies of Teacher Education

Several agencies work for making teacher education activities more fruitful at the state level by providing required facilities and funds to such
institutions and collecting and disseminating information for their improvement.

1.1.2.1 State Board of Teacher Education

The Board of Teacher Education are stabilised in almost each state of the country. The Indian Education Commission (1964-66) had suggested the founding of these boards with a view to improving teacher education programme at the state level and, on its recommendation the first one was started in Madhya Pradesh in 1967 and then in Maharashtra, Tamilnadu and Jammu–Kashmir in 1973. Other states followed later and now there are boards of teacher education in almost every state of India.

It was expected: i) to determine the criteria for affiliation of the state level departments and institutions of teacher education; ii) to gather information from the institutions in a state about the physical and academic standards of teacher education and apply control over them; iii) to be careful about the needed changes in curricula, textbooks and system of teacher education in the state and act accordingly; iv) to determine the instruments to judge the efficiency of the students; v) to provide guidelines and cooperation for the improvement and reform in systems of teaching and evaluation in the state universities and institutions of teacher education; vi) to make arrangement of necessary funds and grant them to institutions to launch programmes for teacher education at different levels.

The state board of Teacher Education prepares plans for quantitative and qualitative improvement of the standards of teacher education in the state. It offers necessary facilities to the teacher educators so that they may become capable of their educational development and progress. The board prepares the guidelines and facilities for establishing coordination between different institutions of teacher education in the state. But since the establishment of National Council for Teacher Education (NCTE) some of the functions have been transferred from the board to the NCTE. The recognition of the
institutions of teacher education, their affiliation, curricular improvement being conducted previously by the board is now taken up by the NCTE.

### 1.1.2.2 University Department of Education

There is a Department of Education in almost every university of India. The Department of Education was first of all started in Calcutta University in 1917 and other universities followed. Teacher Education was first given the status of an independent subject of study by the University Grant Commission (UGC) and then of a profession; and as a result grants were sanctioned by UGC and such Departments were established in order to provide teacher education at higher level in the universities.

The faculties of Education were launched in the universities and through them these departments not only make arrangement for training in teacher education but also organize teacher education courses in curriculum construction, educational administration, improvement in evaluation system and examination reform.

The university department of teacher education

- conduct training programmes for the school teachers
- organize the teacher training programmers for postgraduate teachers and teacher educators also.
- the provide and improve the courses of study at the graduate and postgraduate levels and conduct research programmes.
- conduct action research in the field of teacher education.
- prepare programmes for interdisciplinary curricula and research in collaboration with other departments and encourage such activities.
- organize the extension program that may bring about coordination between education and society and encourage research in this direction.
They have their practicing schools and provide practical training to the student teachers by demonstration lessons, practice teaching, practical examination and related activities in these schools.

1.1.2.3 Colleges of Education

The colleges of education have the provision for developing teaching skills and expertise in aspirant teachers. Apart from teaching of a few compulsory and optional subjects, the student teachers are given knowledge and training in new methods, techniques and strategies in teaching and preparing better lesson plans and work experience, community living and social responsibility; innovations in education like micro-teaching, remedial teaching, programmed learning interaction analysis and action research; new improved methods of evaluation of achievement and other activities, etc. The group discussions, seminars, symposia, workshops and similar other activities are organized to make them complete teachers. The programmes for in-service teachers are also organized on the same pattern.

Some of the colleges of education are raised to the status of Institutes of Advanced Studies in Education. Besides the above responsibilities, they perform appreciable work for in-service teachers and arrange short and long term courses during summer and winter vacations too.

1.1.2.4 State Institutes of Education

State Institutes of Education for elementary school teachers was started in 1964. At present there are 30 state Institutions in the country.

The main purpose and functions of these institutes are to:

1. organize training courses for supervisors of elementary schools and teacher educators at the elementary level.

2. conduct and supervise extension services at training institutions for elementary teachers.
3. arrange seminars and conferences to senior state education officers.

4. conduct correspondence courses for teachers.

5. conduct research in elementary education as well as teacher education.

6. assist the State Departments of Education in the planning and implementation of various educational plans at the elementary stage of education.

1.1.2.5 District Institute of Education and Training (DIET)

As envisaged in the National Policy on Education, 1986, DIET's are being established in various states to conduct in-service and pre-service programmes for elementary teachers and for personnel working in adult and non-formal education. It is envisaged that with the establishment of these DIET's sub-standard institutes will be phased out.

1.1.2.6 Comprehensive college of Education

The idea was proposed by the Indian Education Commission (1964-66) and the objective of a comprehensive college of education was to cease the isolation of teacher education. A comprehensive college of educational runs as many levels of teacher training as possible, for example, elementary teacher training, language teacher training, physical education teacher training, B.Ed etc. such colleges exist in Maharashtra.

Importance of Teacher education for bringing about quality improvement in the education system has been highlighted by various Committees and Commissions. The National Policies on Education and Programmes of Action, 1986 and 1992 clearly emphasized and reinforced the recommendations and statements made by various academic bodies setup up for the purpose. Organizations and statutory bodies like NCERT and New Delhi have been attempting for reorienting, and restructuring teacher education at various levels and dimensions over the year.
Since teaching is regarded as a profession it is essential that teacher education could be organized in such a way that emotional aspect and professional competence may also be imparted besides development of its social, cultural ethical and moral dimensions. It is thus an arrangement that educates people to adopt the ability and competence of carrying out the responsibility of modern and changing role of a teacher in the national context. In this sense teacher education is not just a programme but also a mission.

The modern teacher education programmes should be sufficiently flexible since the social and cultural scenario is changing at a fast pace. Therefore teacher education has assumed great importance as an innovative technique that may lead us to the innovative theoretical and practical changes both at pre-service levels.

Teacher education is an effective and competent means to fulfil the needs of socio-educational guidance because education is the cause of social change besides being a means of the fulfilment of social needs. The society puts the responsibility of socialization on the shoulders of teacher. The quality of fulfilment of this responsibility depends upon the teacher and, in turn, the quality of a teacher obviously depends upon the teacher education. Only result-oriented teacher education programme can produce teachers with democratic values necessary for a socialistic and secular society.

1.1.3 Objectives of Teacher Education

Any reforms or reorganizations of teacher education programme needs a rethinking of the objectives of teacher education. Central to teacher education is the question, “what value teacher education has to enhance the prospective teachers’ ability to face challenges of facilitating the development of critical and creative students and subsequently adults?” Reforms in teacher education has been one of the enduring concern in the reports of education commissions and committees on education. The Education Commission (1964-66) dealt in detail on various issues of teacher education in India.
recommended development of integrated programmes, introduction of internship, establishment of comprehensive colleges of education and professionalization of teacher education.

It is not difficult to discern that, like educational aim in general, the objectives or aims of teacher education would greatly influence the policy the instructional structure and the direction and curricula of the colleges of education. It is very often conceived that teacher education is aimed at training teachers to support teacher's knowledge and skills to teach effectively, or in short to produce good teachers.

The objectives of teacher education is to:

- produce student teachers with specific knowledge, skill and competencies which can be observed and measured on the performance of the prospective teacher.
- develop personal maturity of the prospective teachers
- to transmit traditional cultural knowledge and elaborate sequences of skills to the prospective teachers.
- to train prospective teachers as active reflective agent who develops the habit of inquiry and the ability to analyse the effectiveness of what they are doing in teaching and changes in the method and content of teaching as deemed necessary.
- to promote peace which also could mean to promote people relationship, to promote people's understanding of history, their own age and their environment, to promote people communication
- to preserve humanity and culture.
- to develop mature personality as a teacher.
- promote understanding of the psychological and moral development of students.
➢ foster an independent, inquisitive and reflective mind both in himself and in students, and the concern of world peace.

The Bachelor of Education Course is mainly intended to prepare effective secondary school teachers. The course aims at assisting student teachers to be aware of new content, develop competencies and understand his/her multiple role in teaching context.

The course is planned to realize the following objectives and therefore the student teacher will be competent to:

- possess competence to teach his specialized subjects on the basis of accepted principles of teaching and learning.
- develop understandings, skills, attitudes and interests that enable him to nurture all round development of children.
- possess appropriate theoretical and practical knowledge of health and physical education, recreational activities and games.
- develop skills in identifying, selecting, innovating and organizing learning experiences for teaching.
- develop understanding of psychological principles of development, individual differences, and cognitive, psycho-motor and attitudinal changes.
- develop skills in guidance and counseling and in solving personal and academic problems of children.
- understand the role of peer group, home, and the community in moulding the personality of the child and help foster an amicable home-school relationship.
- understand the role of the school as an agent for bringing changes in the society
- undertake investigatory projects and action research.
These objectives could be better achieved through Competency based teacher education, which is an approach to education based on the idea that if “given appropriate time and conditions, almost all learners can and will learn most of what they are taught”. Competency based teacher education adopts a systematic approach to develop and deliver instruction. This approach includes; “what to teach, how to teach, what to test, how to test, and how to structure student progress through the programme”.

Though Indian teacher education system has been strengthened during the past couple of years due to the new NCTE Regulation 2009, teacher Education has been struggling to incorporate these reforms and hence strengthen its identity. Quality teachers can be trained by competent and skilled Teacher Education professionals who have a passion for their profession and do not compromise with the standards.

The term teaching skill has become a misnomer in education. All the skills, like the life skills, techno-pedagogic skills, info-savvy skills, human development skills, and emotional skills need to be integrated in teacher education. Helaiya (2009) has stated that, “the life skills can be developed in the pre-service teachers and integrated in the teacher education programmes. The present century teachers ought to be highly skilled in management of stress and emotions. The living competencies and techno pedagogic competencies have not been found to be the significant predictors of teacher education proficiency in India”.

It is for the teacher educators to materialize the efforts of the NCTE to enhance quality in teacher education a reality. Teacher education is ravenous and striving for proficient and competent teacher educators and thus the competency of a teacher educator to achieve worthwhile knowledge, skills and attitudes needs adequate attention. Today it is of prime need to obtain teacher educators with high teaching competence and right attitude.
1.2 TEACHER EDUCATOR

The teacher educators have always occupied the highest place in the whole teaching process from the very ancient period. The place of a teacher has been thought of even higher than God. This is reflected in the Secondary Education Commission's (1953) report. It says "We are convinced that the most important factor in the contemplated educational qualification, his professional training and the place that he occupies with the school as in the community. Particularly, the future of our nation depends on the continuation and advancement of knowledge from one generation to the other. This process is again based on the educational institutions, with the teacher as the inner core. Of all the factors which determine the quality of education and its contribution to national development, the teacher is undoubtedly the most important". She has always been vital to education as a source of knowledge. In fact the very education system exists because of the tremendous efforts of academic staff members, their expertise and efficiency.

Teacher of teachers referred to being a mentor or trainer who works with pre service teachers or fellow teachers. A teacher educator purposefully shares his knowledge and skills pertinent to teaching in an attempt to improve quality of teaching.

A teacher educator is “one who teaches, trains, and mentors student teachers desiring to be qualified”. A Teacher Educator is “a person of educated status who adequately prepares young teachers to be effective in all teaching areas”.

A Teacher Educator is “a person with teaching experience who then shares [his] experiences with current perspective educators”.

“A teacher [who] shares her knowledge and experience along with the joy and tribulation of teaching/educating to help soon-to-be teaches.” Teacher
educators directly interact with pre-service teachers with the intent to prepare, train, and/or mentor them.

“A teacher educator is someone who gets the qualities of a teacher into [herself] and can lead others to increase those qualities in themselves”.

“A teacher educator is one who devotes time to the improvement of teacher education to help improve and prepare the effectiveness of teachers. He/she may provide opportunities for growth”.

“Teacher educator is a professional who aids in teaching individuals the methods and the practices associated with teaching. This may be done through demonstrations and critiques and observations/evaluations.” Overall, these definitions have discussed the responsibilities and tasks of a teacher educator. Being a teacher educator is to take up an additional responsibility with a unique purpose of preparing future teachers for teaching tasks.

The education of teacher educators has been ignored transparently and things have been done at random in our country while it is the first thing that deserves to be given highest priority because the education in schools depends upon the education of teachers who are prepared by the teacher educators. The fact is highlighted by Curriculum Framework for Teacher Education in these words, "The professional level at which teachers are prepared would, in turn, determine the quality of school education. Teacher educators have to be fully familiar with the school realities, social environment and community expectations. Only then, they would be able to really perform their challenging tasks. On the professional side, teacher educators need to be actively associated with policy formulation, implementation strategies and monitoring of programmes". The significance of education of teacher educators has been expressed in precise words.
Among the various activities of teacher educators following are the important ones:

1. Development of new strategies and techniques of material development.
2. Bringing about new ideas in evaluation.
3. Serious interaction with the community.
4. Generating activity-based environment in the training institutions.
5. Attaining skills for mobilizing resources.
6. Changing training programme of teachers in the context of universalization of elementary education.
7. Conducting surveys and studies.

The professional quality of teacher educators decides the quality of teachers, both at the pre-service and the in-service levels. The professional level at which teachers are prepared would, in turn, determine the quality of school education. Teacher educators need to be acquainted with the school realities, community expectations and social environment. Only then, they would be able to really perform their challenging tasks.

1.2.1 Desirable characteristics of proficient Teacher Educators:

Proficient teacher educators should possess certain experiences, qualifications and exposures. They

- should preferably have an experience of teaching as school teachers and must have worked in the school system for a few years.
- should also have been exposed to the outside world at large so that he would have acquired a broader perspective.
- should be possessing a high academic competence.
🌟 should possess an integrated view of knowledge and belief in the interventionist role of education.

🌟 should have a socio-economic understanding of the problems faced by the society.

🌟 should have concern and empathy for the under-privileged.

🌟 should posses research competence and aptitude for using research as a tool for social and educational development.

🌟 should posses personality attributes like ability to

a) work with a sense of independence.

b) act against the prevalent or popular opinion.

c) convince people.

d) lead by practice.

e) be creative and take sustained action.

f) mobilize resources, (financial and human) from the community and,

g) work with various segments of society and also the government.

1.2.2 Teacher Educator Scenario

A teacher-educator is the topmost person in the professional pyramid because she moulds the future teachers. A competent and effective teacher-educator will help in the national development. The teacher-educator is the core of the grand opera of teaching-learning since the whole system revolves around him. The whole edifice of education stands on the shoulders of the teacher-educators. They not only play varied roles in the society, but also help the prospective teachers to develop the capacity to play different roles in the schools as well as in the society.
Teacher -educators are to be considered as the ultimate agents for the realization of ideals, aims and objectives of education. Quality of education hinges largely upon the quality of teacher-educators because they are preparing the future teachers. The quality depends on the competence of teacher educators. A person who has teaching competence will shine in his/her profession.

Primarily competence becomes a reality exclusively because of the efforts of people, and people working in an educational institution get attracted to it because they antedate that the institution will reward the competence. All thinkers of this century agree upon the fact that it is desirable if work is made more agreeable, meaningful and interesting. Today Psychologists, Sociologists, Administrators and Managers are pre-occupied with designing strategies for delivering teaching competence to those in the profession of teaching.

Studies conducted on Teaching competence suggest that teachers' status could be enhanced to the highest set up in the educational ladder since he is the "Pioneer" in seizing socialization of the society and also he transmits skills appropriate to the abilities and knowledge and needs of the child in the complex world of this century and that is what every child should possess to enter into 21st century.

The very fact that teaching is a profession necessitates that teaching becomes a specialized activity that needs specialized institutions through which specialized knowledge/training is transmitted. A quality teacher education institution will have to produce individuals who will be dedicated and zealous to the profession and make their mark through their accomplishments in the field. Going by the present situation in the country it undoubtedly agreed by all that the obligation of getting good teachers lies on the institution which educates these professionals. Further, it is the teachers in
these institutions who educate the desired individuals and not the institutions themselves.

Teacher educators are accountable for the tasks taken up by them for educating and producing quality teachers. Harvey (1993) and Atwood (2007) point out, “Quality processes tend to focus on core aspects of education such as learning-teaching and course organization. In other words teacher educators’ way of organizing theoretical framework, practical sessions and skills development programme affect the future teachers. The activities suggested during training are carried to the classroom teaching in the schools”. Researchers like McAffrey et.al. (2003), Rockoff (2004) and Rivkin et.al. (2005) found that teachers make a significant impact on students’ achievement. However, the question, ‘if the teacher educators directly affect the teachers’ classrooms behaviour or management of activities in the schools?’ is superficially answered by the existing research studies.

Teacher educators should consider bringing in professionalism in their work very earnestly. They should stop condemning the process of teacher education and rather should work towards finding solutions to problems faced by them.

Teacher educators can extensively contribute to the expansion of the population of quality teachers. If they do so, they will be able to make up to the high status they demand as the teacher of teachers or else would become marginalized and irrelevant. They should be able to respond to the demands of training the student teachers at both conceptual and pedagogical aspects.

Since Privatization and commercialization has entered the educational system they primarily will have to accept the existing realities of the challenges they would have to face in this globalized world. The need for large number of men and women who aspire for degrees or diplomas in teacher education is increasing and hence the dependency on private participation in education system is inevitable.
The teacher educators will need to explore on specialized skills and competencies that would enhance the quality for professional functioning. These skills need technical expertise and soft interpersonal skills and capabilities. Quality teaching and quality assessment skills are most desirable. Quality teaching skills involves the process of creating curiosity in the learners and making students work towards becoming independent learners. To illustrate posing a problem before the learners and helping them to discover and find solutions to these problems is a skill and this skill has to be established in the teacher trainees.

Also the teacher trainees need to be trained in quality assessment procedures. Since reforms in evaluation of quality requires the trainees to evaluate the students in terms of their learning styles and thinking process. Similarly, skills of providing feedback need to be developed amongst teacher educators so that they make the student trainees accept the feedback provided open-mindedly and would improve upon their performance.

The teacher educators need to acquire all essential competencies and personality characteristics imbibe and the right attitude towards their profession in order to produce contributing teacher for the future technological and globalized world to take up the issue and discover workable solutions to concoct future teachers.

1.3 TEACHING COMPETENCE

Teaching competence refers to the application of different teaching skills during the process of teaching. A competent teacher applies all the teaching skills, understands the level and nature of students and alters teaching accordingly. Teaching competence involves the utilization of the different teaching skills. Some of the teaching skills are questioning, stimulus variation, instruction, explanation, reinforcement. All these teaching skills are considered as the core teaching skills. Teacher Trainees are trained in the
effective use of these core skills. Application of these skills makes the Teachers to be competent.

Teaching competencies are explicit, demonstrable and perceptible attributes required for teaching professionals to produce a learner friendly and convincing learning environment. The vast extension in roles and responsibilities demand that a teacher displays high order of professionalism in every task and she performs inside and outside the classroom. Though training and experience yield teachers with proficiency it is impossible for a single teacher to apprise with all competencies in perfect amalgamation. A competent teacher has clear vision of the set of objectives, is temperamental, and cordial. A teacher needs meticulous execution of whatever is planned and needs to manage affairs effectively inside and outside the classroom. A teacher’s presentation of subject matter must strive for the responsiveness and attention of students and must be capable of motivating every student.

1.3.1 Definition of Teaching Competence

According to S.N. Sharma (2001) defines,

“Competency is ordinarily defined as adequacy for a task or as possession of required knowledge, skills and abilities. It emphasizes the ability to do, rather than the ability to demonstrate knowledge”.

Donald M. Medley (1982) defines teaching competency as,

“those knowledge, abilities and beliefs a teacher process and brings to the teaching situation”

According to Prakash Srivastava and Anju Bjargava (1984),

“teaching is a series of events wherein a teacher attempts to change the behaviour of students along the intended direction”.

Competency is the ability of the teacher educators to perform these teaching events effectively. A competent teacher possesses teaching skills to
employ in a teaching situation in order to drive home to the child a point, an idea or a thought so as to bring about the desired change in the student, Satish Chand Bhadwal and Manjula Soot, (1991). In general, teaching competence is nothing but the performance, ability, or the capacity of the teacher to teach. The following are the major constituents of “teaching competence”.

Subject Competence

The knowledge of pedagogical content categorizes the distinctive bodies of knowledge for teaching. It embodies the blending of pedagogy and content into an understanding of how specific topics or issues are organized, represented, and adapted to fit the diverse needs, interests and abilities of learners, and are offered for instruction. A content specialist is distinguished from that of the pedagogue through his understanding of the pedagogical content.

Content Organization and Presentation

Textual, aural or visual content form the content of teaching. It may also include: images, texts, sounds, animations and videos. Content of the lesson to be taught is the vehicle to achieve the desirable outcomes. The content should be well organized and presented in sequential manner appropriately.

Instructional Strategy

Instructional strategies mean all those approaches that a teacher educator would adopt to actively engross student teachers in learning. These are the strategies that energize a teacher educators instruction as they tend towards meeting specific learning objectives. Effective instructional strategies cater to various, unique and diverse development needs and learning styles of the learners. Successful instruction may be a result of various features along with sound instructional strategies. Teachers can put a variety of strategies and techniques into practice by considering the characteristics of the learning context including students’ needs and interests, and technical facilities.
**Interactive Competence**

The task of learning can be made more enjoyable and easier if the teacher educators engages in interactive learning strategies. Interactive learning techniques allow student teachers the opportunity to engage with new material as they learn, allowing them to process the information and cement it into their knowledge banks.

**Classroom Management**

Classroom management is refers to the methods educators use for preventing misbehaviour and the ways with which they deal with them when they arise. It is the techniques used by teachers to sustain control in their classroom. Classroom management is one among the most difficult components of teaching for a teacher educator. Dearth of effective classroom management will amount to reduced learning among students in the classroom. It also amounts to discontent and strain among the teachers, which may in due course lead to individuals form an unfavourable attitude towards the profession.

According to latest definition of Teaching Competence, "Teaching competence is the result of various attitudes the person holds towards his job, towards related factors and towards life in general". It also affected by many inter-related factors like working conditions, job security, group structure, compensation, and supervision. It is also a function of an individual's level of aspiration. An individual with low aspiration is likely to be less competent whereas another with a moderate level of aspiration can drive more happiness from the same job increasing the efforts to enhance their competencies to perform better and this increases the attainment of skills required for effective teaching.

Competency is the ability to use the acquired skills, knowledge, and personal and methodological abilities, in situations of work or study and in personal and professional development. In today’s context of the competitive
globalized world, competency is described in terms of autonomy and responsibility. A person's competence rests on gaining and maintaining access to the technical and social activities of work and significantly on their organizations in which they are employed.

The term "Competency and Competence" are used interchangeably (Marck Wardt et. al., 1977 and Passi and Lalitha 1994). Singh [2002] opines, “Competence is a personal trait or set of habits that leads to more effective and superior job performance”.

Synder and Drummond [1988] define, “competency is a complex set of relationship between one's intent and performances”.

“Applied to teaching competency refers to the right ways of conveying units of knowledge, application and skills to students” [Shukla 2000]. The right ways include knowledge of contents, processes, methods, strategies and the means of transmitting them in a thought-provoking and interesting manner.

Development of competence requires successful identification of feasible and relatively unwavering expertise of the niches of competence. Development of competence requires resource rich environments. Many competencies are identified with their distinctive assumptions and features. To name a few;

1. Competence as a resource i.e., competence is equal to resources or to configurations of resources affecting work place activities.

2. Competence as integration capabilities i.e., competency is the ability to use and manage resources collectively.

3. Competence as innovative learning process i.e., competence is not yet there, but created and renewed through daily practices and activities and innovations.
Teacher education programmes aims at developing various types of teaching competencies in teachers. A profession like that of the teacher educators demands that they acquire a certain set of teaching competencies

The International encyclopedia of teaching and teacher education classified teaching competencies into six classes as

a. Cognitive based teaching competencies
b. Performance based teaching competencies
c. Consequence based teaching competencies
d. Managerial teaching competencies
e. Affective teaching competencies
f. Exploratory teaching competencies.

Besides the above, National Council for Teacher Education (NCTE) identified the following ten inter-related teaching competencies to empower future teachers to perform their roles and responsibilities with professional confidence and insight.

1. Contextual competencies
2. Conceptual competencies
3. Content competencies
4. Transactional competencies
5. Competencies related to other educational activities
6. Competencies to develop teaching learning materials
7. Evaluation competencies
8. Management competencies
9. Competencies related to working with parents
10. Competencies related to working with community and other agencies.
Acknowledging the importance of affective factors in teaching competency, Airasian (1974) was of the opinion that, 'A competent teacher must have a knowledge of child development, of the material to be taught and suitable methods, his skill must enable him to teach, advise and guide his pupils, 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 transmit explicitly and implicitly his values'. International encyclopedia of teaching and teacher education even have given a great emphasis on affective competency of the entire spectrum of teaching competency. The affective competencies focus primarily on teacher feelings, self-awareness and awareness of other-self as well as inter-personal relationships which in turn help teachers and student teachers to effectively organize their teaching strategies considering the learner's learning needs and emotional needs.

**Tasks / Functions of Teacher Education**

Following are the areas in which teacher educators must be proficient in educating the student teacher in order to develop competencies in teaching among student teachers. Teacher educators need to cultivate the following teaching competencies in the prospective teachers who undergo teacher training in the colleges teachers of teacher education

Technological aids are expensive, have maintenance difficulty and their uses are relatively cumbersome. Most of the teachers shirk away from the uses of teaching aids because

- Preparation of teaching aids or their procurement involves cost.
- Preserving this aids involves cumbersome maintenance.
- Procuring these for specific classroom purposes.

Teacher educators should train student teachers to overcome problems and to become creative in preparation of low cost aids from the available
resources. The student teachers should be trained to prepare the low cost aids in their teaching subjects. The main theme of this technique is to train the student teacher in the preparation of teaching aids with the available resources so that they do not hesitate to use them in their future teaching life.

### 1.3.2 Repertoire of Teaching Competencies

The teacher educators repertoire consists of the following:

**Knowledge of Subject Matter**: they need to acquire adequate knowledge of the content in order to be performing competently. Acquisition of knowledge and comprehending of the subject is not just a matter of collecting information and facts about the subject, more prominently; it involves the way of thinking which characterises that particular discipline. This acquired knowledge needs to be organized conceptually so that it provides a conceptual structure that will be stable and coherent.

**Planning**: Teacher educators planning indicates such aspects of teaching that would frame a course of action. This activity is typically done behind the scene, before the actual teaching and in the absence of student teachers. Teacher educators plans are the ‘scripts’ that include the selection of content for a class and the strategies to be adopted to teach the selected content. It involves decisions on what to teach, and also deciding on other supplementary activities that would be a “bridge” or a “gap-filling exercise”. Cognitive competencies are prominently required to perform these tasks that are involved in planning and they can be learned by practice.

**Motivation**: After preparing a good plan, the task of the teacher educators before implementing it is to create a curiosity among student teachers to motivate them to the task of learning. Various means could be adopted to achieve this. To name a few of them:

- giving students meaningful, interesting and relevant activities.
adopter a favourable and positive attitude towards student trainees, praising, rewarding and encouraging the efforts of learners.

- giving feedback, appreciating and encouraging their responses.

- Adopting co-operative learning strategies that involve learners in the classroom activities and student communication.

- linking the content to be taught to the previous learnt knowledge and also to other subjects by towing their past experiences and ensuring suitable pace of presentation.

- being flexible to cater to the varying abilities of learners and their experiences.

- pose suitably challenging tasks.

**Communication and Presentation:** After creating the student teachers' interest in learning, the teacher educator has to transact specific subject matter to the student teacher. The teacher educator has to communicate with the student teachers in various ways so that the student teachers attain the wide learning outcomes. In order to achieve the set objectives effectively, the teacher educators need to evidently be proficient in various skills of lecturing, reading, explaining, conducting discussion, eliciting through questions dramatizing, demonstrating, adopting audio visual aids, and many more. They could be categorized as skills required for effective communication and presentation in an instructional situation.

**Evaluation:** Teacher educators need to essentially evaluate the student teachers’ achievement of the specified objectives as a part of their teaching. The skills of evaluation include preparing of the question papers and also conducting oral examinations. The student trainees need to be observed in many different situations so that the extent of achievement of the terminal behaviours could be judged. This demands the teacher educator to perform a set of activities. A teacher educator has to select suitable evaluation tools and
techniques. After the tools are decided the teacher educator has to start measuring the specified behaviour to assess the achievement of the set terminal behaviour. The actual terminal behaviour of the students with their expected behaviour needs to be compared so that the teacher educator could judge the extent of achievement of the expected terminal behaviour. The gap between the set objective and actually achieved terminal behaviour signposts the areas unlearnt by the student teachers. This provides the teacher educators with the feedback so that he/she teaching could provide the necessary remedial help to the student teachers and also work to improve his own teaching practices.

**Classroom management and discipline**: A healthy and encouraging climate need to be created and maintained in the classroom for an effective instructional process. This makes the classroom management very critical task of a teacher educator. Teacher educators have to be proficient with management skills which would be advantageous for him in managing the class and maintain a productive climate in the class.

   Teacher educators need to adopt their teaching methods to the pace of progress of each student teacher. They must also focus on student-learners to redefine their relationship to knowledge and facilitate the acquisition of this knowledge. Competency-based programs of study and their teaching practice in the school, require teachers to perform some tasks and to acquire new competencies. Teamwork with colleagues who teach other subjects is important in developing and evaluating competencies over periods longer than one academic year. Since the role of the teacher and the teaching context have changed, new resources of knowledge and skills are required to be practiced for the profession. To qualify, as effective teacher educators they, must acquire more complex competencies that are needed to the changing times in the profession.
Every teacher’s task is closely related to the nature of the students and their classroom. Today classrooms require teachers who can “prepare virtually all students for higher order thinking and performance skills once reserved to only a few” (Darling-Hammond, 2006). In the 21st century, the demand for acquisition of competencies on the part of the teacher educators and student trainees is increasing and even researchers and practitioners are aware of these demands and hence teacher education programmes are undergoing a significant change to maintain the standards for Teaching Competence. The Teaching Competencies have to be acquired by the Teacher educators and the following Teaching competencies have to be developed:

1. **Knowledge of Student teachers and their Development**
   - Understand and appreciate diversity among student teachers
   - Form constructive relationships with students
   - Connect student teachers’ prior learning, interests and life experiences, with their learning goals
   - Use a variety of resources and instructional strategies to respond to the diverse needs of student teachers
   - Facilitate such learning experiences that encourage autonomy, choice, and interaction
   - Engage student teachers in critical thinking, problem solving activities, and other activities that help in making subject matter taught meaningful

2. **Create an Effective Learning Environment**
   - Establish a climate that promotes fairness
   - Establish a collaborative learning environment
   - Create a physical environment that engages all student teachers
Plan and implement classroom procedures and routine that support student teachers learning

Make effective use of instructional time.

3. Understand the subject matter

- Demonstrate knowledge of subject matter, content and skills
- Interrelate information and ideas within and across disciplines and areas
- Use instructional methods and techniques suitable to the subject matter
- Use resources, materials, and e-learning technologies to provide meaningful learning.

4. Plan and Design Appropriate Learning Experiences

- Establish aims and goals for student teachers
- Design and sequence instructional activities for learning of student teachers
- Modify instructional plans to satisfy the learning needs of all student teachers
- Use resources to satisfy the needs of student teachers

5. Use Assessment to Monitor Student Learning

- Communicate learning goals to student teachers
- Collect and adopt various sources of information to measure learning
- Assist student teachers in assessing their own learning
- Maintain up-to-date records and analyse data
- Communicate with student teachers and families about their progress.

6. Develop Professional Practice

- Reflect on teaching practice to extend knowledge and skills
Establish goals for professional development

Meet the responsibilities being a professional Teacher educators

Work with families in supporting student learning

Maintain positive relationships with other professionals

Work with colleagues to improve professional practice.

The new approach to education increases the need to professionalize the act of teacher educators. Reforms in the education system has introduced various rudiments that will affect the functions of teacher educators and the nature and importance of the competencies required to perform the teaching task.

These rudiments will be enhanced through autonomy for colleges, an approach to learning that gives the Prospective Teacher the place of a facilitator of the learning process, a competency-based programme designed for training teachers, enhanced periodical cycles in colleges, and the policy of adapting colleges to the needs of all student teachers. The professional expertise of the teacher educators is essential at all the levels of educational services. The new conception of teaching that gives student teachers primary responsibility in the teaching-learning process demands the teacher educators to use new pedagogical methodologies and means of classroom management.

The teacher educators also possess different personality characteristic and views towards profession. These may also have an influence on their behaviours

**1.4 PERSONALITY TYPE OF TEACHER EDUCATORS**

In some ways all individuals are the same. All individuals have the same human nature and share a common humanity people have human bodies and human minds and all have human thoughts and human feelings. All
individually are completely different and unique. No two individuals can ever have the same experience of life, the same perspective, the same mind.

Personality is about all people in being human different ways. How all people are variations on the same themes. How the human nature all people share manifests in different styles of thinking, feeling and acting.

To be successful a teacher educator must come to grips with the basic question; ‘how well do I get along with my student teachers?’ The answer to this question depends largely upon teacher educators personality type. Personality characteristics influence teaching. Personality type is the kind of person one just happens to be. Most important, many teacher educators do not realize the significance of the role of personality type in teaching.

The term personality itself originates from the Latin word ‘persona’, which means ‘a theatrical mask’ worn by performers to disguise their identities and the roles they play. Personality is as an integrated whole of characteristic patterns of thoughts, feelings and behaviours which make every individuals unique. In addition to this, personality ascends from within the individual and is fairly stable throughout life.

Eysenck expands on the definitions of Allport and Murray, and defines personality as, “the sum-total of the actual or potential behaviour-patterns of the organism, as determined by heredity and environment; it originates and develops through the functional interaction of the four main sectors into which these behaviour-patterns are organized: the cognitive sector (intelligence), the cognitive sector (character), the affective sector (temperament), and the somatic sector (constitution)”.

1.4.1 Definitions of Personality:
Funder, D. C., (1997) defines,

"Personality refers to individuals' characteristic patterns of thought, emotion, and behaviour, together with the
psychological mechanisms - hidden or not - behind those patterns. This definition means that among their colleagues in other subfields of psychology, those psychologists who study personality have a unique mandate: to explain whole persons."

Feist and Feist, (2009) define personality as,

"Although no single definition is acceptable to all personality theorists, we can say that personality is a pattern of relatively permanent traits and unique characteristics that give both consistency and individuality to a person's behaviour."

According to Allport (1961) defines,

"Personality is a dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment".

Cattell (1970) defines,

"Personality is that which permits a prediction of what a person will do in a given situation"

Eysenck (1971) defines,

"Personality is the more or less stable and enduring organization of a person's character, temperament, intellect and physique which determine his unique adjustment to the environment".

According to Guilford (1959) defines,

"Personality is a person's unique pattern of traits"

**1.4.2 Nature of Personality**

Personality refers to the integrated whole rather than the sum of parts. Personality implies an integration of various traits, and is the outcome of both
heredity and environment. It composes of traits which are acquired or learned. Each personality can be identified with some motive force.

Personality is something unique and specific, Personality is self-consciousness, Personality includes everything about a person, Personality is not static but is dynamic. Learning and acquisition of experiences contribute towards growth and development of personality, Every person's personality has one or more distinguishing features to achieve specific goals, Personality is shaped well through social interaction, Personality is hidden, Personality is cause of behaviour.

1.4.3 Components of Personality

Personality is made up of traits and patterns of emotions, values, and thoughts. Some of the characteristics of personality include:

1. Consistency – personality has a recognizable order and regularity to behaviours. People act in similar ways in a variety of situations.

2. Psychological and physiological - Personality is a psychological construct, but is also predisposed by biological needs and processes.

3. It influences behaviours and actions – it impacts an individual’s moves and response to his environment and also causes him to act in specific ways.

4. Multiple expressions - Personality is displayed not only in behaviours but is also depicted in feelings, thoughts, relationships and interactions.

Various theories about how personality emerges do exist and various schools of psychological thoughts influence the theories. Major theories of personality are:

- Type theories: they were the early theories on personality. These theories advocated a limited number of "personality types" and were related to biological influences.
Trait theories: advocated personality as the result of internal characteristics that are genetically based.

Psychodynamic theories: are propounded and influenced by the views of Sigmund Freud and emphasize the influence of the unconscious on personality. Psychodynamic theories include the Freud’s psychosexual stages and Erik Erikson’s psycho-social developmental stages.

Behavioural theories: Theorists like B.F. Skinner and John. B. Watson suggest that personality is a result of interaction between the individual and the environment. Behavioural theorists study observable and measurable behaviours, and they reject theories that take into account the internal thoughts and feelings.

Humanist theories: Theorists like Carl Rogers and Abraham Maslow stress on the significance of free will and individual experience in the development of personality.

‘Personality Type’ refers to, “the psychological classification of different Types of individuals.” Collins Dictionary (CD) interpret Personality Type as “a cluster of personality traits commonly occurring together.”

Personality type is moulded and influenced by and affected by many factors. Genetic factors and the environment in which person grows up can mould his personality type. Both biological and environmental factors interact together to form one's personality type.

Each individual personality is unique and personalities are diverse. Few individuals also share similarities in a few personality characteristics. Eysenck's inclusion of the "somatic sector" highlights his interest in relating...
the behavioral aspects of personality to primary physiological structure and function. Like Sheldon Eysenck exhibits his attention to the relations between personality and physique and has probed the possible relations between observable behavior and the functioning of various parts of the brain.

Table No 1.1 Table showing psychological correlates of dimensions of personality:

<table>
<thead>
<tr>
<th>INTROVERSION – EXTRAVERSION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introversion:</strong> tender minded, introspective, serious, easily aroused but restrains, performance inhibited by excitement, solitary, sensitive to slight disturbances</td>
</tr>
</tbody>
</table>

**NEUROTICISM**  
Low emotional stability, capacity for self-exertion, low will-power, slow in action and thought, low persistence, repressive tendency to unpleasant situations, low sensory acuity but high level of activation.

**PSYCHOTICISM**  
Poor concentration, insensitive, poor memory, less caring for others, disregard for danger, cruel, occasionally original and creative, liking for unusual things, appear peculiar to others.
Oxford English Dictionary (OED) views it as, “A collection of personality traits which are thought to occur together consistently, especially as determined by a certain pattern of response to a personality inventory.” Thus “individuals in the study would commonly produce patterned responses which would be ascribed to particular Personality Types.”

Personality Traits are different from Personality Types, as the later embodies a group of individual tendencies. The Types involve qualitative differences between people whereas Traits refer to quantitative differences between people.

Eysenck distinguishes between the concepts of Type and Trait. A ‘Trait’ refers to “a set of related behaviours that vary or repeatedly occur
together”. A Type is “a higher order or superordinate construct comprised of a set of correlated Traits”. Type is said to be more inclusive and general.

Eysenck believes that the model of a Personality must be hierarchical. He proposes a hierarchy containing four levels. At the bottom level are specific responses. At the second level are habitual responses which include frequent or recurring behaviours; the third level is that of traits which are defined in terms of inter-correlated sets of habitual responses. At the height level of generality are Types. They are defined as ‘inter-correlated set of Traits’. Following flow Chart demonstrates Eysenck’s view:

Fig 1.2: Figure depicting Traits making up the Type concept of the introvert
Eysenck adapts the ‘Type approach’ as well as the ‘Trait approach’ to categorize people. His model of personality embraces three basic typological dimensions, viz, Introverts v/s Extroverts, Neurosis v/s Stability, and Psychotism v/s Impulse control. Eysenck thus place individuals at any location between the two extremes on each Type and he also opines that all the three dimensions as essentially normally distributed within the population.

An effective teacher educator strives for the all-round development of student teachers and he should be able to set an example by inculcating proper attitudes and qualities among the pupils. Several studies have proved that the contributing factors for Teacher Effectiveness are emotional stability, a good disposition, patience, adventurousness, self-control and self-efficiency. In addition, there is need for professional competence. The teacher educators should be conversant with the principles of educational psychology along with a proficiency in the use of his assets for the benefit of student teachers. A reasonable manipulation of expression, dedication, professional alertness and interest in self-improvement are the other requirements of an effective teacher.
In the ultimate analysis, the personality of a teacher is an important factor closely related to Teaching Effectiveness.

A number of studies have shown the importance of personality factors as predictive of Teacher Effectiveness. It is evident that teachers with positive personality characteristics show a greater Teacher Effectiveness than teachers with negative personality characteristics. Personality factors are also associated with teachers’ behaviour.

In the words of Gagne (1976), “it is an established fact that the teacher educators play a major and crucial part in enhancing the learning of the learner. Therefore teachers’ personality is a crucial factor in training the student teachers for arranging the environment for effective teaching”.

An effective use of the teacher personality is indispensable in piloting the instructional activities. Collahans, (1966) opines, “The teachers whose personality type is conducive to create and maintain a classroom or learning environment in which students feel comfortable and in which they are motivated to learn is said to constitute a desirable teaching personality”. An acclaimed a teacher with a matured personality is a fully functioning, psychologically healthy individual possessing the attributes such as acceptance, extemporaneity, self-sufficiency, autonomy, democratic nature and creativity (Maslow, 1970). Therefore one who actualises these is indeed the most effective teacher. Murray (1972) and Dandes (1966) support these views through their empherical studies.

Coats (1970) conclude that the teacher’s charisma is probably a significant trait. Beck (1975) reports, “pupils perceive an effective teacher as a warm, friendly and supportive person who communicates clearly, disciplines and motivates students effectively and flexibly adopts various methodologies to teach”. A number of characteristics, some of which are related to the teacher personality, have been consistently identified as comprising effective

Ojha, Hardeo (1969) rightly say that the most important personality characteristic of a teacher is a scholarship, clarity honest character, good health, hard work and fairness.

Chhaya (1974) compares effective and ineffective teachers with respect to personality adjustment and concludes that the effective teachers are emotionally more stable, authoritarian and extrovert. From this we can understand that the Personality Types of the teachers to play a significant role in influencing Teacher Effectiveness.

According to Kurt Singer (1978), "The importance of teacher's personality can be seen particularly in his relationship with his pupils, and in the climate of feeling which he is able to produce. He further states that every learning process is accompanied by personal feelings and is affected by the social relationship within the learning group and if the individual's feelings and needs which sees parallel to his intellectual learning process are ignored, the whole learning process suffers" (P92-93). This implies effective teaching depends upon some personality dimensions of the teacher.

According to Dent (1975), "First the teacher's personality should be live and attractive. This does not rule out people who are physically plain or even ugly, because many such have great personal charm. But it does rule out such types as the over excitable, melancholy, frigid, sarcastic, cynical, frustrated and over burning. I would say, that it excludes all of dull and purely negative personality" (P1 28).

According to Ryan and Cooper (1975), "Teacher's personality or ways of interacting with people undercut their effectiveness as teachers. The teacher's personality gains tremendous importance when the affective tone of the college classroom is considered" (P106).
According to Rogers (1969), "The facilitation of significant learning rest upon certain attitudinal factors which exist in the personal relationship between the facilitator and the learner. He enumerates realness, being one's self praising, acceptance, trust and empathetic understanding as such factors" (P106) 12

According to Travers (1980), "Effective teaching is not a set of distinct acts, each isolated from the other, as proponents of the theory of distinct competencies would have us believe. Specific behaviours identified as related to effective teaching are merely symptomatic of the underlying characteristics that teacher preparation should attempt to develop. Teaching as performing art requires that the teacher training gives emphasis to training the prospective teacher's personality" (P32-35)'3 His school of thought emphasizes the development of an effective classroom personality as a pre-condition to effective teaching.

1.4.4 Personality of Teacher Educators

Teacher's personality is a critical factor that limits their teaching performance. The changing role of teacher from that of a dispenser of knowledge, to that of a stimulator, motivator and helper presumes that only teachers possessing certain personality traits can perform those roles most effectively.

No amount of sermons from the teacher can make much headway if he does not possess an impressive personality. A teacher teaches not only by what he says and does, but very largely by 'what he is'. Children are imitative and suggestive by nature. They imitate the dress, voice, habits and manners of their teachers. Know thyself is the most important advice for a teacher. Self-analysis and self-appraisal on the part of teacher is a necessary equipment. Gandhiji says "woe to the teacher who teaches one thing with the lips and carries another in the heart". The teacher must try to find his own shortcomings and try to remove them. The teacher is always on exhibition,
observed by hundreds of eyes. His actions are always being watched by his pupils.

It is desirable that teacher educators are frank, sincere, honest, humble, sympathetic, agreeable, fair, impartial, helpful, straight forward, upright, dutiful etc. He should avoid everything that is petty, small and mean. He must be punctual in his programmes, must avoid mannerism, be always cheerful and humorous, handle controversial topics skilfully, use polite language, avoid sarcastic remarks, show sincere interest in the students and school, be frank to admit ignorance, cultivate initiative and resourcefulness, and be true to the ethics his profession.

Teacher educator’s personality is a critical factor that influences his/her teaching performance. Student teacher are imitative and suggestive by nature. They imitate the dress, voice, habits and manners of their teacher educators. The changing role of teacher educators from that of a dispenser of knowledge, to that of a stimulator, motivator and helper presumes that only teacher educators possessing certain personality traits can perform those roles most effectively and equally important is the beliefs and feeling of the teacher educators towards his profession and its significance in the society.

1.5 ATTITUDE TOWARDS TEACHING PROFESSION

Teacher educators attitudes affect his behaviour towards the student teachers. Attitude is a mental or neural state of readiness, organized through experience, exerting a directive or dynamic influence on the individual’s response to all objects and situations to which it is related. A simpler definition of attitude is a mind-set or a tendency to act in a particular way due to both an individual’s experience and temperament.

Attitude can be defined as an organization of beliefs, habits and motives associated with a particular object. ‘An attitude is a readiness to respond in such a way that behaviour is given a certain direction’.
According to Sorenson, 

“An attitude is a particular feeling about something”. It therefore involves a tendency to behave in a certain way in situations which involves that something, whether person, idea or object. It is partially rational and partially emotional and is acquired, not inherent, in an individual’.

According to Whittaker, 

‘An attitude is a predisposition or readiness to respond in a predetermined manner to relevant stimuli’.

Attitude reflects man’s behaviour and a teacher educators who thinks well of his/her profession is sure to contribute much towards the development of society.

An attitude can be defined as a positive or negative evaluation of people, objects, event, activities, ideas, or just about anything in your environment (Zimbardo et al., 1999). Attitudes are expected to change as a function of experience.

The word attitude (from Latin aptus) is defined within the framework of social psychology as a subjective or mental preparation for action. It defines outward and visible postures and human beliefs. Attitudes determine what each individual will see, hear, think and do. They are rooted in experience and do not become automatic routine conduct. Attitude means the individual's prevailing tendency to respond favorably or unfavorably to an object (person or group of people, institutions or events). Attitudes can be positive (values) or negative (prejudice).

Social psychologists distinguish and study three components of the responses: a) cognitive component, which is the knowledge about an attitude object, whether accurate or not; b) affective component: feelings towards the
object and c) conative or behavioural component, which is the action taken towards the object.

Attitude is a mental position relative to a way of thinking or being. The current popular usage of attitude implies a negative mind set, a "chip on the shoulder" behaviour, and an inner anger toward the prevailing majority of thought.

In a somewhat broad way, attitude may be designated as specific or general reaction tendency which qualifies and controls the response situations “from a cognitive point of view”. New comb and others (1969), opines, “An attitude represents an organization of balanced cognitions. From a motivational point of view an attitude represents a state of readiness for motive arousal”. This readiness to react implies some kind of stimulating situation either specific or general.

An individual’s attitude towards something is his predisposition to be motivated in relation to it. So an attitude is characterized by its readiness or preparatory sets towards some action but is not to be confused with motive or response itself. It has a certain stability and consistency. This does not mean, however, that the attitude does not or may not change.

An attitude implies individual to object relationship. The object may be a person or place, one’s home and family members, school, teaching profession, etc. An important aspect of individual object relationship that an attitude always shows some directionality. “By direction of an attitude we mean that the residual affect felt towards an object can be either positive or negative” (New comb and others, 1969). Positive attitude predispose the person to approach the object while negative attitude predispose avoidance of the object.
Katz (1960) has suggested the following functions that attitude serves:

- Adjustment function
- Ego-defensive function
- Value expressive function
- Knowledge function

An attitude is learned, and this happens in relation to persons, ideas, objects and values. They may be formed in various situations which have an emotional element to it. Attitudes affect the overt behaviour as well as the internal psychological processes too.

*According to Allport (1935)*, “attitude is a mental and neural state of readiness to respond, organized through experiences exerting a directive and or dynamic influence on behaviour”.

### 1.5.1 Characteristics of Attitudes

The following are the features of attitude:

- **Favourableness**: is the extent to which a person is for or against a psychological object. It determines the positive or negative direction of attitude.

- **Intensity**: refers to the strength or intensity of the feeling. The direction of this feeling may differ. Intensity of two people may be equal and in opposite directions. People may also possess neutral attitude and the intensity would be low.

- **Salience**: refers to how impulsively an individual expresses his attitude.

- **Attitudes are acquired**: are formed through experience.

- **Attitudes are more or less permanent**: are enduring and are stable over a period of time and this helps in prediction of his future behaviour.
❖ **Attitudes involve subject object relationship:** are formed in relation to some person, idea, view, object or situation.

❖ **Attitudes involve affective, cognitive and action components**

❖ **Attitudes are inferred:** Attitudes can be inferred from individual’s actions, words since it will not be freely expressed by a person.

‘Teacher educators are professionals’. Most of the problems of teacher education and the teaching-learning process can be solved without heavy financial inputs, if teacher educators possess a healthy attitude towards their profession. In India, Lack of favourable attitude among teacher educators has made it challenging to ensure quality in teacher education. The increasing demand for professional service with quality in teacher preparation has put the onus on the teacher educators profession to be responsible and more accountable to the needs and conditions of their service. Due to lack of highly positive attitude towards the profession among teacher educators, continuous and adequate efforts are not made to recognize the best ideas in time, practice and role in action for self-renewal and sustenance.

Effective learning of student teachers can be achieved only when teacher educators and student teachers are gifted with highly favourable attitude towards their profession. The quantitative expansion and qualitative improvement of teacher education institution has raised the demand for right type of teacher educators with favourable attitude towards their profession. This necessitates teaching competence of teachers the inculcation of favourable professional attitude in teacher educators.

A negative or unfavourable attitude makes the teaching task of a teacher educator tough, more monotonous and unpleasant. Research evidence shows that the majority of the successful teachers have desirable professional attitudes. This indicates that teachers possessing highly favourable attitude towards their profession exhibit responsibility and hard work.
1.5.2 Dimensions of Attitude towards Teaching Profession

In ambit of teacher educators attitude in this study is the attitude of teacher educators towards five dimensions of teaching, namely Academic aspect of teaching profession, Administrative aspects of teaching profession, Social and Psychological aspects of teaching profession, Co-curricular aspects of teaching profession, and Economic aspects of teaching profession.

The following are the dimension of Attitude towards Teaching Profession

- **Academic aspect of teaching profession:**
  This area includes statements pertaining to the academic aspect of the profession. These statements are related to the predispositions teachers generally have for the type of work they are doing. The predispositions they have for their commitment to academic work, the predispositions they have for their professional growth, etc., are some of the ingredients of this component.

- **Administrative aspect of teaching profession:**
  This area includes statement on the predisposition of teachers on their involvement in school administrative tasks. This work is pertaining to curricular development and co-curricular activities.

- **Social and psychological aspects of teaching profession:**
  This component pertains to the predispositions of teachers as regards to the social status of teaching profession, the morale boosting, and its influence on moulding the future generations. The psychological feelings of security or insecurity and the pleasure or pain in general are also inculcated in this component.

- **Co-curricular aspects of teaching profession:**
  It relates to dispositions of teacher’s roles and functions in the area of co-curricular activities and their importance as a part and parcel of teaching profession functional aspect is highlighted in this component.
Economic aspect of teaching profession:

Predisposition about the economic profitability of the profession in terms of salary and other benefits, besides other aspects, are included in this component

According to Kagitcibasi (1999), “Attitudes are considered to be worth studying and analysing as one of the indicators of behaviour while examining the individual’s behaviours. Attitudes affect both our social perception and behaviours. Attitude is a tendency which is attributed to the individual and which forms his thoughts, feelings, and behaviours about a psychological object”.

Robbins (1994) says, “Attitudes express how an individual feels about something. Attitudes are different from opinions, values, and beliefs. While attitudes and opinions look similar, opinions differ from attitudes in terms of the degree of generalization and the measurement technique”.

According to Kagitcibasi, (1999) and Sakalli, (2001): “a) Attitude is about a psychological object, b) Attitudes involve readiness to react, c) Attitudes have the power to motivate, d) Attitudes can be stable, e) Attitudes involve evaluation, f) Attitudes cannot be observed directly but represent a tendency which can be implied from the observable behaviours of the individual and is attributed to the individual”. The relationship between teacher educators attitude and behaviour and competency is to be investigated.

According to (Kagitcibasi, 1999) thee factors that affect the relationship between attitude and behaviour are:

- Time factor
- Strength of attitude
- Accessibility of the attitude
- Awareness.
A teacher educator who has a favourable attitude towards his/her profession can bring desirable changes in the student teachers. The establishment of good relationship between teacher educators and class is vital and determines whether the process of learning is going to be a cooperative effort or an uneasy alliance.

Knowing a teacher educator’s attitude towards his profession allows us to estimate the potential behaviours towards his profession which has great significance for improvement of the quality of teacher education programmes. Teacher training programs, too, try to ensure that students’ behaviours in their professional lives are more effective. Teacher educators with highly favourable attitude towards their profession would also imbibe the same in their student trainees. This becomes a requirement for the teacher educators to be more efficient.

According to Lewis and Norwich (2005), “the attitudes to a certain job, means the tendencies that push the person who is in charge to perform a particular conduct against the same job”. In this respect, it could be asserted that if professional attitudes are not taken into consideration, the efficiency and accuracy of the same profession doubtful. The vague perception of the teaching competencies required of a teacher educator may result in a negative effect, especially with the explosion of knowledge that the world is witnessing.

Figure 1.4. The cycle of the relationship between attitudes and teaching practices (Smith, 1993).

Attitudes’ toward Teaching Profession

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Teaching Practice of teacher educators

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Student teachers attitudes and Achievement
Figure 1.4 indicates that teacher educators attitude towards profession has an effect not only on their teaching practice, but also on their student teachers. That only way they have a crucial role in making students have attitude towards any subject. In this study, particularly, teacher educators attitude towards teaching profession and the relationship to teaching competence is being studied.

The competence of a teacher educator may have an influence on the way they interact with teacher trainees and also on their teaching activities, the way they adjust to the changing needs of teacher education and their thoughts behaviors and attitude towards teaching profession. Hence personality type and Attitude towards teaching profession of teacher educators may influence their Teaching competence.

1.6 NEED AND SIGNIFICANCE OF THE STUDY

The quality of life of citizens of a nation depends upon the quality of their education, their knowledge, attitude and values, which is turn depends upon the quality of teachers who are the pivots of educational system. The development of such skilled teachers in turn depends on quality of teacher educators. In the recent years India has taken a fresh and more critical look at the role of education within the context of overall national development. The goals of education follow the national goals of development which aims at Human Resources Development. The development of human resource is possible through a properly organized programme of quality education.

Globally, there is an overwhelming concern over the quality of education. The Education Commission (1964) pointed out, “The quality, competence and character of teachers to be the most significant factor influencing the quality of education and its contribution to national development.” Undoubtedly, quality of school education is the direct consequence and outcome of the quality of teachers and teacher education system. It is imperative, that the teacher has to assume greater responsibility so
as to initiate action for the transformation of society as an agent of social change and thereby help achieve the goal of national development by providing quality education. In this context, quality improvement of teacher education program is one of the indispensable needs.

The future society shall be a knowledge oriented, technology driven and fast changing society. Teachers have to prepare young people with the competences they need to enter a world that is in rapid evolution; this means that school curricula, and approaches to the organization of education and to teaching need to adapt very rapidly to the changing needs of society and of the economy. The teachers shall be required to continuously update their stock of knowledge through a well-organized mechanism of in-service programmes. Teachers need to be fully equipped with rigorous intellectual and moral qualities, to understand their own culture and cultures of other parts of the world, maintain a balance between the two, help learners to view various things happening around them with an open mind and in a broader perspective. It is the teacher education programme which has to shoulder the responsibility of preparing such skilled and competent teachers. The teacher education in India is facing the challenge of producing such teachers for the new digital society and globalized world.

Importance of teacher education for bringing about quality improvement in the education system has been highlighted by various Committees and Commissions. The national policies on education and programmes of action, 1986 and 1992 clearly emphasized and reinforced the recommendations and statements made by various academic bodies setup up for the purpose. Organizations and statutory bodies like NCERT and NCTE, have put in tremendous efforts for reorienting, and re-structuring teacher education at various levels and dimensions over the years.

New education reforms in schools education as well as teacher education are given importance and its success ultimately depends on the
quality of teacher educators. As the people responsible for making sure that teachers’ knowledge, skills and attitudes are kept up to date, teacher educators must themselves be open to constant evolution in their own professional body of knowledge, skills and attitudes, and must be able to adapt rapidly to changing needs. It is the teacher educators who have to shoulder the responsibility of preparing capable, skillful teachers in this technological and globalized era. In order to meet this challenge successfully, it is necessary to gear up the quality of teacher educators.

The role of a teacher educator in the educational process is more challenging and dynamic. The teacher educators work is not only transmission of knowledge but it is much more. The teacher educators’ great task is inspiring and guiding the student teachers towards cherished goals. Teacher educator in a naturalistic set up is a setter of the stage, a supplier of material and opportunities, a provider of an ideal environment, a creator of conditions under which natural development takes place. Issue of teacher educators’ quality, training and continuous professional development is vital to the improvement of not only our education system but also in achieving the goal of education for all. Hence the teacher educators need to be possess a high teaching competency to fulfil these functions.

From the psychological point of view the teacher educator’s attitude may be influential on their performance and development in their profession. Attitudes are generally the outcome of values and more implied in the environment surrounding the mind. Teacher educators with favourable attitude towards teaching profession may find healthy sustenance and create favourable learning environment. The teacher’s intellectual attitude, emotional reactions, various habits and personality type that include all these affect the student trainee in terms of academic success, personality and interests. These aspects significantly influence the thinking processes, classroom activities, professional changes, improvements and teaching skills of teacher educators. The feelings, culture, values, thoughts, beliefs, behaviour which form the
personality of teacher educators may affect the attitude of the individual towards his profession and these variables inters may influence the teaching competence of the teacher educators. Hence the researcher felt an imperative need to assess the teaching competence, personality type and attitude towards teaching profession of teacher educators.

The review of related literature reveals that research efforts have been directed towards teaching competence of teachers but not of teacher educators. Unfortunately attention is not drawn to correlate Teaching Competence of Teacher Educator in relation to their Personality Type and Attitude towards Teaching Profession. Hence the study is a modest venture in this direction.