1.00 INTRODUCTION

Adams said, (2004) “Education is a conscious and deliberate process by which one’s personality acts upon another in order to modify the development of the other by the communication and manipulation of knowledge”. According to Ross, (2004) “The aim of education is the development of valuable personality and spiritual individuality.”

Dr. Prem Nath (2004) has rightly remarked, “The child’s personality is not to be overshadowed by that of the teacher. The teacher is a friend and helper, he is to provide the child with opportunities for experimenting in the school and on the field.” A teacher is said to be a torchbearer, a layman upon whom depends the future of the students, the school, the community, the nation and ultimately mankind. To develop a highly qualified, skilled and committed teaching force, the quality of initial training of teachers has to be improved. The Secondary Education Commission (1952-53) stressed the need for educational reconstruction by emphasizing the personal qualities, qualifications and professional training of teachers.

1.01 CONCEPTUAL FRAMEWORK

Education is a life long process. It is the main force, which influences the quality of life. It has assumed more importance today than ever before because of its present role. It is adding new dimensions to our present and future scenario. Education for the reconstruction of our society is a formidable task. It can be achieved only if it is undertaken with honesty and seriousness of purpose and pursued consistently with commitment by all concerned in a co-ordinated manner.
Education means the process by which the individual is helped to develop his innate potentialities so that he is well equipped for a gracious and harmonious life in the world. Education has to contribute to development, enhance mutual understanding between the people and communities and prepare citizens to understand and face the realities of globalization. All these challenges would require teachers to be the communicators of change.

It is rightly said that the teacher is the heart of any system of education. No reform in education has ever succeeded without the participation of the teachers. Perhaps the single most crucial factor for promoting quality and efficiency in the educational system is the professional development of teachers. It is one of the crucial inputs in the quality improvement programme of education to keep pace with modern development. Professional knowledge of teachers needs continuous improvement and updating.

The World Book Encyclopedia (1989) describes teaching as, “the process by which a person helps other people learn. Teaching helps people gain the knowledge and attitudes they need to be responsible citizens, to earn a living, and to lead a useful and rewarding life. It also provides the chief means of passing knowledge to the next generation. The world would change greatly as humanity lost the knowledge, skills, and ideals inherited from past generations.” (p.65)

Gupta, V.K. (1995) defined teaching as, “an interaction process between the learner and the contents, the learner and the teacher, the learner and other learners, the learner and the community and the learner and the home”. (p.257) This process is called the interaction model. In this model a teacher has to play the role of a manager, creator, sustainer, evaluator and facilitator of an emotional and intellectual climate for teaching and learning.
Society has insisted that teachers are to be known for their high character, honesty, integrity and virtues as well as for their knowledge and skill. So the teacher is the single most important factor in the success of any educational programme. The schools / colleges may have excellent buildings, curriculum, text books and other facilities but if the teachers are not competent and are indifferent to their responsibilities no educational programme can ever be effective.

So there is an increasing emphasis on enhancing the competency of teachers. Only a competent teacher can enable students to be good citizens. Systematic and sincere efforts eventually lead a noncompetent teacher to enter into the privileged group of competent teachers. In this competitive world, a mere academic qualification does not generate any job opportunity in the educational institutions.

1.01.01 Education

Education is a vibrant and arduous process of unfolding the potentialities of the youth and of equipping them for the responsibilities and duties of life and citizenship. (Patheck and Tyagi, 1987, P.82)

The word “education” has been derived from the Latin word “educatio”. It has its origin in another word “educare” which means, “to bring forth”.

The World Book Encyclopedia (1989) describes education as a process by which people acquire knowledge, skill, habits, values and attitudes. Education helps people to adjust to changes. This benefit has become increasingly important because today social changes take place with increasing speed and affect the lives of more and more people.

Education is an abstract entity and its concept is dynamic. It is a continuous process. It is in fact a process of training the individual through various experiences of
life so as to draw out the best in him. According to Tagore “Education means enabling the mind to find out that ultimate truth which emancipates us from the bondage of dust.” (N.R.Swaraop Saxena and Shikha Chaturvedi, 2000, p.5)\(^4\) Mahatma Gandhi (1939), the father of Basic Education considers education as a means to develop men. By education he means “an all round drawing out of the best in a child, body, mind and spirit. Education is important because it helps people to acquire the skills they need for such everyday activities as reading a newspaper or managing their money. It helps them to acquire skills that make life more interesting and enjoyable such as the skills needed to participate in sports, paint a picture or play a musical instrument”. (Prof.S.P.Chaube and Dr.Akhilesh Chaube, 2003, p.158)\(^5\)

Education should help the child to develop his individual potentialities and above all develop his body and mind. Education is a process of self-expression through spontaneous activity. Education is an adjustment to environment. The prosperity of a nation depends very much upon the educational system of that country, as it prepares the young ones who become the worthy citizens of the country and play major roles in various walks of life.

Swami Vivekananda says that education is the process by which we can serve valuable elements in our culture and discard the wasteful. By means of it we help the young to become good citizens of the country. What is done in simpler societies should be done by the family, the religious, social and political institutions. They have to create change in men’s minds and hearts. (Prof.S.P.Chaube and Dr. Akhilesh Chaube, 2003, p.76)\(^5\)

Dr. Daulat.S. Kothari (1964-66) says “The destiny of India is now being shaped in the class-room”. (Dr.V.Dayakara Reddy and Dr.Digumarti Bhaskara Rao, 2006, p.186)\(^6\)
Education is often regarded as synonymous with learning. It proceeds from birth to death and the school is not the only agency that imparts education. School exerts greater influence in educating the child and other social agencies like home, religion, press, radio, library, cinema, television, computer, internet etc., supplement its work.

**Structure of Education**

After independence, it was considered imperative to bring about radical changes in the prevalent educational system so as to make it an effective instrument for the development and achievement of new ideals and values in the changed circumstances. The structure of education in India consists of

- Elementary Education (Primary Education)
- Secondary Education
- Higher Secondary Education and
- Higher Education

The success of any educational reform depends on the quality of the teacher, which in turn depends on the quality of the teacher education programme. Effective pre-service training is needed to instill confidence and develop competence in the future teachers.

1.01.02 **Types of Education**

1. **General Education**

As is evident from the name itself, general education is the minimal education required by an individual to satisfy all his various needs. It aims at developing the
general qualities of the child, so that its personality can be developed and it can become capable of adjusting to its environment.

2. **Specific Education**

   General education, which is outlined above, is a supplement to specific education, which as is evident, trains the child to pursue some specific profession or job. The modern age is a period of specialization. As long as an individual cannot perform some particular task better than any other person, he will find it difficult to make a place for himself in the society. It is for this reason that nowadays individuals are given vocational guidance in order to help them take up a profession for which their abilities are best suited.

3. **Formal Education**

   In another classification, education is divided into formal and informal education. The formal education comprehends that type of education which is provided in educational institutions according to a particular pattern. In the schools, the educators educate the educands according to a specific programme aiming at a particular goal. They follow a pre-determined syllabus. In this formal education, the time and place of teaching are fixed and the educand has to arrive at that place and at that specific time to receive education. The length of such education is also fixed in terms of years. Both types of education mentioned earlier can be included under formal education because both are often provided in schools.

4. **Informal Education**

   Informal education complements formal education. Education of this kind has no specific time or place at which it is provided. Even the educator is not fixed. All fixed syllabi, rules and formalities are absent. Education of this kind is the education
one receives while playing in the field, talking to family members in the house, roaming around somewhere, in fact, everywhere. This kind of education never comes to an end and it teaches the individual more than he can ever learn through his formal education.

5. Direct Education

In another classification, education is divided into direct and indirect education. Direct education is equivalent to formal education and specific education. In this form of education, the educator and the educand are in direct contact where education on a specific subject is given. Its chief advantage lies in the material learnt by the educand more by the example of the educator’s personality and character than by the formal material he seeks to impart.

6. Indirect Education

Direct education was efficacious and practicable in the past when the population was not too large and life had not become as complex as it is today. With the present increase in population, it is no longer possible to provide direct education to all the people. In the past, direct education was so popular because of the comparatively primitive forms of communication. Modern developments like the printing press, radio, television, etc., have made it possible to communicate the ideas of the greatest thinkers to those people who have never come into direct contact with the thinkers themselves. For this reason, in the present context, indirect education has come to acquire greater significance than direct education.

7. Individual Education

Education is also classified into individual and collective education. Many of the modern educational psychologists have stressed the importance of individual differences among people and suggested that the educator should pay individual
attention to each educand to remove his difficulties and if necessary, modify the syllabi and the teaching programme to suit the specific abilities and traits of the educand. Scientifically considered, this advice is very good and if arrangements can be made to provide individual education at all levels, nothing could be better. Modern methods of child education such as Kindergarten, Montessori, Project method etc. make the highest degree of individual attention possible.

8. **Collective Education**

Collective education is provided to a group of individuals collected at one place. Formal education is also collective education. Keeping in mind the obvious advantages of individual education, efforts are made to restrict the size of groups of educands. The very meaning of education will be lost if the educator loses all his contact with the educands who are too large in number. This form of education is comparatively economical in view of time, money, present size of the population and of the possibilities of its growing further. Collective education is the only practicable answer to the need for universal education.

9. **Conscious Education**

Education is also divided into conscious and unconscious education. Conscious education is that education which is provided with a full knowledge of the objectives to be achieved through it. College education is of this kind. It is intended to fulfill certain pre-determined objectives. Conscious education is arranged for the child by her parents and the state.

10. **Unconscious Education**

An individual does not learn all the things he actually knows consciously. Many of the important facts that a child learns are absorbed unconsciously from his
natural and social environment which surrounds him. This kind of education is informal and since it supplements the education received consciously, neither can be said to be more or less important than the other.

1.01.03 Teacher Education

It has been aptly remarked, “If you educate a boy, you educate one individual. If you educate a girl, you educate the whole family and if you educate a teacher, you educate the whole community.”

Teacher education is not teaching the teacher how to teach. It is to kindle his initiative, to keep it alive, to minimize the evils of the “hit and miss” process and to save the time, energy, money and trouble of the teacher and the taught. C.V. Good (1973) defines Teacher Education as “all formal and non formal activities and experiences that help to qualify a person to assume the responsibility as a member of the educational professions or to discharge his responsibility most effectively”. Teacher education is needed for developing a purpose and for the formation of a positive attitude to the profession.

A course in teacher education should seek to reshape the attitudes, remodel the habits and in a way to reconstitute the personality of a teacher.

Objectives of Teacher Education

i. Development of the ability to take care of himself: (a) adjustment with the physical conditions. (b) healthy adjustment with the social environment, so as to strike his roots into the soil, wherever he is posted (c) adjustment with himself, so as not only to feel reconciled with his lot as a teacher but to appreciate the peculiar advantage of the position as compared with persons in other vocations and to derive emotional satisfaction in life.
ii. Development of the ability to be a child with children, an adult with the adults, a responsible citizen among the conglomeration of heterogeneous individuals and groups he has to deal with.

iii. Development of a good command of the subject content of the assignment given to him in the school.

iv. Development of a skill as an instinctive activity, to stimulate experience in the taught, under an artificially created environment, less with material resources and more by creation of an emotional atmosphere.

v. Development of an eye on maximizing the achievements from the resources, both material and human (human resources to include children, colleagues, parents, etc.)

vi. Development of an appreciation of difficulties experienced by children and parents and a sympathetic response, so as to bring about new modes and methods of achieving the goals in consonance with the reactions of the children and parents.

vii. Development of a proper perception of the problems of universal enrollment, regular attendance, year to year promotion.

viii. Development of the capacity to extend the resources of the school by means of improvisation and cooperation.

ix. Development of the ability to give direct satisfaction to parents from the achievement of children in terms of

1. proper habits of taking care of the body

2. proper attitudes reflected in the behaviour of the children at home, in the school, in the streets, at the farms and fields etc; and
3. progress in the class

1.01.04 Types of Teacher Education

Quality education is our cherished goal which mainly depends on quality of teacher education. The teachers’ performance mainly depends upon the nature and type of pre-service teacher training that they have received before entering the teaching profession and in-service training after entering the teaching profession. In the document “Challenges of Education – a Policy Framework”, it is envisaged that the teacher education programme should be able to prepare self-directed, professionally motivated and creative teachers who will be fully equipped with all necessary skills and techniques to be efficient in pursuance to the provisions of NPE-1986. DIETs, CTEs and IASEs have come up to provide academic and resource support to achieve the laudable objective of providing education for all.

Further, the NPE-1986 and the POA 1992 envisaged a National Council for Teacher Education with statutory status and necessary powers as a first step for overhauling the system of teacher education. The National Council for Teacher Education (NCTE) has been established under the National Council for Teacher Education Act, 1993 as a statutory body with effect from August 17, 1995, with the objectives of achieving planned and co-ordinated development of the teacher education system, regulation and proper maintenance of the norms and standards of teacher education and for matters connected there with. As per the provisions of the Act, four Regional Committees for the northern, southern, eastern and western regions have been set up at Jaipur, Bangalore, Bhubaneshwar and Bhopal respectively. These Committees consider the applications of the institutions of teacher education for recognition in accordance with the provisions of the NCTE Act.
The Council has laid down norms and standards for pre-primary, elementary, secondary level teacher education institutions and for B.Ed. through the correspondence/distance education mode. During the year 1997-98 the NCTE has held a number of seminars, workshops, symposia, awareness meetings etc. The NCTE also taken up a number of projects and studies for the development of teacher education in the country.

Teacher Education has been divided into two types

a. Pre-service Teacher Education and

b. In-service Teacher Education

(a) Pre-service Teacher Education

Education for professional training that a student teacher gets before joining the profession of teaching is called Pre-service Teacher Education. At present two types of Pre-service Teacher Education programmes are available leading to a Diploma in Teacher Education and the B.Ed. Degree. The essential entry qualifications for the diploma and the degree courses and other details are as follows.

(1) Diploma in Teacher Education in DIETs and TTIs

The D.T.Ed. course is of two years duration being conducted in the DIETs and TTIs. The two year course which is competency based and performance oriented, aims at enabling the prospective teacher trainees to understand the aims and perspectives of elementary education including pre-school education. In addition to the theoretical and pedagogical orientation, the course is predominantly school experience based with due emphasis on information technology and pre-school education. The DIETs and TTIs work for 220 working days in each year. Entry qualification is a pass in the +2
examination. Admission into the DIETs in Tamil Nadu is based on the counseling conducted by DTERT, Chennai.

The curriculum is competency based, commitment-oriented and performance-related. The two-year course content includes content from class I to VIII and methods of teaching.

(2) B.Ed. Programme

It is a one-year programme. Entry qualification is graduation with 45% of marks. No qualifying mark is fixed for SC and ST candidates. Admission into the B.Ed. programme in the colleges of education in Tamil Nadu is based on the counseling conducted by the State Government.

(b) In-service Teacher Education

The development of the teacher does not cease when the teacher leaves the training college. He begins to learn from experiences. The concept of life long education has necessitated the continuation of teacher education. Rabindranath Tagore rightly remarked, “A teacher can never truly teach, unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flames.” (V.Krishnamacharyulu, 2000, p.302)

In-services refers to the education a teacher receives after he has entered the teaching profession. The teacher may have to keep himself abreast of the latest developments relating to 1) the academic field 2) pedagogy and 3) classroom interaction, analysis and application. NCERT, SCERT, NIEPA, NCTE, DIETS and university departments of education are some of the agencies which are organizing in-service programmes for teachers.
The realization of the importance of in-service training programme dates back to 1904. It was Lord Curzon who made a special mention of in-service education in his resolution on Educational Philosophy in 1904. The Govt. of India’s resolution on Educational Philosophy, 1953 also stressed the importance of in-service education of teachers. It reads as follows.

“As teachers left to themselves are liable to deteriorate. There are great advantages in periodical repetition and improved course during school vacation.” (V.Krishnamacharyulu, 2000, p.302)⁷

As a result some attempts have been made to provide in-service education in the form of refresher courses, summer camps, short intensive courses in special subjects, orientation programmes and workshops etc.

1.01.05 Teacher Education in the 21\textsuperscript{st} Century

The new features of education and the present status of teacher education form a partial but significant basis for working out some guidelines for the present 21\textsuperscript{st} century. The guidelines are general in nature and may not apply in general to all levels of education, but they can serve as the skeleton to work out details for different levels (pre-school, primary, secondary, tertiary, continuing, distance etc.)

Some of the features of teacher education:

i. Aptitude Test

For admission to a teacher training institution, the candidates should clear a well designed aptitude test; this may replace the existing set of questions in the entrance test paper of some states.
ii. Associated School

Teacher training institutions have to develop special relationships with one or more schools in the area to ensure effective work experience for the teacher trainees. A small group (4 to 5) of pupil teachers should be associated with the teaching of some subjects in some classes normally taught by a single professional teacher (referred to as senior teacher hereafter). The pupil teachers can undertake

- assisting the senior teacher as desired
- developing the laboratory, teaching aids, projects etc.
- helping weak as well as gifted children on individual / group basis.
- supervise the activities of children which are best done in small groups or individually e.g. problem solving, laboratory work, creative group work etc.
- associate themselves with co-curricular activities in the school.
- teach some lessons when the child is ready.

iii. Role of Associated Schools in Teacher Education

To have a meaningful work experience for teacher trainees and an effective association between the teacher training institution and associated schools and to ensure the professional nature of the training, the trainees should utilize most (say 75%) of the formal contact time in interaction with students/parents and in associated activities.

iv. Communication and Language

The trainees should be provided reasonably good communication skills through Hindi, English and a regional language without which the effectiveness as a teacher will be compromised. Some knowledge of mass communication and appreciation of
audience, media will be an added asset. Writing scripts for audio and video presentations should also be a part of the programme.

v. Computer and Informatics

In knowledge based society, characterizing the present 21st century there is a premium on storage, retrieval, processing and display of information using computers. In fact computers and informatics penetrate all spheres of human endeavour and hence all trainees should have working familiarity with computers; use of software packages in the subject of specialization and use of computer, internet etc., for library search also become essential. In view of computer applications being taught as a subject at schools, specialization in this field should also be available in teacher training institutions.

vi. Knowledge of subject

The knowledge of the subject of specialization, its application and relevance should receive the same priority as acquisition of teaching skills. This may best be done by carefully designed homework, tutorial and problem sessions. Formulating new questions, problems, experiments, projects, fieldwork etc., may be part of the training.

vii. Rejection of obsolete parts of the syllabus

To make room for emerging areas of importance, adequate time for teaching practice should be provided and the teaching should be made more interactive to enhance professionalism. Items of syllabus, having little bearing on the making of an effective teacher should be dropped.
viii. Relevance

➢ To make the teacher training programme relevant in the context of changing patterns in society, education and technology a few topics have to be emphasized viz.

➢ Educational Technology (Hardware and Software)

➢ Programmed (including Computer Aided) Learning, Self Learning and Distance Learning

➢ Enabling a teacher to provide leadership to students in the Literacy Drive.

➢ Formulation of Projects for research community and students (Individual/group) their implementation, documentation and evaluation.

➢ Different modes of evaluation/grading and their use as teaching-learning aid.

➢ Programmes for weak, gifted and problem students.

➢ Social and pedagogical problems associated with a class having students with a wide range of preparation/ability; alternative approaches to solution.

➢ Elements of management to let a teacher make the best use of existing resources, and appreciate the constraints of management.

➢ Co-curricular activities with specialization in at least one activity.

ix. Choice

The teacher education programmes should not be rigidly structured but should have a core, as small as possible, leaving enough scope for the trainee to undertake studies in areas of particular interest to him/her. This will help to develop the most important aspect of teacher education via the habit of life long learning and the ability to look up and collate needed information.
1.01.06 Types of Teacher Training Institutes

1. Pre-primary teacher training institutions

Catering to the needs of teachers of Kindergarten, Montessori etc, minimum qualification for admission to this course is a pass in the higher secondary class and the duration of the course is one year. Many institutes impart training for two years.

2. Training schools for elementary school teachers

In general the course lasts for two years and the minimum qualification for entrance is matriculation. The present trend is to prescribe a pass in the higher secondary class as the minimum qualification for entrance.

3. Training schools for middle school and secondary school teachers

These schools provide teachers for the middle and junior secondary schools and are gradually disappearing.

4. Training colleges or colleges of education

The minimum qualification for entrance is graduation. The duration of the course is one year. Degrees awarded are B.T. or L.T. or B.Ed. These colleges provide teachers for secondary and senior secondary schools.

5. Training colleges or colleges of education for higher degrees

These provide opportunities to obtain Master of Education and Ph.D. degrees.

6. Training colleges for special subjects

These are the colleges for preparing teachers in certain subjects like physical education, home science, crafts, languages, etc.
7. **State institutes of education**

In 1964, a chain of State Institutes of Education was set up in all the major states with the assistance of the Union Government. The main purpose and functions of the institutes are to provide various training courses for the supervisors of schools or teacher educators, organize conferences and seminars for senior state education officers, or non-officials of local bodies connected with education, organize research to provide correspondence courses for teachers, improve the programme of teacher education in the state and to assist the State Education Departments in the preparation and implementation of educational plans.

8. **Regional colleges of education**

Another important project for teacher education in the diversified system of secondary education relates to the setting up of the Regional Colleges of Education and their attached demonstration multipurpose schools at Ajmer, Bhubaneshwar, Mysore and Bhopal. The first three were started in 1963 while the latter in 1964. These colleges are designed to represent a new enterprise in teacher education to train competent teachers and teacher educators in certain critical areas like science, technology, industrial crafts, commerce and agriculture so that they can function in their selected subject fields, in any institute of education like technical, commerce and agricultural schools, and not merely in multipurpose schools. These programmes are: four year bachelor’s degree programmes in science, technology, commerce, agriculture and English; one year training programmes in science, commerce and agriculture; industrial crafts programmes of one, two and three year duration; and two year master’s degree programmes.
9. Comprehensive colleges

A comprehensive college of education prepares teachers for several stages of education and/or for a number of special fields. Some institutions of this type already exist and have shown good results. The Education Commission recommends that planned attempt should be made to develop more institutions of this type and to add sections for training primary and/or pre-primary teachers to training colleges that now prepare teachers for secondary schools only.

10. Summer school-cum-correspondence course

An important step taken in this direction has been the organizing of summer school-cum-correspondence courses leading to the B.Ed. degree at all the four Regional Colleges of Education. This course includes full time training in the summer vacations (4 months) and instruction through correspondence during the ten months period between two summer vacations.

1.01.07 Meaning of Primary / Elementary Education

Primary/Elementary Education in considered as the first stage of the entire super structure of educational set up in India. It is the primary stage of education where the foundation of a child’s physical, mental, emotional, intellectual and social development is laid. There is no denying the fact that the nation’s strength rests on the sound foundation of its people. But it is primary education, which plays the most significant role in laying that foundation. It is primary education, which helps in removing mass illiteracy, thus making the most significant contribution to the efficient functioning of democratic institutions. India has entered the 21st century and modernization of the social structure and the development of science and technology is a must.
i) Primary Education

The beginning of formal education is called primary education. This is the stage when a child gets admission into primary schools and learns regularly according to a set curriculum. The term primary refers to fundamental/basic and for the sake of convenience it is equated with the initial number of years of schooling. It refers to the first four or five years of schooling. In most states it includes classes I-V covering children in the age group of 5-10 or 6-11 years.

ii) Elementary Education

The phase of elementary education usually refers to the first eight years of schooling. In most states this stage is divided into two stages. i.e. primary classes (1-5) and upper primary classes (6-8) covering children in the age group of 6-12 years.

Janardhan Reddy in his report has given a classic definition of elementary education. In his report he has suggested that the education given to children in the age group of 6-11 years should be called primary education and the education that covers 7th or 8th standard also i.e. up to 14 years should be regarded as elementary education.

Elementary education is the first stage of education in the ladder of education of every individual and it covers

- children in the age group of 6-14 years.
- classes I to VII or VIII.

1.01.08 Nature and Scope of Elementary Education

Primary / Elementary Education was largely not clearly understood by the educational planners, politicians and parents. Even those who are in favour of universal education are not fully aware of the importance of this social goal. Various
commissions and committees often stressed that education is important for economic
growth of the individual and of the country. The importance of elementary education
goes beyond this concern for human capital. It is therefore essential to understand the
importance of elementary education. A brief consideration of the nature and scope of
elementary education is given below.

a) Fundamental rights and social goal

Universal elementary education is a constitutional directive. In February 1998
the Supreme Court of India made it a fundamental right. It was inherited as an explicit
right by in the 83rd constitutional amendment. Our constitution makers made
elementary education as an essential social goal.

b) Human capital/asset

According to Indian thinking, a human being is a positive asset and a precious
national resource which needs to be nurtured and developed with cherished tenderness
and care. Therefore, any investment made in education is not a waste.

c) Social justice

To promote social justice and equality it will be necessary to provide equal
opportunity to all. The purpose is to remove prejudices and complexes transmitted
through environment and the accident of birth. Therefore, universal elementary
education is essential for social justice.

d) Economic justice

Education develops different levels of economy. It is also the substrate on which
research and development flourish being the ultimate guarantee of a nation’s self-
reliance.
e) Unique investment

Education is a unique investment in the present for the future. This cardinal principle is the key to the national policy on education.

f) Fruits of democracy

Real fruits of democracy will become a mirage as long as part of the population remains excluded from the political process. Common causes of exclusion are insecurity and widespread adult illiteracy in general. Literacy and education are important tools of public participation. Adult illiteracy in this country is as high as 40%. This is to be removed by proper planning of elementary education for all.

g) Individual well being

The link between education and individual well being goes much beyond economic returns or the joy of learning. For instance, there is plenty of evidence to prove that education helps to achieve good health and to protect children from disease. That is why the child mortality rate in Kerala (India’s most literate state) is only 14 per thousand compared to 97 per thousand in Madhya Pradesh which is one of the educationally backward states in India.

h) Good social order

Education is of value not only for the person who acquires it but also for the society. For instance, when a young person from a deprived community acquires good education his/her ability helps the whole family and his community. Widespread education helps to resolve social problems and maintain good social order.
### Objectives of Elementary Education

The curriculum for ten year schooling – a framework prepared by the NCERT listed the following objectives of primary and middle stages of education.

- The first objective is literacy
- The second objective is numeracy
- The third objective is technocracy
- The fourth objective is to make the child develop respect for national symbols like the national flag and the national anthem and for the democratic process and institutions of the country.
- The fifth objective is to make the child acquire a healthy attitude towards human labour and its dignity.
- The sixth objective is to develop habits of cleanliness and healthy living and an understanding of proper sanitation and hygiene in the neighbourhood.
- The seventh objective is to make the child learn to co-operate with others and appreciate the usefulness of working together for the common good.
- The eighth objective is to prepare the children in the age group of 11-14 years to face life and develop capacities and attitudes for productive work in which they have to participate.
The ninth objective is to develop among children a sound knowledge of our constitution and

The last objective is to develop among children an adequate knowledge of science, mathematics and the environment.

1.01.10  Elementary Education in India

India, after independence, opted for a democratic socialistic republic administration. The Indian Constitution (1950) emphatically pronounced through its Directive, the provision for free and compulsory education for all children up to the age of fourteen.

In 1964-66, the Indian Education Commission made an all India survey of primary education and tried to translate the constitutional directive into action through its recommendations. The objectives were three fold - universal provision, universal enrolment and universal retention.

Primary education of five years should be provided for all children by 1975-76 and seven years of education, by 1985-86. Wastage and stagnation should be avoided at all stages. Not less than 80 percent of the pupils who enter standard I should reach standard VII, in a period of seven years. If the pupils have not reached the age of 14 after reaching Class VII, they should be retained in the school and given courses for a short duration, which would have vocational bias. Each state and district was expected to prepare a perspective plan for the development of primary education taking into account the stage of development already reached.

The commission also recommended that lower primary schools including single teacher schools should be set up within a mile from the home of every child. Higher primary or middle schools should be available within three miles from the home of
every child. Enrolment should be increased in schools, the objective and the target being education for all children below fourteen.

Universal retention was another important feature of primary education stressed by the Education Commission. The report stated that children who enter Standard I should continue every year without dropping out till they leave school at the age of 14. Stagnation and wastage are very high even as early as in class 1. Preventing and reducing the wastage rate is very important. Classes I and 2 could be considered as one unit. One year of pre-school education may be introduced. Approaches such as play way could be used for small classes.

Wastage and stagnation in other classes should be reduced. For this, part-time education based on nationwide improvement of primary education had advocated. Children in the age group of 11 to 14 years should be provided with education for one year at least depending on their convenience. This minimum duration of one year should be insisted upon for all such children. In the case of pupils who desire to have higher primary education on a part time basis, provision could be made for the same.

The recommendations of the National Policy on Education, 1968 is worthy of notice especially in regard to the provision of free and compulsory primary education. It recommended “Strenuous efforts should be made for the early fulfillment of the directive principle of state policy under Article 45 of the constitution seeking to provide free and compulsory education for all children up to the age of fourteen. Suitable programmes should be developed in schools to ensure that every child who is enrolled in school successfully completes the prescribed courses.” Dr. J.P. Naik, the great educationist suggested that in an intensive and sustained program of 5 to 10 years duration, universal primary education should be achieved. More encouragement should be given for girls and for pupils from the poorer sections of the society.
The draft National Educational Policy (1979) states that free education for all children up to the age of 14 should be made available. Non-formal education and part-time education are two other suggestions offered.

At present, as per the Directive Principle of State Policy, free education between the ages 6 and 11 years has been introduced in all states of India, except perhaps in a few states such as Uttar Pradesh, West Bengal and Orissa. The girl students and students belonging to the backward community get free education here. With the exception of Manipur, Meghalaya, Nagaland, Sikkim and Tripura all other states have free primary education. Instead of adopting punitive measures for parents who do not send their children to schools, methods of providing incentives such as mid-day meals, uniform and books are followed. Thanks to the Five Year Plans of India, almost all the states in India have increased the number of primary and higher primary schools to such an extent that even in the remote villages, there are schools where eager children do get the benefit of primary and higher education if they desire the same.

Article 45 of our Constitution had fixed the year 1960 as the period by which compulsory primary education would be provided for all children. But till date we have not reached the target of 100 percent literacy rate. The causes are many. Increase in population, cost of the programme, inadequacy of programmes, lack of compulsion, poverty and prejudice against girl’s education are stated to be the causes for not reaching the target of universal primary education. In developed countries like the U.S.A, Russia, U.K, France, Germany, governments are taking efforts to provide universal higher education. All progressive nations expect their citizens to acquire at least higher secondary level of education. But in developing countries (also called third world countries) like India the governments are not able to provide till date 100% elementary education to all. The latest New Policy of Education (1986) has fixed the
target (100% primary education to all children below the age of 14) with a new deadline.

1.01.11 Importance of D.T.Ed. Programmes

The Indian Education Commission (1964-66) said, “a sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small. Teachers occupy a place of paramount importance in any system of education. Dr. Radhakrishnan aptly remarked, “The teachers’ place in society is of vital importance. He acts as the point for the transmission of intellectual tradition and technical skill from generations to generations and helps to keep the lamp of civilization burning”. But only those teachers who are well trained can play a vital part in education as well as in society. The Secondary Education Commission has rightly stated, “We are however, convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community.” (Prof. K. Nagarajan, (2007), p.93)

Hunter Commission (1882) recommended that “a separate training course for graduate and under-graduate teachers should be introduced”. As a result of this recommendation, the government of India Resolution 1904 emphasized that the training course for under-graduates should be of two years and theory and practice of teaching should be included in the training course.
1.01.12. Teaching

Teaching is the process by which a person helps other people learn. It is one of our most important activities. Teaching helps people to gain knowledge and attitudes they need to be responsible citizens, earn a living, and lead a useful, rewarding life. It also provides the chief means of passing on knowledge to the next generation. Without teachers, people would have to learn everything by themselves. Few people could learn enough on their own to get along in the world.

Much teaching takes place informally, that is outside school. In the home, for example, parents teach their children everyday skills, as well as values and habits. Business and industries often teach their employees necessary job skills. But when people speak of teaching, they usually mean formal teaching, the kind provided in schools by professional teachers.

The effectiveness of teaching

During the 1960’s and 1970’s many tax payers urged that teachers be required to improve the quality of their teaching before being granted pay rises. As a result, the cost-control system called accountability has gained much public favour in the field of education. These systems were originally designed to hold workers in business and industry responsible for meeting production goals. In education, accountability systems hold teachers responsible for their students’ level of achievement. The systems try to ensure that a certain amount of learning results from a certain level of expenditure.

By the mid-1970’s more than 25 states had passed laws setting up educational accountability systems. In many other states, state education agencies or local school districts had established such systems. The various systems differ somewhat, but most require a method of teacher evaluation. Some methods of evaluating teachers require
the testing of students to see if they have achieved the desired learning goals. Others require the evaluation of teachers by administrators or supervisors. In most accountability systems, a teacher who continually receives a poor evaluation faces dismissal.

Many teachers oppose accountability. They argue that some of the most important results of teaching are difficult to measure. Such results include the acquiring of values and attitudes and the development of mental skills. Also, accountability systems indirectly result in the loss of tenure. Without a system of tenure, administrators can refuse to renew the contracts of teachers whose work they consider unsatisfactory. But many teachers consider tenure a right to which they are entitled.

1.01.13. Teaching Competency

“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” (S.N. Sharma, 2001, p. 84)

Teaching competencies identify a single level of proficiency or a range of levels determined through a theoretical or empirical process. Competency and performance are therefore inversely related.

The teaching competency of a teacher can be judged from the teachers’ intended changes in the learner’s behaviour and the extent and the nature of the actual change in the learner’s behaviour. Competent or effective teaching occurs when the intended changes, selected by the teacher, are both desirable and constructive for the learner and the intended changes are actualized as a result of teaching.
Teaching competency is relative to 1) the social and cultural group in which the teacher operates 2) the grade level and subject matter taught, 3) the intellectual and personal characteristics of the pupils and 4) instructional procedures evolved and used by the teacher.

The factors that affect teaching competency are measures of teacher aptitude, attitudes, subject mastery, expertise in teaching methodology and the characteristics of the environment of teaching. Also a teacher’s positive attitude towards teaching and higher aspiration level determines his positive perception of the environment.

A competent teacher must acquire an awareness of and control over his behaviour which is a pre-requisite to teaching competency.

1.01.14 Development of Teaching Competency

Many people have complained that teacher-training programmes concentrate too heavily on educational theory. They propose a competency-based or performance-based programme. Such a programme would develop specific skills or competencies. These competencies might include the ability to make decisions, provide leadership, and deal with disciplinary problems. To acquire such skills, teachers in training would need to spend more time gaining teaching experience and less time attending lectures.

By the early 1970’s a number of teacher training programmes were experimenting with competency-based training. To complete such a programme, students had to master the particular skills required by the programme. They did so in most cases by working with groups of elementary or high school students. The students’ achievements supposedly reflected the student teachers’ degree of skill. In the mid-1970’s, Texas and Washington approved granting teaching certificates to
persons who have completed a competency-based programme. Other states too planned similar moves.

Such educators believe that competency-based programmes concentrate so heavily on teaching methods that they neglect training future teachers adequately in the subjects they plan to teach. Critics also argue that teachers who have mastered the required competencies might be just as effective as they had mastered other teaching methods.

1.01.15 Personality

We make statements about personality all the time and prefer to be around people with certain types of personality. Let’s examine just what the term personality means.

Personality refers to distinctive thoughts, emotions, and behaviours that characterize the way an individual adapts to the world. One can think about oneself for a moment. What is one’s personality like? Is it outgoing or shy? considerate or caring? friendly or hostile? These are some of the characteristics involved in personality. There are five main factors that make up personality.

1.01.16 The “BIG FIVE” Personality Factors

As with intelligence, psychologists are interested in identifying the main dimensions of personality (Feist & Feist, 2002). Some personality researchers believe they have identified the “big five” factors of personality, the “super traits” that are thought to describe the main dimensions of personality-openness, conscientiousness, extroversion, agreeableness, and neuroticism (emotional stability).

Thinking about personality in terms of the “big five” factors can give one a framework for thinking about the personalities of one’s students. One’s students will
differ in their emotional stability, how extroverted or introverted they are, how open to experience they are, how agreeable they are, and how conscious they are. However, some experts believe that the “five big” factors do not capture all of personality. They argue that the range of personality also should include such factors as how positive (joyous, happy) or negative (angry, sad) students are as well as how self-assertive they are.

1.01.17 Development of Personality

The personality of an individual is all that a person is in his totality. It includes everything about a person, his internal body system and outward appearance, his covert as well as overt behaviour, his conative, cognitive and unconscious layers of behaviour. What we are today as a person is the result of a constant process of growth and development. Both heredity and environment play their interactive role in pushing us up to our present personality make up. Our life starts with the conception in the mother’s womb and right then, the game of shaping our personality is played covertly as well as overtly by so many forces, the key of which lies in the hereditary contributions, biological factors, our psychological make up and the various social and cultural factors present in our environment. All of these factors which try to shape our personality make up from conception till death are termed as determinants of our personality. These factors determine the course of our personality make up and influence its development in so many ways. A personality characterized as good or bad, poor or magnificent, weak or strong, extrovert or introvert, social or unsocial, normal or abnormal is the result and outcome of these determinants.
Personality may be viewed as the dynamic organization of those traits and characteristic patterns of behaviour that are unique to the individual. The effective use of a teacher’s personality is essential in conducting most classroom activities. Personality projection aids teaching, for communication takes place between persons even in the absence of the spoken word.

The teacher whose personality helps create and maintain a classroom environment in which students feel comfortable and want to learn is said to have a desirable teaching personality. Scientific examination of the teacher's personality, however, does not warrant the statement that the effective teacher possesses specific personality traits to a definite known degree. There is often a marked variation in personal characteristics among the many teachers rated as excellent. The teacher’s adjustment to individual circumstances, the school, and the community may further modify his personality.

Numerous attempts have been made to provide personality checklists, rating scales, and other devices to assist the teacher in improving his personality. Wellington and Wellington, for example, provide a series of ten basic questions and sub questions aimed at helping the teacher discover his personality type. The authors assume that if the teacher is aware of the type of person he is, he can then employ his unique characteristics to the best advantage in teaching.

Many devices have been developed to enable the teacher to rate himself on such personality characteristics as helpfulness, approachability, friendliness, fairness, sincerity, etc. Batchelder, McGlasson and Schorling provide a checklist of ten basic questions, each with accompanying descriptive statements that may be checked by the
teacher. Other checklists might consist of several basic divisions of traits on which teachers can grade themselves.

In spite of limited progress made in attempting to relate teacher personality to effective teaching, few educators would deny that such a relationship exists. Consideration of others, ability to react quickly in emergencies, creativeness, intelligence, and willingness to defer judgment are qualities that should be periodically reappraised by the conscientious teacher. Admittedly, current research evidence may not enable the teacher to know the precise traits he should concentrate on, but those characteristics generally accepted as influencing teaching effectiveness will justifiably serve as the objects of attention until such evidence is presented.

1.01.19 Dimensions of a Teacher’s Personality

The different dimensions of a teacher’s personality may be described in the following way

i. Physical Aspect

His physical appearance should be pleasing and appealing so that it will arouse feelings of respect in the minds of his students.

He should possess an imposing personality physically so that he may have a commanding appearance. He will be able to command respect from his students, who will be kept under his custody for educational development over a period, even if for a year.

He should be free from obvious physical defects, as far as possible.
ii. Intellectual Aspect

Intellectually teachers must be normal, if not very superior, so that they can establish - and the students can recognize - their intellectual superiority. The students may have even higher Intelligent Quotient and the teacher’s may happen to be normal intellectually, and even then the teacher’s can be leaders of the students having higher Intelligent Quotient in the classroom and in the school situations because of their higher education and experience, which their students lack.

Academically they should keep abreast of the latest developments in the field of their specialization to be able to cater to the intellectual needs of students of superior intelligence. If they fail in this, there is the danger of their losing their academic leadership.

In the matter of teaching methods also, they must be up-to-date in their knowledge and skills to be able to use their teaching techniques in the classroom in accordance with the mental level of their students - inferior, average and superior.

iii. Emotional Aspect

Teachers should be emotionally stable and well-balanced. Emotionally unstable teachers will not prove to be good teachers for they may project their imbalances on to their students, in turn, causing such imbalances in their development too.

Teachers should also be well-adjusted individuals. Their maladjustments will have impact on their classroom behaviour and their mental health, which, in turn, will have hazardous effects on the growth and development of young children.

iv. Social Aspect

➢ Teachers should be sociable.
They should have fair social attitudes, interests and values.

They should be capable of contributing to the development of the society in their own way through creative and productive activities.

They should have constructive thinking and not destructive ideas.

They should be worthwhile parents, worthy citizens having respect for law, order, and authority.

They should have a good character for they act as role models for the students, who either wittingly or unwittingly attempt to imbibe the characteristics of their teachers through the mechanism of introjections. Their characters should therefore reflect both national values and moral values.

1.01.20 Aptitude

According to Warren, “Aptitude is defined as a condition or set of characteristics regarded as symptomatic of an individual’s ability to acquire with training some specified knowledge, skill or set of responses such as the ability to speak a language, to produce music etc”.

Aptitude is a present pattern of traits but it always refers to future potentialities or performance. The stated definition does not say whether an aptitude is inborn or acquired. It is the product of two characteristics - ability and interest. Aptitude goes with specific sensory, motor, mechanical, artistic or professional ability while intelligence is a general mental ability.

1.01.21 Characteristics of Aptitudes

The following are the characteristics of aptitude

- It is an abstract phenomenon and integrative part of personality.
• It is the present condition with a future reference and it is symptomatic of potentiality.

• There are individual differences in potentialities. People do not inherit the same endowments nor do they develop equally.

• Aptitude in an individual is fairly stable but not perfectly constant.

• Aptitude implies the prediction about the individual’s future performance or occupation.

• Aptitude brings about excellence in job performance.

• The concept of aptitude carries with it certain assumptions:

• An individual’s potentialities are not equally strong.

• Individuals differ one from another in their potentialities.

• Many of these differences are relatively stable.

• The differences are of two types - inter and intra or within individual differences.

1.01.22 Teaching Aptitude

Actually, the term aptitude is used in two ways - i) when we say that a man has a great deal of aptitude for art, meaning that he has in a high degree many of the characteristics which make for success in artistic activities and ii) when we say that a person lacks spatial aptitude meaning that he lacks this specialized ability, which is of varying importance in a number of different occupations. The term aptitude, here, has been used as relative to the concept of ability, capability, capacity, efficiency etc. Efficiency in teaching refers to a high degree of ability, fitness or talent (English and English, 1958) related to drive, considerateness, emotional stability, objectivity,
intelligence and the like (Monroe, 1952) required for teaching in terms of discovering and defining pupil needs, setting goals, stimulating interest, choosing learning experiences, guiding learning activities, appraising results (Monroe, 1952), defusing and drawing the powers of youth to be disciplined according to cultural standards and guiding them for the optimum development of personality and socio-cultural usefulness (The commission on Teacher Education, 1944), by organizing and creating desirable situations (Trow, 1944; Mursoll, 1968). Teaching aptitude is not only related to the efficiency of the teacher in teaching in the classroom but is related to several factors as co-operative nature of the teacher, teacher’s moral character and discipline, dynamic personality, considerateness, optimistic attitude, fairmindedness, impartial behaviour of the teacher etc.

1.01.23 Teaching Aptitude and Teaching Competency

During the past several decades, sustained efforts have been made to evolve a viable system of education. It was Shri Aurobindo who first of all, in the year 1910, visualized a national system of education. Its main emphasis was on the nature and power of the human mind, the nature of simultaneous and successive teaching and training of the mental and logical faculty. Gandhiji’s Buniyadi Taleem (Basic Education) as envisaged in the Wardha scheme was another powerful indigenous model rooted firmly in the Indian soil. The curriculum developed under this scheme aimed at total development of the child’s personality, that is, the development of Body, Mind and Spirit. However, it suffered from an implementation gap due to the magnitude and complexities of the problems involved in changing the established structure of education and the existing pattern of curriculum.

For any change, every nation has expectations from its teachers and the citizens in general. Education ought, therefore, need to aim at the development of the power of
adaptation to an ever changing social environment. It is believed that every individual is born with latent potentials and education helps in its further development. Moreover, education is considered to be a process which contributes to the natural and harmonious development of man’s innate power, brings out complete development of his individuality, results in desirable behavioural changes and ultimately prepares him for happy and responsible life. In the words of Dewey, “education helps us in anticipating certain salvations and consequences. We, therefore, plan our future experiences in such a way that we secure their beneficial consequences and avert the undesirable ones”.

Obviously, schools and teachers are the crucial agents for bringing out desirable changes in the system. Therefore, teachers have the fundamental concerns and moral responsibilities to gear all the activities of the school in the positive direction. For this, they have to attain the aptitude, and certain competencies of the teaching profession to ensure the fulfilment of the expected outcomes. Keeping in view this objective, teacher-training institutions are providing training to pupil-teachers or the prospective teachers.

Parveena Sharma (2007) conducted “A Study of Teaching Aptitude in Relation to General Teaching Competency, Professional Teaching and Academic Achievements of B.Ed. Pupil Teachers”.

The following types of questions are used for the investigation:

a. Do the prospective teachers have teaching aptitude of the same gravity that has been expected from them?

b. Is there any relationship between their aptitude in teaching and their teaching competency?
c. Is there any relationship between their aptitude to teach and their professional interest?

d. Is academic achievement of the pupil-teachers related to their teaching aptitude, interest and teaching competency?

To find out the solutions of the queries raised above, it seems to be fruitful to go into details about what is what or how one related to each other. For this, empirical validation is required. Hence, the need for a study like the one in hand has been purported to see the relationship of teaching aptitude with other variables, viz. teaching competence, professional interest and academic achievement of the pupil-teachers studying in the B.Ed. class.

On the basis of the result of this study, the following conclusions are drawn:

Discipline and sex of the pupil teachers do not contribute towards teaching aptitude. When male and female arts pupil teachers were compared, it was observed that female arts pupil teachers secured significantly higher mean scores than their counterpart male arts pupil teachers.

It was found that the teaching aptitude of the pupil teachers was significantly correlated with their general teaching competence, professional interest and academic achievements.

General teaching competence and professional interest of the pupil teachers significantly affect their teaching aptitude. The effect of academic achievement on the teaching aptitude of the pupil teachers was positive but not significant at an acceptable level of confidence.
1.01.24 Personality Types

Jung, a Swiss psychiatrist, attempted to classify human beings on two behavioural dimensions: extrovert and introvert. His typology is widely known and is most influential among professional workers.

The major characteristics of the two types are as follows:

**Introvert**

A person who tends to withdraw into himself, especially, when faced by emotional conflicts and stress in his environment is an introvert. An introvert individual is shy, avoids people and enjoys being alone. Scientists and philosophers may be termed as introverts.

**Extrovert**

In contrast to the introvert type, an extrovert person’s orientation is towards the external world. He deals with people intelligently in social situations. He is conventional, outgoing, social, friendly and free from worries. Social workers, politicians, business executives etc. may be typed as extroverts.

Jung’s system of classification of human beings is eight-fold and not two-fold as is popularly known. A person, according to Jung, may be extrovert for one function, for example, feeling and the same person may be introvert in intuition. All persons can be divided into eight types based on the dominance of one of the above factors. The eightfold division of personality types are:

a. The Introverted Thinking Type

b. The Extroverted Thinking Type

c. The Introverted Feeling Type
d. The Extroverted Feeling Type

e. The Introverted Sensational Type

f. The Extroverted Sensational Type

g. The Introverted Intuitive Type

h. The Extroverted Intuitive Type

Modern writers have introduced ambivert as another type in between two extreme poles of extroversion and introversion. Ambivert refers to those persons who could be classified as neither extroverts nor introverts.

1.01.25 Personality types and teaching competency

Jung identified two complementary attitudes or orientations towards life. These he described as extroversion (E) and introversion (I). Extroversion is an attitude in which the person is oriented to the outer world of people and things. Introversion is an attitude in which the person is drawn to the inner world of thoughts and ideas. Jung believed that the attitudes and the functions combine to affect how individuals relate to the world and to other people.

Studies have shown that individuals identified as having particular combinations of these functions (E) or (I); (S) or (N); (T) or (F); exhibit predictable preferences towards certain occupational or academic choices (Kuder, 1968; Campbell & Hansen, 1981; Barrett, Sorensen & Hartung, 1985).

John Jones (1989) conducted a study on Teacher Personality and Teaching Competency.

The validity of student rating of teaching is discussed in terms of the effect that student’s perceptions of teacher personality might have on that rating. A procedure for
using student feedback to evaluate teaching was tried which sought to minimize the effect of teacher personality on students’ ratings of teaching quality. A total of fifteen rating exercises, using ten teachers over a two year period, was carried out. Results indicate that teacher personality, as perceived by students, is still very significantly related to their ratings of teaching quality. It is argued that this is a proper state of affairs which does not undermine the validity of student ratings.

1.01.26 Self-concept

Self-concept is best conceived as a system of attitudes towards one-self. The concept of self has its origin from the personality theories. Very closely related to the nature of personality is the concept of self, which is gaining increasing significance in modern psychological forces innate as well as environmental. The individual perception or view of himself is known as his self-concept. The part of the environment in which he is involved is known as his phenomenal self and the rest of the environment of which he is aware or to which he responds in his phenomenal environment or perceived environment. The self-concept is what the individual thinks of as his actual life.

Patent (1996) defines self-concept as, “The self concept, which the individual is most likely to possess, upon which he places the highest value for himself” (Dr. S.K. Murthy, 2000, p. 294).

Self-concept means one’s own image in one’s own eyes and it is very important in decision making and decision implementation. It is an important mental apparatus of a teacher, which guides, directs and influences him / her at every step of his / her life. It helps in logical ability, reasoning, decision-making acquisition of good speed, efficiency, accuracy and professional competency. Self-concept is a dominant element
in personality pattern and the measurement of self-concept becomes very essential. If we want to understand the personality of an individual, to understand and predict his/her life adjustment, success and failure, we cannot proceed further without knowing his/her self-concept.

1.01.27 Self-concept and teaching competency

Wong Yu Fai and Tommy (1996) conducted a study on Relationship between Teacher Competence and Teachers’ Inferences of Students’ Multidimensional Self-concept.

In this study, teacher competence is classified into two main categories: “Interpersonal Skills” and “Classroom Procedures”. Although the present study does not wish to imply that teacher competence can be explained solely and exclusively by means of these two factors, these two dimensions are held as most essential and important for assessing teacher competence. The importance of these two categories of teacher competence can be justified by the fact that a large number of previous studies on the assessment of teacher competence also included these two aspects of teacher competence.

The results of this study have shown that teacher competence in classroom procedures contributed more to teachers’ abilities to infer students’ self-concept. Therefore, teachers should improve their competence in classroom procedures. For example, teachers may increase the use of instructional techniques, methods and media related to the teaching objectives, communicate more frequently with students in the classroom, reinforce and encourage students’ involvement in instruction and organize time, materials and equipment appropriate for instructions. If teachers can improve their communication and performance inside classroom they would be in a better
position to communicate and understand their students as well as infer their self-concept. Since students believe that they are supposed to receive knowledge presented by the teacher, they would be more expressive and willing to communicate with the teacher during the teaching-learning process inside the classroom. Understanding of students is a pre-requisite for effective teaching and learning. Thus, the teacher’s improvement in his competence of classroom procedures can to a certain extent contribute to the academic improvement of the students.

In this study, student-teacher agreement in the ratings of students’ self-concept is higher in specific domains where teachers can make daily observation in schools. However, for those domains of students’ self-concept where teachers can not observe in school, teachers are unable to have any information. In this way, some teachers may underestimate the overall performances and abilities of those students who have low academic self-concept but high non-academic self-concept. Then teachers may have low expectations from these students and so the subsequent actual performance of the students may be affected and clearly it will be detrimental to effective learning by the students. Therefore, teachers should have more communication with students and obtain a more comprehensive picture of the students’ abilities in non-academic domains of self-concept as well. In other words, the present study suggests that teacher judgments of the students’ abilities and competence should not be biased towards the academic domains or those domains that teachers can observe in schools. On the other hand, teachers should base their judgments of students’ abilities on broader bases.

From the perspective of teacher education, more emphasis should be placed on the study of the structure of students’ multidimensional self-concept. A number of recent studies (Jackson, 1988, Shulman, 1986, 1987) criticized the teacher training programmes and suggested new directions to improve the effectiveness of teacher
training in relation to student learning in schools. Understanding of the structure of students’ self-concept, to a certain extent, can help to improve students’ learning, especially the multidimensional structure of students’ self-concept.

In teacher training programs more efforts have to be placed on teaching student teachers how to present knowledge in a systematic way, create a good learning atmosphere for students, encourage students’ participation in class activities and eventually establish a good teacher-student relationship. All these are related to teacher competence in classroom procedures in the present study and the result has shown that teacher competence in classroom procedures has contributed more to the teacher’s ability to infer the student’s self-concept.

On the part of teachers, they can make use of the information obtained from students about their competence for self-evaluation. Teachers can understand themselves more clearly and improvements in their teaching can be made. Evaluation of teacher competence by students enables teachers to develop multiple perspectives about teaching and learning and to become more flexible, adaptive and creative (Floden & Femian, 1981). Since students spend most of the day with teachers and thus students are supposed to know more about their teachers in the learning context, feedback from students can help teachers identify their weaknesses and inadequacies and improvements in teaching can be made.

Another important issue is the relationship between teacher competence and teachers’ ability to infer students’ self-concept. Despite the fact that voluminous definitions and criteria are given to teacher competence, not much attention is given to teachers’ inferences of students’ self-concept. Teachers’ inferences of students’ self-concept may affect teaching and learning outcomes as well as the academic achievement of the students. The correlation between teacher competence and
teachers’ inferences of students’ self-concept could be a part of teacher competence. Including teachers’ ability to infer students’ self-concept in studies of teacher competence might provide direction for future research.

However, the level of teacher competence can be assessed in aspects, such as relation with colleagues, teaching plans and materials, as well as their professional standards. These and other aspects might have to be included in future studies of teacher competence.

Teacher competence and teachers’ inferences of students’ self-concept are important issues in bringing about learning improvement of students and teaching effectiveness of teachers.

1.02 NEED FOR THE STUDY

Some investigations related to teaching competency and personality factors have already been carried out. A review of studies done earlier shows that attempts have been made to study the influence of personality factors on the teaching competency of prospective teachers and working teachers. Sukhwant Bajwa (2004), conducted a study on competency based teacher training for developing teaching competencies. G. Rita Goretti Lourdes, N. Theresita Shanthi, B. William Dharma Raja (2004) conducted a comparative study on personality factors of prospective secondary grade teachers and B.Ed. teachers. S. Prem Kumar (2003), assessed teacher effectiveness in relation to students’ learning outcomes. Dr. Meenakshi Sundaram (2004), conducted a study on caste system in relation to friendship, adjustment and teacher training system among D.T.Ed. teacher trainees. Dr. Shaikh Haroon (2004) conducted a study on competencies of teacher educators. S.K.Panneer Selvam (2005) conducted a study on characteristics of wholesome teaching. Dr. Shahapur Nagappa

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Panchalingappa (2004), conducted a study to find out the relationship among self-confidence, anxiety, study habits and mathematics achievement of underachievers at secondary schools. Menon (1973), made a comparative study of personality characteristics of over and underachievers of high ability. Passi and Lalithamma (1973), studied self-concept and creativity of over, normal and underachievers among tenth grade students of Baroda. Dr. A. Mary Lily Pushpam and Dr. R. Soundararajan (2004), studied the teaching competency of science teachers at higher secondary level. Neil O. (1975), stressed her view that a large number of individuals, professional organizations and state departments of education seek a means to improve teacher education through the competency-based movement. Chang-Huey-Pos (1998), studied the nature and assessment of teaching competency in apprentice science teachers. Some studies are conducted to rank the identified competencies as most important and least important by Yoo, Shine Ae-Ren (1995), Kemmer, Marlil Brue (1994), Thach Elizabeth Carol (1994) and Bradel Rick L. (1995). Raminder Singh (2004), conducted a study on self-concept of hostellers and non-hostellers. Jogawar (1994), found that development of self-concept was closely related to home environment and psychological factors. D.Venkateshwarlu (2004), conducted a study of EMR self-concept, locus of control, adjustment and origin-pawn behaviour. Nain Singh (2004), studied the performance of the students in B.Ed. Entrance tests conducted by H.P. University in relation to their self-concept, intelligence and socio-economic status.

Kothari Commission (1964-66), aptly specified in its report that the destiny of India is being shaped in its classrooms. This entirely revolves around the personality of teachers. The way the teacher teaches and handles the students has effect on the future personality of children. Only a teacher of high personality can produce children of matured personality.
The home is the first and foremost educational institution that the child attends and the parents are the first teachers. But the training that the children receive at home may be spontaneous, unconscious, unsystematic, haphazard, sporadic and perfunctory. In order to give conscious, systematic training to shape the personality of the child the schools have come into existence. This has led also to the training of teachers who are specially qualified. The competent teacher is one who can cope successfully with any professional problem. Competency-based education gives training to teachers in the acquisition of basic teaching competencies. The Commonwealth Report (1974), explains “In order to be competent, the teacher must have a knowledge of child development, of the material to be taught and suitable methods. His skills must enable him to teach, advise and guide his pupils, community and culture with which he is involved and his attitudes should be positive without being aggressive, so that his example is likely to be followed as he transmits explicitly and implicitly the national aims and moral and social values” (p.10). So the investigator understands that teaching competency is influenced by personality factors. A review of related literature shows that there are only very few studies on the relationship between teaching competency and personality factors. Hence the present study has been undertaken.

1.03 CONCLUSION

The competency of a D.T.Ed. student can be evaluated by eight dimensions. They are i) lesson plan ii) motivation (iii) teaching learning materials (iv) teaching learning activities v) black board work and illustrations vi) questioning vii) classroom management and viii) closure of lesson.

From the review, it is evident that different aspects of teaching and teacher behaviours have been explored in the context of personality factors. It also appears that researchers have tried to arrive at general descriptions of D.T.Ed. students and to
identify the skills of D.T.Ed. students in various subjects namely Tamil, English, Mathematics, Science and Social Science. There is a need to conduct such studies related to these subjects as well as others at various levels, so that one can arrive at a generalization. Hence the investigator raises the following questions to be answered in the present study:

- What is the level of teaching competency in D.T.Ed. students?
- Do the teaching aptitude, personality type and self-concept of D.T.Ed. students affect their teaching competency?
- Is there any correlation between teaching competency and personality factors in D.T.Ed. students?
- What are the factors or variables affecting teaching competency and personality factors in D.T.Ed. students?