CHAPTER I
CONCEPTUAL FRAMEWORK OF THE STUDY

I.1. Education

“Education is the manifestation of divine perfection which already exists in man”. - Swami Vivekananda (1863 – 1902). Such manifestation is outcome of the development of the individual in all aspects namely physical, intellectual-emotional and spiritual. The education, one receives, is the greatest input for advancing towards this objective since education helps total development of human personality. Education holds the key to human progress. Education plays an important role in bringing change. The Education Commission (1964-66) has emphasized, ‘Education is the one and the only instrument that can be used to bring about a change towards the social and economic betterment of India’. So, education must be used as a powerful instrument of social, economic and cultural transformation necessary for the realization of the national goals. Inculcating ‘Social Responsibilities’ and ‘National Integration Values’ are a few among the national goals. The teachers with good leadership traits are required in this regard. The prospective teachers, during their education, should be sensitized in this regard.

I.1.a. Etymological Meaning of Education

Etymologically, the word "education" is said to be derived from the following Latin words.

(i) ‘Educare’ means ‘to bring up’, ‘to nourish’ and to ‘raise’.

(ii) ‘Educere’ implies ‘to draw out’, ‘to lead out’.

(iii) ‘Educatum’ denotes ‘to train’, ‘Educo’, it consists of two words ‘e’ meaning ‘out of’ and ‘duco’ meaning ‘to lead’, ‘to lead out’.
So the function of education, thus, is to bring up or to develop children. The most popular meaning of the term education identifies with the process of instruction and training that takes place in an educational institution. Besides gaining knowledge and information, education also develops and promotes national values, leaderships and responsibilities. Education also helps an individual to develop adjustment to the environment and have the control over it. It develops social responsibilities in learning.

I.1.b. Concept of Education

Gandhi further explained the concept of education as: ‘I hold that true education of the intellect can only come through a proper exercise and training of the bodily organs. e.g., hands, feet, eyes, ears, nose, etc. In other words, an intelligent use of the organs in a child provides the best and quickest way of developing his intellect. But unless the development of the mind goes hand in hand with a corresponding awakening of the soul, the former alone would prove to be a poor lop – sided affair. By spiritual training I mean education of the heart. A proper and an all-round development of the mind, therefore, can take place only when it proceeds pari passu
with education of the physical and spiritual faculties of the child, they constitute an indivisible whole’.

For drawing out the best, a suitable environment is needed in the family, the school, the community and the society and all-round development of the individual.

**Figure I.2. All-round development of the individual**

I.1.c. Nature of Education

Education is a tri-polar process where teacher, taught and social environment act and react with one another. It is a life-long process. It is a process of individual development. It is both theoretical and practical. It is science as well as art. It is an instrument which is used to attain better life. Education is essentially a process of growth and development which goes on throughout life. Education is the modification of behavior.
I.1.d. Scope of Education

Scope of education is as vast as life itself. There is no aspect or dimensions of life which is not covered under education. In fact all education is life and all life is education. Education is a life – long process. Education is formal, non formal and informal, likewise agencies of education are formal, non- formal and informal.

One learns from every source always. Education is concerned with the aesthetic, cultural, ethical, intellectual, physical, religious, social, spiritual and vocational development of an individual. Education has moved a way from preparing pupils to fit in to a particular society but it seeks to make them feel that they belong to the larger world family.

I.1.e. Aims of Education

The aims of education are determined by human life. Since the basic form of human nature has remained unchanged over many centuries, the aims of education have also remained the same while humanity has passed through many centuries. For example, the human being is constituted not only of the reason and intellect, but also of emotions and the body, any system of education which seeks to fulfill its aims must provide for the development of all these aspects.

I.1.e.(i) Aims of Education in Democratic Free India

The ideals and values embodied in the preamble to the constitution of India are the guiding sources of educational aims in India. These may be expressed as under:

(i) Development of democratic values.
(ii) Development of egalitarian values. (values of equality)
(iii) Development of secular values.
(iv) Development of values related to dignity of individual.
(v) Development of values conducive to the unity of the country.
(vi) Development of skills and values related to vocations / professions and
(vii) Development of values related to universal brotherhood and understanding.

I.1.f. Different Views on Education

There are different views of education namely natural, nurtural and dynamic. Natural view considers education as the bringing out the inborn potentialities and nurtural view considers leading an individual to the comfortable life. Dynamic view deals with the dissemination that includes transmission, preservation and enrichment of knowledge. The term ‘knowledge’, here, refers to understanding of various concepts as a result of teaching and learning process. National integration values, leadership traits and social responsibilities are some of these concepts.

I.2. National Integration

India is a vast country with much diversity. Its boundaries extend from the Himalayas to the low depths of the Indian Ocean. It touches the countries like China, Russia, Pakistan, Tibet and Burma. The people of this country have diverse customs and traditions. They speak different languages which have their own beauty, style and heritage. They believe in different religious faiths and ideas. The records of history prove that India has never one language spoken throughout the country or one religion followed by all. Never before, the entire territory of geographical India was ruled from one centre. Thus, India presents a remarkable variety of people who differ from one another in every respect. Jawaharlal Nehru observed that national integration would weld Indian people into one and make India into ‘one strong national unit maintaining at the same time all our wonderful diversity’
I.2.a. Meaning of National Integration

The meaning of national integration touches almost all points of national life. It synthesizes the sentiments and values of different castes, linguistic, regional and religious communities emotionally into a compact whole. It checks narrow tendencies which are a great hindrance to national unity and national progress. National integration is the unity of heart and mind. In short, it is

(i) a feeling of brotherhood in the minds of the citizens of a country.
(ii) a feeling of cohesion.
(iii) a feeling of harmony.
(iv) a feeling of loyalty to the country.
(v) a feeling of patriotism.
(vi) a feeling of oneness.
(vii) a feeling of solidarity.
(viii) a feeling of tolerance, especially tolerance of others’ beliefs, etc.
(ix) a feeling of unity of the country and
(x) ‘We feeling’ and not ‘I feeling’.

I.2.b. Definitions of National Integration and Its Relationship with Education

According to Dorothy Thomoson, ‘National Integration’ ‘is a feeling that binds the citizens of a country’. For Perston, National integration is ‘the job to inculcate knowledge of our county, pride in it, and respect for the best in our national environment, aspiration and traditions and a wish to improve our country’.

According to Dr. Radhakrishnan ‘National integration cannot be built by brick and mortar: it cannot be carved by chisel and hammer. It has to grow silently in the minds and hearts of men. The only process is the process of education’.
According to Kothari Commission (1964 – 66) ‘National integration is crucial to the creation of a strong united country which is an essential precondition for all progress’. Kothari commission explained that national integration is a blend of sentiments resulting in love for the country.

I.2.c. Aims of National Integration

National integration aims at unifying the people and not making them conform to one pattern, instead of aiming at lifeless uniformity in thought and action, it gives the progressive realization that there can be similarities among differences. It, in fact, is a harmonious and healthy blend of sentiments-resulting in love for the country, feeling of joy in its prosperity and feeling of resentment when danger threatens it.

I.2.d. Weakening Factors of National Integration

There is no denying the fact that unity is a necessary condition for nationhood. India’s is a plural society suffering from feudal and colonical past. Besides geographical variation, there are several factors which weaken national integration. They are as follows.

(i) Regionalism: Indians are more attached to their regions or states than to country as a whole. They think in term of Punjab, Bengal or Tamil Nadu, etc. In this way regionalism weakens national integration.

(ii) Linguism: There are many languages spoken in India. This is another factor weakening national integration.
(iii) **Religious differences:** There are people of different religions living in India like Hindus, Muslims, Sikhs, Christian etc. having their own specific characteristics. This is another factor hindering national integration.

(iv) **Casteism:** There are not only religious and linguistic differences. But within religion, there are many castes which do not see eye to eye with each other. It is another danger to national unity.

(v) **Cultural differences:** There are cultural differences also which hamper unity and they need to be curtailed.

(vi) **Social distinctions:** There are many distinctions of cast and creed in our society. Untouchability is still prevalent which is a stumbling block in national integration and

(vii) **Economic disparities:** There are vast economic disparities in business, trade, agriculture, industry, etc. There is a wide gap between the rich and the poor which is getting wider and wider year after year. Hence, in view of the above mentioned differences existing in the society, there is a great need to develop and strengthen national integration values.

**I.2.e. Need and Importance of National Integration**

According to Indira Gandhi (1984) ‘The need for national integration does not arise merely from a moral purpose certainly. The moral purpose is evolving today. National integration is the very condition of our national survival: it is a practical necessity if we are to go forward with out development plans and to progress in unity and strength. I am convinced that the forces of integration are strong, but they do need to be united and to be given some guidance’.
‘The essential function of education is to develop different physical, mental, emotional, social, national and spiritual aspects of the personality of the pupils by laying stress on the development of healthy habits, traits, right - attitudes, values, skills and national integration among the pupils’. – Dr. Rawat

Actually, National integration is a blend of sentiment resulting love for the country. For this emotional integration is basic necessity. National integration is a feeling that binds the people of country together. It means bringing about social, economical and cultural differences prevailing among people within a tolerable range. It is a cementing force that binds the citizens in a unity. This means, the development of mental climate that would help react in terms of oneness. National integration values have been emphasized at every stage of national development. National value has to be developed both inside and outside of educational institutions. Students should learn to love the nation, and this will pave the way to national integration and promoting national peace.

I.2.f. Dimensions of National Integration Values

I.2.f.(i) Wishes for nation’s better future

This dimension covers the spirit of patriotism and aims at assessing the attitudes of individuals in developing the nation to have a better future with respect to some of the aspects such as reducing brain drain, fanaticism and other national evils and promoting national solidarity, encouraging self employment, exchange of resources among the states for economic development.
**I.2.f.(ii) Values, sense of duty and citizenship**

Value in a layman’s understanding is that which is very essential or worth having for its existence as an entity. This dimension describes some of the national values enshrined in the constitution. These include sovereignty, socialism, secularism, democracy, republic, justice, liberty, equality, fraternity, dignity of the individual unity and integrity of the nation, international peace and international order.

Sense of duty means motivating awareness of ethical responsibility. In this study, it denotes the ethical responsibilities of the citizens to be aware of the fundamental duties such as to obey laws and respect authority, to be aware about the issues affecting the society and provide solutions to them, to vote intelligently, to pay taxes through proper means, care for public and other people’s property and to do service for the welfare of the needy.

A citizen is not merely an inhabitant nor is citizenship a mere physical act of living at a particular place. It is symbolic of one’s national identity, emotional involvement and political commitment.

**I.2.f.(iii) Equal treatment to all**

Indian constitution envisages equality before law. Everyone must be treated equally before the law regardless of their race, gender, national origin, colour, ethnicity, religion, disability or other characteristics, without privilege, discrimination or bias.

This dimension includes statements which aim at assessing the individual’s capacity to treat everybody equal without any discrimination on the basis of gender, social class, caste, religion and state.
I.2.f.(iv) Respect for culture, language and traditions

Culture is a term that defines the growth and development of a human being by the influence of the social and political situation. Though development and modernity has set in the people of India remain rooted in rich cultural heritage. It has an immense physical, religious, racial and linguistic variety. The uniqueness of Indian culture lies in its strong social system and family values. India has people from all religions and walks of life living together in harmony. India being the birth place of many religions, there is freedom to worship and practise any religion throughout the country. In times of calamities as well as celebrations people from all religions come together and share the feelings of one another.

I.2.g. Role of Education in Developing National Integration Values

‘The educational system of a country is like a bank on which the nation draws a cheque whenever it requires strong, reliable, skilled worker. It goes bankrupt, as ours in nearly gone today, it is a national disaster. If the system is overhauled and lubricated, the next generation is assured of good leaders and what is an equally essential good follower’. – V. Rama Murthy

The aim of education is to build human character and to make young generation so that they might assist in achieving the democratic values. Such education will unite all people together. Education for national integration implies that education inspires a sense of love and devotion towards one’s country, in the hearts of young boys and girls since India is a country of different communities, religions, languages and cultural traditions. There is wide-spread-selfishness which puts the unity of the country at stake. It is against this background that the value of education for national integration becomes all the more important.
Education is therefore, a great force and effect means of national integration. Teacher are the ‘Nation – builders’ and educational institutions at the fountain – heads of all that goes to make the foundations of a nation strong. The destiny of India is now being shaped in her classrooms. It is here that individual minds are being trained for individual harmony and national unity.

The words of Dr. Radhakrihsnan explained the role of education in national integration as ‘If India is to remain free, united and democratic education we must educate people for unity and not localism, for democracy and not dictatorship’.

The Emotional Integration Committee (1961) highlighted the role of education as ‘Education can play a vital role in strengthening emotional integration. It is felt that education should not only aim at imparting knowledge but also should develop all aspect of a student’s personalities. It should broaden the outlook, faster a feeling of oneness and nationalism and a spirit of sacrifice and tolerance so that narrow group interests are submerged in the larger interests of the country’.

The Education Commission (1964-1966) observed, ‘Education system must make its contribution to the development of habits attitudes and qualities of character, which will enable the citizens to bear worthily the responsibilities of democratic citizenship and to counteract all those fissi porous tendencies which hinder the emergence of a broad national and secular outlook’.

1.2.h. Suggestions of Commissions and Committees for National Integration

In order to achieve national integration the government of India, appointed so many commissions and committees. The suggestions given by a few such committees follow.
I.2.h.(i) Mudialiar Commission (1952 – 53)

There is no more dangerous maxim in the world of today than any country right or wrong. ‘The wide world is now so intimately interconnected that no nation, can or dare live alone and the development of a sense of world citizenship has become just as important as that of national citizenship’. The commission suggested following factors concerning modern society to serve as indicators of feeling disintegration which is serious for the existence or survival of mankind.

(i) Lack of political leadership in the country.
(ii) Lack of patriotism or taking patriotism in the narrow sense.
(iii) Casteism as a factor for development hatred.
(iv) Regionalism and language as a factor in the development of negative feelings.
(v) Geographical factors, regional, cultural and social variations are the barriers of integration and
(vi) Ignorance about factors that affect national development today.

I.2.h.(ii) Emotional Integration Committee (1961)

The Emotional Integration Committee (1961) constituted by the Ministry of Education, Government of India, under the chairmanship of Dr.Sampurnanand, made the following suggestions for strengthening emotional and national integration.

(i) Reorganization of curriculum.
(ii) Highlighting the achievements of different leaders belonging to all sections.
(iii) A core curriculum including the freedom movement.
(iv) Co-curricular activities.
(v) Teaching of social studies.
(vi) Text books.
(vii) Inclusion of minority language into the script.
(viii) Uniform for school children.
(ix) Singing of national anthem.
(x) Reverence for the national flag.
(xi) Celebration of national days.
(xii) Special talks on the unity of the country.
(xiii) Removal of domicile restrictions in admission policy.
(xiv) Recognition of institutions that work for national unity.
(xv) Common school system to remove class distinctions.
(xvi) Community development programmes.
(xvii) Taking pledge by the students at least twice in a year.
(xviii) School improvement programmes.
(xix) School projects which improve pupils’ general knowledge of the country.
(xx) School curriculum related educational tour.

1.2.h.(iii) Recommendations of the Education Commission (1964 – 1966)

The following are the recommendations of the Education Commission(1964- 66).

❖ **Provision of quality education:** A reasonable quality of good education should be made available to all irrespective of any consideration.

❖ **Common school system:** A common school system should be established.

❖ **No public schools:** A public schools should not be permitted as they breed inequality.
Three language formula: Three language formula should be followed.

Regional language as medium of instruction: The use of regional languages as media of education from the lowest to the highest stage was a matter of ‘profound importance for national integration’.


Equality of opportunity in education: Equality of opportunity in education is very helpful in promoting national integration. The national policy of education 1986 has observed, ‘The new policy will lay special emphasis on the removal of disparities and to equalize educational opportunity by attending to the specific needs of those who have been denied equality so far’.

Linking past, present and future: Education should link the past with existing realities of the present national identity and the emerging future goals and aspirations of the society.

Integration of rural and urban areas: For achieving meaningful national integration, education should establish proper linkage of the urban elite and the rural people. This task can be performed through providing equal opportunities for education. Programmes of formal and non-formal education through various types of institutions should be organized extensively in the rural areas.

Involvement of students: There is a need for closer involvement of the students and the community in educational programmes for developing a ‘sense of belonging’ and creating necessary enthusiasm for national development.

- **Common core curriculum:** The National Policy on Education (NPE) provides for a common core curriculum including the history of Indian freedom movement, the constitutional obligations and other content essential to national identity. These contents are expected to cut across subject areas and designed to promote values such as India’s common cultural heritage egalitarianism, democracy and secularism, equality of the genders, protection of the environment, removal of social barriers etc.

- **Uniform educational structure:** A uniform educational structure should be established all over the country.

- **Equality of opportunity:** Equal educational opportunities should be provided to all.

- **Educational opportunities in all parts:** All parts of the country should be provided with suitable educational opportunities.

- **Social and national service:** Social and national service should be made an integral part of education as its absence is also responsible for increasing the gulf between the educated and the uneducated classes.

I.2.h.(vi) Constitutional Provisions for National Integration

‘The constitution of a country is not of its government, but of the people constituting a government. It is the body of elements to which you can refer and quote article by article and contains the principles on which the government shall be organized the powers it shall have’. - Thomas Paine
India is nation of multi-religious, multi-social and multi-lingual people. It is the duty of the constitution that it protects the rights. It is also to see that these rights are not exploited by the masses or minorities. Simultaneously India has a good deal of the people of scheduled castes and scheduled tribes. They are the people who have been depressed and suppressed for centuries. The constitution protects their rights. Similarly, the discrimination against the women will also have to dispense with and the constitution is also to protect their rights and to provide them equal status with the man.

The constitution of India came into force on January 26, 1950. As it embodies people’s hopes and aspirations, its provisions have a direct or indirect bearing on national integration. Some articles which have bearing or national integration values are as follows.

(i) Articles 5 to 11 deal with the Indian citizenship.
(ii) Article 14 emphasises equality before law.
(iii) Article 15 prohibits discrimination on ground of religion, race, caste, gender or place of birth.
(iv) Article 16 emphasises equality of opportunity in matters of public employment.
(v) Articles 17 - 31 deal with fundamental rights.
(vi) Article 21A speaks about right to education.
(vii) Articles 32 - 35 give constitutional remedies.
(viii) Articles 36 - 51 deal with to directive principles of state policy which aim at establishing social and economic democracy in the country.
(ix) Articles 152 - 237 deal with the government of the state level.
(x) Articles 244 - 244A deal with scheduled tribal areas.
(xi) Articles 330 - 342 deal with the reservation of seats of SC/ST in the Loksabha and state assemblies.

(xii) Articles 343 - 351 relate to official language and,

(xiii) Articles 352 - 360 deal with the emergency provisions.

I.2.i. Role of the Teachers in Promoting National Integration

Teachers can play an important role in developing values of natural integration among the students. Following are the important measures which can prove very helpful in this regard.

(i) Teachers should set ideal examples of national integration through their behaviour, ways of thinking and doing things.

(ii) Teachers should present historical facts in an impartial and objective manner.

(iii) They should not discriminate students on the basis of caste, colour, language, region and religion.

(iv) They should lay balanced stress on the achievements of great leaders belonging to different communities, regions, etc.

(v) In geography and Indian economics, the importance of interdependence of different regions and states should be highlighted.

(vi) All possible efforts should be made to inculcate an attitude of rational thinking in the students.

(vii) Community dinner, campus, educational excursions and tours may be organized so that students get opportunities to appreciate the concept of unity and diversity.
(viii) Deeds of patriotism of great persons belonging to all communities should be suitably explained.

I.3.a. Leadership

More complex adjustment problems in the society, multiplied tendencies of indulging in conflicts, vanishing social concern, pseudo patriotism, irresponsibility at work and much other uncanny behaviour can float up, projecting negative personality when good leadership values are not taught. Through various school programmes that include study, games and activities, the subtle task of infusing leadership qualities can be effectively practised.

I.3.b. Meaning of Leadership

Leadership is a process by which one person influences the thoughts, attitudes, and behaviours of others. Leaders set a direction for the rest: they help to see what lies ahead. They help to visualize what one might achieve; they encourage and inspire. Without leadership a group of human beings quickly degenerates into argument and conflict, because one can see things in different ways and lean toward different solutions. Leadership helps to point in the same direction and harness the efforts jointly. Leadership is the ability to get other people to do something significant that they might not otherwise do. It’s energizing people toward a goal.

I.3.c. Definitions of Leadership

The word ‘leader’ comes from old English ‘leden’ which means ‘cause to go with one’. It was first appeared in around 1125. It appeared in English in about 1300 as ‘ledere’, which was formed from Middle English ‘leden’ with the meaning ‘to lead’. The meaning ‘person in front’ is first recorded in 1570.
Leadership can be defined as the ability to inspire other people to accomplish things. Webster’s new word dictionary of the English language defines the word ‘leadership’ as ‘the position or guidance of a leader, the ability to lead’, which doesn’t help much in understanding the concept. It may be understood that a leader is the one who uses inborn and developed abilities to convert vision into reality through not only own effort, but also those of other people. A leader should be able to assess where the people are and then proceed with the step-by-step movement of the people towards the fulfillment of the vision in the best interest of the people. Leadership may also be referred to as the use of influence (non-coercive) to motivate the behaviour of groups of people to achieve their chosen goals.

I.3.d. Concepts of Leadership

There is no common definition of a concept like leadership, perhaps the best definition of leadership can be framed by the reader himself based on his/her own understanding, maturity and experience. Ultimately, it is the ability of a person to influence a group of people towards the achievement of goals, which are in the interest of public good and organizational interest.

I.3.e. The Process of Leadership

Leadership is all about ability to influence the behaviour of others to get the willing cooperation of the members of groups, organizations etc. to achieve the goals as per the vision of the leader and need of the followers. It involves inter-relationship between the leader and the followers by which they develop mutual trust and rapport to understand their goals and methodology of achieving them. Since a leader ‘sells hope’ to the followers, leader has to be a person of great passion, empathy and
integrity who keeps the overall interest of the organization and followers before his/her personal interest. Since every situation is dynamic, the behaviour pattern of the leader and follower keeps changing and the goals have also to be modified according to the changes in social, political, educational and technological changes that take place. Leaders have to shift their style of leadership depending upon the situation as it keeps changing.

I.3.f. Qualities of Good Leaders

Leadership at any level largely depends on the inherited personal qualities that enable the person to lead a group. A set of specialized personal behaviours desirably influences the life of the people, fulfills their aspirations and elevates the person to presume the role of a leader. A leader should have all those behaviours that can influence the behaviours of others intensifying their impulses to love and respect their leader. The leadership qualities possessed should be a strong stimulant, which can stimulate others to work in the same direction as intended by the leader. According to Krech and Cruthfied - ‘A leader must partake the same degree of functions of executive, planner, policy maker, expert, extraordinary group representative, controller of internal relationship, purveyor of reward and punishment, arbitrator, a mediator, and exemplar’.

A leader’s true caliber is thus measured by the consideration and tolerance they have for others. Though every child can’t climb the steps of leadership, at least those with characteristics of leadership should be guided to become good leaders. Teachers should clearly have a wider understanding of those traits that function as qualities of a good leader. The well-established qualities of a leader or the distinguishing characteristics of leadership are: A leader should:
• Possess a versatile personality by which she/he can inspire others and has taken the position to look after the welfare of others with genuine consideration.

• Be courageous and should strongly represent the group during problem, adversities, and fills courage at all difficult times.

• Try to understand the psychology of the group so that the behaviours of the group members are appropriately controlled and directed by sympathetically and carefully dominating over the minds of others.

• Present themselves as model before others, projecting before others good ideals so that they identify them, gets influenced by them and tries to emulate them.

• Try to be familiar with everyone and treat himself as a member of the group that she/he represents.

• Be a dedicated representative of the group, carefully watching for the interests and needs of the members of the group, and work to meet their requirements.

• Have the ability of exhibiting tolerance without getting irritated or emotionally withdrawn by the troublesome behaviours of the group members.

• Command prestige form others in the group by trying to do satisfying things at the times of need and thus earn their appreciation. The capacity of the leaders to lead the group by responding to their needs earns their respect.

• Be intelligent, plan, guide and direct all the activities of the group and thus project the width of their responsibility.
Be tactful, conscious and by wise democratic actions that keeps the group members united and the group together about their individual and social responsibility and work with a true desire to fulfill them.

Act as a mediator with tools of justice ever kept ready for implementation and solve all naturally arising social tensions that can occasionally crop up and thus maintain harmonious social relationship.

Promote good and binding inter-personal relationship between the members of the group so that unity is undisturbed instead is well sustained within the group and all resources within the group are effectively mobilized.

Have the drive and determination to face tough times, be tough with tough, reinforce enthusiasm and energy into the group and lead the group to discharge all its obligations and be counted.

Be a good communicator, an expert with many resources to be able to speak to people in convincing manner with high intelligence and understanding.

Stimulate the members to keep themselves away from anti-social stimulations and provide them opportunity for those social participations that share the pursuit of social growth.

Have sublime faith in himself to have faith on other and also faith in his ideas. With a whole-sighted personality, analyze the problems from different angles.

By trying to acquire these specialized personal qualities, one can really look forward to lead the people in a desired direction. One can sow the seeds of courtesy, provide protection and help at the time of difficulties, manure the power of dependence and gather the consideration as a true leader. If students try to uphold
these qualities and imbibe them to their life, then they can stand up to be extraordinary representatives.

I.3.g. Some Important Types of Leaders /Leaderships

Social thinkers through their careful study have been able to identify leaders based on different factors mainly based on their controlling qualities. A brief knowledge of these types helps the teachers to know about the origin and development of certain traits that contribute to different forms of leaderships.

I.3.g.(i) Dynamic Leadership

Certain leaders by nature or willfully change their ideas, views and certain physical qualities in accordance with the prevailing situations and changing time. Such leaders by virtue of their versatile nature adopts to the needs and generally controls them in a proper manner, often without much conflicts.

I.3.g.(ii) Democratic Leadership

Democratic leaders are most successful in winning the hearts and confidence of the followers because they take into consideration the needs, interest, aspiration, problems of the followers. Followers frequently approach the leader with their views and feelings, needs and desires which are accepted and the leader tries hard to act in close touch with their wishes. By earning the confidence of the followers they enjoy the position of power with more lasting representation.

I.3.g.(iii) Executive Leadership

This type is a purpose – based leadership where a person chosen is appointed by higher authorities to lead a team. Such leaders should necessarily have the capacity to execute the orders of their higher authority and effectively co-ordinate and
motivate the subordinates to function as a productive unit. The intelligence invested, control exercised, concern expressed, co-operation commanded, ideals upheld, enthusiasm induced, respect earned, discipline sustained and the efficiency projected decides the capabilities of the executive leadership. Many organizations, establishments, offices, etc. are on a constant look out for specialists in this type of leadership.

I.3.g.(iv) Authoritarian Leadership

An authoritarian leader is like a commander who wields more power and makes plans and policies mainly according to his/her own wishes. The ideas, desire, feelings of the followers do not find any consideration in from of the dominating attitude of the leader. Most of the freedom to be enjoyed by the members get suppressed. When the authoritarian exercise of the leader turns out to be intolerant and beyond a limit, there will be more chances for repulsion and splitting.

I.3.g.(v) Social Leadership

The social stimulations and the influence of the social environment can develop a type of leadership called social leadership. Here the leader conducts himself/herself as the symbol of the society and desires to lead the followers for social purpose. As a representative of the society, she/he closely considers the interests of the society. Such leaders always keep themselves identified with the society and influence the behaviours of the followers to work for the social concerns of the society. The successful progress of such leaders mainly depends on the extent of efforts put in to protect the culture of the group, identify with the group, represent the people’s problems and on the courage and tolerance put forward at difficult times.
I.3.g.(vi) Charismatic leadership

Broadly there are two types of leaders, one are the transactional types and the other charismatic types. The transactional type i.e. the first type of leaders help the followers in achieving excellence when the goals are established, the follower are motivated through clarification of their goals and the requirement of the tasks. Second types are such leaders who are able to exercise extraordinary impact on their followers and they transcend their personal interest for the good of the organization. Such leaders are called charismatic or transformational. It is the force of their character and personal abilities, which they use to transform their followers to achieve outstanding results. Any ordinary leader cannot get such results from his/her followers, which they are able to get. Pandit Nehru, Indira Gandhi, Mother Teresa, Mahatma Gandhi, etc. fit in this category. Some of the characteristics which distinguish the charismatic leader from the others are: vision, Self – confidence, Conviction in the vision, Extraordinary behaviour and Empathy, Consistency, Integrity and communications skill.

I.3.h. Leadership Traits

‘Trait’ refers to ‘a feature that gives uniqueness’. It can be used to describe a person’s physical features, mental features, or personality features. A trait is an adjective that describes a characteristic or distinguishing feature or flaw in a person or thing. People and things can have different traits about them. Some of the leadership traits are as follows:

- **Simple and modest:** His/her feet are always on the ground and he/she leads a simple life. These two qualities, which others admire, add to the ability to become a good leader.
accessible: A leader is an on-hand person. She/he is there where the followers and situations need him/her to be able to help them and find solutions to the problems.

Passionate: Passion for work needs putting in hard labour at odd hours.

consistent: Does not keep changing his/her stance in every situation that may be against the interest of his/her chosen goal.

has perseverance: Ability to ‘never give up’ is developed because of right attitude, belief in self and commitment to the cause.

physical, mental and spiritual health: These are very important for leader to be able to deliver. Unless she/he maintains a balance through strategy of life supported by these three pillars, she/he cannot succeed as leader.

caring: A leader is caring when she/he empathizes with needs, concerns and goals of people she/he leads.

honest: Display sincerity, integrity, and candor in all the actions. Deceptive behavior will not inspire trust.

competent: Based the actions on reason and moral principles. Do not make decisions based on childlike emotional desires or feelings.

forward-looking: Set goals and have a vision of the future. The vision must be owned throughout the organization. Effective leaders envision what they want and how to get it. They habitually pick priorities stemming from their basic values.

inspiring: Display confidence in all. By showing endurance in mental, physical, and spiritual stamina, one can inspire others to reach for new heights. Take charge when necessary.
▪ **Intelligent:** Read, study, and seek challenging assignments.

▪ **Fair-minded:** Show fair treatment to all people. Prejudice is the enemy of justice. Display empathy by being sensitive to the feelings, values, interests, and well-being of others.

▪ **Broad-minded:** Seek out diversity.

▪ **Courageous:** Have the perseverance to accomplish a goal, regardless of the seemingly insurmountable obstacles. Display a confident calmness when under stress.

▪ **Straight forward:** Use sound judgment to make a good decision at the right time.

▪ **Imaginative:** Make timely and appropriate changes in your thinking, plans, and methods. Show creativity by thinking of new and better goals, ideas, and solutions to problems. Be innovative.

**I.3.i. 10 Traits of Great Leadership**

1. Leaders know how to deal adversity.

2. Leaders create a desire for success in those under them.

3. Leaders know how to make unpopular decisions and can make decisive decisions in a quick, yet well thought-out manner.

4. Leaders don’t treat every subordinate the same, rather they give recognition and reprimand wherever they are due.

5. Leaders are optimistic, energetic and their enthusiasm trickles down to those under them.

6. Leaders dream Edison who was the world’s greatest inventor went from a telegraph operator to a name that will live on in American history because he
had a vision and pursued it despite setbacks. They also know that dreams must be clearly conveyed to the subordinates so everyone is on board.

7. Leaders listen as they know they don’t have all the answer. They don’t accept mediocre ideas from their subordinate rather they demand imagination, innovation and vision.

8. Leaders are team players and exist not to serve themselves.

9. Leaders have faith: they have a belief that if the work that needs to get done is completed, their goals will be met.

10. Leaders are self-confident: they are able to dispute self-doubt in a manner that leads to action rather than capitulation.

I.3.j. Leadership in Education

Educational leadership is most often associated with the role of the school administration team, however, leadership roles can be enacted by all stakeholders within the school community, including the student population (Levin, 1998; Wallin, 2003). Student leadership enhancement involves giving students opportunities to practise a range of leadership skills in a supportive, learning and social environment where ‘successes’ and ‘errors’ are processed and reviewed (Bisland, 2004). Leadership is a behaviour that involves working with others and on tasks. This is based on the perspective that a leader is a person who is able to communicate well, engage in critical thinking, lead groups in problem solving and planning, and able to structure goals and objectives for the group (Feldhausen & Pleiss, 1994). To some extent, many students will have the experience of having a leadership role in their daily lives through interactions with families, peers, and community organizations.

Positive student leadership opportunities and experiences at school facilitate young adults’ transition into the community and into the world of work and adult
responsibility. This is because leadership is considered to be a part of life long learning and a multidimensional construct involving skills, attitudes, knowledge, experiences, and processes (Anderson & Krathwohl, 2001; Drago-Severson, 2004). Similar to self-concept formation, an individual’s leadership formation can be inferred and developed with feedback from significant others and from self-reviews (Hay, 2000). Leadership is both an outcome of an action on behaviour, but the major influence on leadership is from personal experiences and self-evaluations. Both of these are used by individuals to achieve new levels of personal leadership (Boccia & Ackerman, 1997; Feldhausen & Pleiss, 1994).

**I.3.k. Leadership Qualities of the Teachers**

Teachers have various levels of school leadership qualities. Some are learned and some are part of their personality. Great teachers possess a combination of leadership qualities that are respected by the students, parents, peers and the community. They can accomplish important tasks because of this connection they have with their profession and the people they touch through it.

**I.3.l. Commitment to the Students and Educators**

When one talks about a person’s commitment to teaching, they are speaking of a deep connection with many people throughout the organization. They are dedicated to providing each student the best possible environment and tools for learning. They work with the parents to understand what challenges the students may have to learning and what approaches might work best with them individually. They engage their coworkers for input on how to structure their lesson plans and teaching style to be the best educator. They will also be involved with the institution to create
the highest quality educational opportunities for the students attending. A few areas in which a teacher can get involved include:

- committees to determine the optimum amount of time students should spend in different subjects
- student teacher mentoring programs to orient and coach new teachers
- projects to review and recommend new approaches to homework

I.3.m. Passionate about Teaching and Learning

As a leader, teachers are always practicing their art and learning how to improve their techniques. They listen in class for opportunities to teach. One student’s question can drive an entire lesson plan from which all students will benefit. Teachers are not looking for short answers. They look for explanations that present several concepts and perspectives to the students.

These teachers watch their peers and learn from their teaching styles. They ask to be observed and for feedback on how to reach the students in their classroom. They are open to suggestions and to trying new things. They know how to quickly adjust their style. They will be involved in activities that improve teaching within the organization:

- lead a group to review and comment on the adopted approaches to teaching various topics
- deliver presentations to student teachers on best practices within the classroom
- research alternative classroom assessment methods and present to the administration
I.3.m.(i) Collaboration with Others

Teachers know that the best way to be successful is to work with others to create a quality teaching environment. They will look for those with similar passions and solicit support from people at all levels within the school system. They maintain the respect from others for their high quality of teaching standards, and they give recognition to others for their approaches. They know that they can’t do it all by themselves so the teacher looks for others with the right skills to help and support. They also don’t take all of the credit for success. They share it throughout the team with which they work.

I.3.m.(ii) Communication and Rapport

Great teachers are great communicators. They know the best ways to interact with students, parents, faculty and coworkers. They are skilled at listening and respect the opinions and ideas of others. Teachers know how to communicate their own ideas so others will understand. They look for different ways to communicate knowing that people are receptive to various techniques:

- create a classroom or department newsletter.
- research approaches to holding parent/teacher conferences.
- present different speaking styles to teachers to try in the classroom.

I.3.m.(iii) Embracing Change

Throughout every teacher’s career a number of changes will occur. The class profile can be different from year to year. The materials used in the classroom changes. Administration and policies change. A great teacher knows this and anticipates change. They are courageous about trying new things and aren’t hesitant to make adjustments until they are as effective as they can be.
Change gives teachers the opportunity to perform their roles even better. So rather than waiting until they are directed, they seek out ways to improve. They know that this not only benefits themselves, but also the students and faculty with which they work. Some proactive approaches to change they might use include:

- personal and professional development classes.
- substitute teaching in other types of school settings.
- observing the changes made by other teachers and facilities.

I.3.n. Great Teachers are Great Leaders

Teachers who are committed to their profession have similar qualities to leaders in other areas. They are not just thinking about themselves, but how their efforts will produce successes for all of those who are a part of their profession.

I.3.o. Dimensions of Leadership Traits

I.3.o.(i) Idealized influence

Idealized influence indicates whether hold subordinates’ trust, maintain their faith and respect, show dedication to them, appeal to their hopes and dreams, and act as their role model.

I.3.o. (ii) Inspirational motivation

Inspirational motivation measures the degree to which provides a vision, uses appropriate symbols and images to help others focus on their work, and try to make others feel their work is significant.

I.3.o. (iii) Intellectual stimulation

Intellectual stimulation shows the degree to which one encourages others to be creative in looking at old problems in new ways, create an environment that is tolerant
of seemingly extreme positions, and nurture people to question their own values and beliefs and those of the organization.

1.3.o. (iv) Individualized consideration

Individualized consideration indicates the degree to which you show interest in others’ well-being, assign projects individually, and pay attention to those who seem less involved in the group.

1.3.o. (v) Contingent reward

Contingent reward shows the degree to which you tell others what to do in order to be rewarded, emphasize what you except from them, and recognize their accomplishments.

1.3.o. (vi) Management-by-exception

Management-by-exception assesses whether you tell others the job requirements, are content with standard performance, and are a believer in ‘if it ain’t broken, don’t fix it’.

1.3.o. (vii) Laissez-faire

Laissez-faire measures whether you require little of others, are content to let things ride, and let others do their own thing.

1.4. Responsibilities

The general term ‘responsibility’ is defined as the obligation corporations, organizations and individuals have to society. Responsibilities can be defined as assuming accountability for a task, decision or action. A person is said to be responsible for something when he or she accepts the consequences of something. Responsibility is important because some things have to be done whether or not one
wants to do them. Responsibility is a characteristic, some one has, that demonstrates efficiency when taking care of certain things. If responsible, one will do things she/he know need to be done. It is the responsibility to take care of children, for example. Responsibility is a valuable trait in the business world and society because it means one is going to do what she/he is needed to!

I.4.a. Social Responsibilities

Social responsibility is the obligation that citizens have towards their community to help insure a safe, moral environment. Social responsibility includes the importance of community service and other beneficial duties. Social responsibility is an ethical ideology and an entity, be it an organization or individual, has an obligation to act to benefit society at large. Social responsibility is a duty every individual or organization has to perform so as to maintain a balance between the economy and the ecosystem. A trade-off always exists between economic development, in the material sense, and the welfare of the society and environment. Social responsibility means sustaining the equilibrium between the two. It pertains not only to business organizations but also to every one who’s any action impacts the environment. This responsibility can be passive, by avoiding engaging in socially harmful acts, or active, by performing activities that directly advance social goals.

I.4.b. Meaning of Social Responsibilities

Social responsibility refers to a theory related to idealism. Social responsibility supports the concept that a government, an organization, a corporation or an individual must act in the best interest of society as well as itself. The government sector and the retail sector are just two areas - of which there are more - that are putting values into action by incorporating the concept of social responsibility.
The term ‘social responsibility’ refers to an individuals’ own personal responsibility to do what is right for the community.

In other words, the term ‘social responsibility’ is bandied about in all sort of situations. It is applied to personal behavior and to the behaviour of the organization, from where one buys goods and to where one buys raw materials.

Being socially responsible means that people and organizations must behave ethically and with sensitivity toward social, cultural, economic and environmental issues. Striving for social responsibility helps individuals, organizations and governments have a positive impact on development, business and society with a positive contribution to bottom-line results.

All Social responsibility, both individual and corporate, is voluntary; it is about going above and beyond what is called for by the law (legal responsibility). It involves an idea that it is better to be practice toward a problem rather than reactive to a problem. Social responsibility means eliminating corrupt, irresponsible or unethical behavior that might bring harm to the society, its people, or the environment before the behaviour happens.

Teachers, in this juncture, have to be prepared for a materialistic world in which they are expected to mould the children face so many challenges and for which they need to know their responsibilities that are different from the past. Now is, therefore, a high time to think and share that opinion of like-minded people in this regard.

I.4.c. Definition of Social Responsibility

These days, the definition of social responsibility seems to include everything from personal health choices so one can’t add to the country’s health care burden to
providing health care benefits to employees. To some extent, the definition of social responsibility has to include both personal and corporate social changes. Individual social responsibility may lead to making chocolate in Madagascar or new ways of raising money for non-profits or to world-wide consciousness raising effort on climate change. These efforts, made by individuals, push larger corporations and whole communities to make changes.

- ‘I am of the opinion that my life belongs to the whole community and as long as I live, it is my privilege to do for it whatever I can. I want to be thoroughly used up when I dies, for the harder I work the more I live’. - George Bernard Shaw.
- ‘Independence’... (is) middle-class blasphemy. We are all dependent on one another, every soul of us on earth’. - G.B. Shaw Pygmalion.
- ‘We cannot always build the future for our youth, but we can build our youth for the future’ - Franklin Delano Roosevelt.
- ‘The impersonal hand of government can never replace the helping hand of a neighbour.’ - Hubert H. Humphrey.
- ‘Every individual has a place to fill in the world and is important in some respect whether he chooses to be so or not. - Nathaniel Hawthorne.
- ‘A machine has value only as it produces more than it consumes – so check you value to the community’ - Martin H. Fischer.
- ‘We cannot live only for ourselves. A thousand fibers connect us with our fellow men’. - Herman Melville

I.4.d. Ethics and Social Responsibility

The principal concept of ethics is to focus on the well-being of others; essentially, any action taken by the corporation should cause no harm. For instance,
dumping toxic waste in a body of water that would then have a detrimental effect on those who swim in or drink the water is considered unethical. Social responsibility is different from ethics because the institutions/company is actively seeking to positively contribute to the community. Philanthropic efforts that are detrimental to the profitability of the institutions/company are not a prudent option.

I.4.e. Types of Social Responsibilities

I.4.e. (i) Individual Social Responsibility

The individual social responsibility (ISR) includes the engagement of each person towards the community, as well as in the active participation in the solving of some of the local problems. The individual social responsibility also could be expressed in making donations for significant for the society causes - social, cultural or ecological. There are many ways of donating, as for example donating of goods or donating money through a bank account or online.

I.4.e. (ii) Students Social Responsibility

Student’s social responsibility (SSR) is the responsibility of every student for his/her actions. It is morally building on everyone to act in such a way that the people immediately around them are not adversely affected. It is a commitment everyone has towards the society-contributing toward social, cultural, ecological causes.

I.4.e. (iii) Organizational Social Responsibility

Building strong relationships with the both internal and external stakeholders is essential for the success of modern organizations. Many organizations incorporate measures that are meant to protect and improve the welfare of society as an organizational social responsibility (OSR).
I.4.e. (iv) Corporate Social Responsibility

Corporate social responsibility (CSR) is nothing but how the business takes responsibility for social, economic and environmental impacts. It may produce from its operation or products. It also includes labour standards, employee relations and human being. Corporate social responsibility (CSR) has been defined by Lord Home and Richard Watts in the world Business Council for Sustainable Development’s publication ‘Making Good Business Sense, as the continuing commitment by business to behave ethically and contribute to economic development while improving the quality of life of the workforce and their families as well as the local community and society at large’.

I.4.f. Dimensions of Social Responsibilities

I.4.f.(i) Environmental related responsibilities

It indicates the responsibilities towards the natural environment, its protection, Cost-effectiveness of using resources. It denotes the responsibilities of individual to care for our environment. Our environment is basically the world around us that affects us, directly or indirectly. It holds the capacity to save the deteriorating environment.

I.4.f.(ii) Society related responsibilities

This includes the awareness of individuals about their duties and rights in the society as good citizens, living an honest life, keeping in view the interest of the society, taking care of other people and accepting the customs and traditions of the society. It also includes the attitude of the people and efforts being taken by them to overcome the social evils.
I.4.f.(iii) Family related responsibilities

This includes the respect and love towards the members of the family. Responsibility means doing what need to be done to take care of themselves and their family. Being a responsible man means that others can rely on him, that he will follow through on his promises.

I.4.f.(iv) Education related responsibilities

It is the responsibility to support learner in their education and to ensure quality education without any discrimination on the basis of social class, illness, gender, race, disabilities and language, etc. Education related responsibilities also include the cordial relationship of individuals with their teachers, co-learners and the institution.

I.4.f.(v) Nation related responsibilities

It is the responsibility towards the nation to make it a better place to live in. Being loyal to the nation, safeguarding the resources, protecting the inhabitants abiding by the laws under the constitution, giving first and highest consideration to the welfare of the nation the spirit of patriotism and service to the nation and the fellow citizens.

I.4.g. Need and Importance of Social Responsibilities

The reasoning for social responsibility is that an ethical ideology needs to put into practice to better society as a whole. The idea for social responsibility stems from the argument that socioeconomic inequalities and environmental issues. Social responsibility is the obligation of organization or management to make decision and take actions that will enhance the welfare and interests of society as well as the
organization. Social responsibility is quite important to the society, organization and human.

There are several reasons to support the importance of social responsibilities. It is related to the ethical responsibility, and differentiates into different levels of social responsibilities, which include economic, legal, ethical, and discretionary responsibilities.

The advantages and importance of social responsibilities are being discussed here. This action would be taken by some organizations based on their view. To have social responsibilities, the suppliers, business associates, and customers would be more confident on the organization. So, the products and services of the organizations increase and lead to maximize profit.

I.4.h. How to Practise Social Responsibility?

Individuals as well as institutions, business and organizations can practice social responsibility. Socially responsible people and organizations choose to make decisions that benefit society overall, rather than just themselves, and social responsibility program for some investors, it really isn’t all about the money. They want to accomplish something for the world or for other stakeholders in the companies they choose for their investments. They may even be willing to sacrifice some profit for the society.

I.4.i. Social Responsibilities and the Teacher

Education is conceived as a powerful agency, which is instrumental in bringing about the desired changes in the social and cultural life of a nation. The whole process of education is shaped and moulded by the human personality called ‘teacher’, who plays a pivotal role in any system of education. The preparation of
such an important functionary must conceivably get the highest priority. His/her is a challenging profession and only those teachers can shoulder the heavy responsibilities of nation building, which are adequately prepared and have sound professional attitude. This adequacy of preparation, of course, signifies development of adequate skills, dedication to teaching and a determination for continuous growth and learning.

In the 21st century LPG set up (Liberalization, Privatization and Globalization), the vast world has been shrunk into a small village. ICT (Information and Communication Technology) has been growing rapidly. When one completes a course and leaves the educational institution, the values he/she studied becomes outdated. One should keep himself/herself abreast with the knowledge explosion and social values also come to the forefront.

Teachers, in this juncture, have to be prepared for a materialistic world in which they are expected to mould the children face so many challenges and for which they need to know their responsibilities that are different from the past. Now is, therefore, a high time to think and share that opinion of like-minded people in this regard.

Figure I.3. 21st Century Social Responsibility of the Teachers
1) Partner of school management

One of the biggest challenges for teachers is that their role in the school management has also changed. The school needs them as individuals, who can make decisions and cope with the stress of the changing world of schools. At the same time teachers need to be able to work in teams, co-operate with colleagues and parents, they have to write projects to gain money for the school programmes, they have to be Public Relation Experts and need to do all these things for a modest monthly income.

2) The risk taker

How can teacher as an educator know all these things? How can he/she teach them how to use them? There are so many, so much to learn. The teachers must take risks and some time surrender to the students’ knowledge. They must have a vision of what they want and what the technology can achieve, identify the goals and facilitate the learning. They have to use the strengths of the digital natives to understand and navigate new products, have the students teach each other. The learning pyramid shows that the highest retention of knowledge come from teaching others. The must trust your students.

3) The model

The teachers must model the behaviours that they expect from their students. Today and tomorrow more so, there is an expectation that teachers will teach values. The teachers are often the most consistent part of student life. Teachers will see the students more often, for longer and more reliably than their parents. This is not a criticism of the parents rather a reflection. The 21st century teacher also models reflective practice, whether it’s the quiet, personal inspection of their teaching and
learning, or through reflective practice via blogs, twitter and other medium, these educators look both inwards and outwards. These teachers also model a number of other characteristics. These are not necessarily associated with Information and Communication Technology (ICT) or the curriculum, but are of equal importance. They model tolerance, acceptance, and a wider view than just their curricula areas, global awareness and reflection.

4) The persons with nationally oriented attitudes

To discharge social responsibility, teacher themselves have to be nationally-oriented; then alone can they give this national orientation to their students. Education plays the greatest part in a democracy. Teachers have to train and mould the minds of young people so as to make them worthy citizens of our democratic state. Whatever training they give will change the nation. That change must make for a better and healthier nation. This can come only when a certain attitudinal change takes place in the teachers concerned. There is a great need for a change in attitudes among the teachers.

5) Inspirer of students

A teacher has not only to instruct but also to inspire the students; he or she has influence on the life and character of his or her students, and equip them with idea and values which will fit them to enter the stream of national life as worthy citizens. They have to do all these during the years the students are under their influence in the school. They have to educate them on the need to recognize the equality of men and women in democracy, to discard all caste exclusiveness and pride, gender disparity, environmental pollution, untouchability, and communal distinctions and antagonisms,
and to strengthen ‘the dignity of the individual and the unity of the nation’ as the constitution proclaims.

6) Creator of opportunities

Students can and should be given opportunities to take part in the significant events in their world. As teacher, one can create very powerful opportunities for the students, both in the classroom and extending into the larger world. One can help them understand processes of group decision making and the political process. And, one can structure ways for them to participate in the empowering experience of acting to make a real difference in the world. Students can learn skills to help them work productively in a group, as well as skills in organizing, problem-solving, consensus-building and decision-making. They can learn skills to help them think critically, to inquire, to engage in dialogue and listen well. They can learn skills in conflict resolution.

7) Initiator

The teacher might open a dialogue by speaking frankly about his or her experiences in, and feelings about, taking action on public issues. The teacher might then propose for discussion or journal writing, perhaps both, such questions as the following:

- Can you think of a time when you made a difference in someone’s life, perhaps by helping them at a difficult time? What was the situation? What did you do? How did it make you feel? Where there obstacles to face? How did you overcome them?
- Have you ever tried to make a difference on a public problem? Have you raised money for needy people or some cause? Participated in a petition
campaign? Written a letter to an official? Helped to organize a protest or an event? How did the action you feel? What were the results of the action?

- Is it hard to affect the political system? Why? Can you think of living individuals who have had a significant political impact? What did they do? With what results? What do students know about Abraham Linclon, Robert Kennedy, Gandhiji, etc. What about historic figures?

What matters most to a nation’s well-being is the social responsibility of its citizen. Everything else for which it strives depends on this. The nation today requires more teachers of characters who possess a real sense of vacation. Teachers want all of them to assist in the task of “Making responsible men and women.” If teacher’s attempt to inculcate social responsibility continues, India can definitely become a developed country within a decade.

1.4. Teachers’ Role in Inculcating Social Responsibilities of Students

‘Social responsibility’ is a personal investment in the well-being of others and of the planet. It takes intention, attention, and time."(Sheldon Berman, "Educating for Social Responsibility," Educational Leadership, November 199). Since virtue has not been clearly defined, Protagoras argues, Socrates and he need to talk again. But Plato does not record another dialogue between them. Since the definition of social responsibility is likely to provoke as much disagreement as that of virtue, Plato would probably hold that it cannot be taught as knowledge. But skills and understanding a student needs to exercise social responsibility--these can be taught.

To discharge that responsibility, they themselves have to be nationally-oriented; then alone can they give this national orientation to their students. Education plays the greatest part in a democracy. Teachers have to train and mould the minds of
young people so as to make them worthy citizens of our democratic state. Whatever training they give will change the nation. That change must make for a better and healthier nation this can come only when a certain attitudinal change takes place in the teachers concerned. There is a great need for a change in attitudes among the teachers.

A teacher has not only to instruct but also to inspire the students: he or she has to influence the life and character of his or her students, and equip them with ideas and values which will fit them to enter the stream of national life as worthy citizens. They have to do all these during the years the students are under their influence in the school. They have to educate them on the need to recognize the equality of men and women in our democracy, to discard all caste exclusiveness and pride, untouchability, and communal distinctions and antagonisms, and to strengthen 'the dignity of the individual and the unity of the nation', as our constitution proclaims.

These students belong to the age-group when character can be formed and national attitudes developed. Teachers have to be the instruments to develop," in their students, a high character-energy, a pure national awareness, a firm democratic loyalty, a dedicated social responsibility. This must be done in the context of the teaching of the other curriculum subjects. It is here that a teacher's national responsibility finds expression. The role of a teacher is to shape the minds of the younger generation. That shaping will be on positive lines; development of a scientific and humanistic attitude and temper, self-discipline, concern for other people, an ecological awareness and concern, a firm conviction that democracy thrives on tolerance, and a firm commitment 'to break wits' and 'not to break heads'.

On entering the classroom, the first thing teachers must do is to have a look at the class, just glance round the students in front, greet them with a winning smile, and
ask themselves silently the question: Who are these children in front of me? What am I to do here? Then the answers will come. These children, drawn from various levels of our society, are in search of knowledge for centuries, they didn't have this opportunity our free India's Constitution promises education and good life to every child in our nation and these children have come, some even from far away villages, to avail of that privilege to get knowledge which had been till now reserved for a few in our erstwhile feudal set-up. And I am here to communicate the best of knowledge and inspiration to these children. This is the great basic step that have to betaken in education. This is the very soul of value-oriented education, of human resource development this is learning to be, added to the current learning to do, in the words of the Unesco report on education significantly titled: ‘Learning to Be’.

Students can and should be given opportunities to take part in the significant events in their world. As teachers, one can create very powerful opportunities for our students, both in the classroom and extending into the larger world. Teachers can help them understand processes of group decision making and the political process. And, they can structure ways for them to participate in the empowering experience of acting to make a real difference in the world. Students can learn skills to help them work productively in a group, as well as skills in organizing, problem-solving, consensus-building and decision-making. They can learn skills to help them think critically, to inquire, to engage in dialogue and listen well. They can learn skills in conflict resolution. Students can gain understanding as well. They can learn about our global interdependence--socially, economically and ecologically. They can apprehend the complexity of many public issues and multiple points of view on these issues. They can learn about the power of individuals and groups to make a difference. They
can consider possible solutions. And they can learn a great deal in the process of working inside and outside of school to promote those solutions.

Social responsibility can also be ‘caught’ through schools that encourage community service in some form or through immersion in a class project that, whatever its success, can transform a person's life. They learn things they simply can't learn in a classroom. While the idea of taking action on an issue may excite some students, it may feel pointless and hopeless to others. It's essential that teachers deal with these feelings and work to foster students' social consciousness.

1.5. Teaching

The word ‘teacher’ is the noun from of the verb ‘teach’. The word ‘teach’ is derived from the old English word ‘tacan’ which means ‘to show’, ‘point out’, or ‘give instruction’. In 1290, the word ‘teacher’ began to be used for the ‘index finger’, or ‘one that points out’. By 1300, it took on its modern meaning, or ‘one who teaches’.

Teaching is a complex art and is dependent on method of teaching, curricula, infrastructure, technology, and so forth. It is a demanding job that requires in-depth knowledge of subject content and age-specific pedagogy. It also calls for divergent skills such as patience, leadership, creativity, administration, counseling and media specialization and so on.

Robin (2000) defines, ‘Teaching is offering a unique, definite, and essential social service. It is an emphasis upon intellectual techniques in performing its service. It has a long period of specialized training and a broad range of autonomy for both the individual practitioner and the occupational group. As a whole, the practitioners perform and act within the scope of professional autonomy’. 
Rabindranath Tagore has said, ‘The teachers can never truly teach, unless they are still learning. A lamp can never light another lamp unless it continues to burn its own flame’. This statement clearly reveals that the journey of teachers does not end with pre-service training but that it continues throughout their career. The primary responsibility of creating a suitable environment rests on the shoulders of the teachers. Teaching is more than a method or skill or style. Teaching has its own forms, its own elements, its own regularities. It takes place under specific conditions such as time limits, authority relations, individual abilities and instructional structures and is influenced by an environment which contains such factors as more, organizational structures, cultural resources as well as physical resources and persons.

Teaching is an art, a science, a skill and a technology. The teacher has to have the creative proficiency of an artist, precise attitude of a scientist and perfected skill of a craftsman. It is the very complexity of the teaching situation that makes it a demanding art. With freedom to adopt teaching to achieve goals with the infinite variety of students, teaching becomes an art—an art that builds upon knowledge and skill. Teaching is an immortal profession.

I.5.a. Teacher Education with Special Reference to Secondary School Teacher Education

A person who teaches is a teacher. A person who teaches teacher is the teacher educator. A simple definition of teacher educator is anyone who educates teachers. Such a definition is too general to be useful in establishing standards for teacher education. Teacher education is identified as the education which provides formal instruction or conduct research and development for educating prospective and practicing teachers. Teacher education is the programme that provides the
professional education component of pre-service programs and the staff development component of in-service programs.

The success of the education system is dependent more on the teachers than on other facilities. Selecting the right type of prospective teachers and providing relevant professional education to them will go a long way in improving the quality of education. There are five types of teacher education in Tamilnadu namely (a) Pre-primary teacher education, (b) Primary teacher education, (c) Secondary teacher education, (d) Higher secondary teacher education and (e) Higher education.

I.5.a.(i) Secondary Teacher Education

Secondary education is described as the weakest link in the educational chain. Secondary education paves the way for those who want to take up jobs. Secondary school teachers undergo training in colleges of education after graduation. These colleges are under the control of universities. Successful candidates were awarded L.T. and B.T. With the changing concept of teacher preparation, now the nomenclature of the degree is known as Bachelor of Education or B.Ed.. Bachelor of Education (B.Ed.) is a one year course, after university graduation. Secondary grade trained teachers with a Bachelor of Arts (B.A.) or Bachelor of Science (B.Sc.) degree can also take this course, if they desire to do so. The trainees specialise in two optional subjects, which they had specialized in the degree course and which they will teach in the high school.
I.5.a.(ii) Objectives of Secondary Teacher Education

The objectives of secondary teacher education are to enable the prospective teachers.

- to possess the competence to teach subjects of his / her specialisation on the basis of accepted principles of learning and in the content of the new school curriculum.
- to develop skills, understanding, interest and attitude which would enable his/her to foster all round growth and development of the children under his / her care.
- to possess sufficient theoretical and practical knowledge of health and physical education, games and recreational activities and work experiences.
- to develop skills in identifying, selecting, innovating and organising learning experiences for teaching the general and special subjects.
- to develop understanding of psychological principals of growth and development and individual differences.
- to develop skills in guiding and counseling the children in solving their personal as well as academic problems.
- to understand the role of the school in changing the society.
- to underline investigatory projects and action research.

I.5.b. Role of Teacher Education in the Present Scenario

Teacher education means professional preparation of teachers. It is a preparation of persons for family, for society and for the country. It is nurturing of creativity, inculcation of commitment and generation of strong will to contribute at the highest level of efficiency through a value-based approach. It is an important human vehicle to improve the quality of school education. It is the process, which
makes the individuals realize the magnitude and potentialities; and if it is nurtured and inculcated in the right direction, it could make significant contribution to the identified sectors. It empowers the individual with necessary skills and competence for achieving personal development.

Teacher education in our country has large dimensions in terms of administrative and organizational structure at different levels, policy making, academic inputs, regulatory mechanism, financial powers, etc. All these come under three major factors such as,

i) Input-building, equipment, library, laboratory, books, classrooms, teaching-learning material, audiovisual aids, playground and human resources.

ii) Process-training, teaching and learning received by teachers and students, methods, approaches, transactional modes and

iii) Product-students’ achievement, teachers’ commitment towards their profession and overall development of students and teachers.

Education enriches a society. Teacher education also enriches it more in the sense that the qualitative improvement of the society depends primarily on the qualitative teachers and teaching. It inculcates the necessary psychological skills and competencies among teachers and makes them professionally able to meet the demands of the society. More and more prioritized zones of teaching for human development and excellence come under the purview of teacher education. The teachers now work or discharge their duties and responsibilities genuinely as promoters or accelerators of human resource development.
I.5.c. Prospective Teachers

There are varieties of teacher training programmes for the training of teachers. They are pre-primary teacher education, primary teacher education and secondary teacher education etc. One of the courses, the trainees undergo, is Bachelor of Education (B.Ed.). Those who undergo this training for a period of one academic year are called prospective teachers in this study. This involves school internship, institution-community relationship, competence based education, skill development for transational strategies and development of innovative practices.
I.5.d. Need for the Study

One of the major problems, that agitate the minds of our leaders, is the problem of national integration. The question of national unity and solidarity has assumed all the more great importance ever since the sub-continent was partitioned and single sovereign government came in to power.

National integration never means that there should be no diversity in India. Unity does not mean uniformity. No one should completely give up his/her faith in his/her religion, his/her love for language or his/her medium of expression. ‘Unity in diversity’ is the phrase that expresses almost fully the idea underlying the urge for national integration. No one would deny the fact that unity is a necessary condition for nationhood. Ours is a plural society suffering from feudal and colonial past. Though there is geographical unity, there are several factors which weaken national integration

More complex adjustment problems in the society, multiplied tendencies of indulging in conflicts, vanishing social concern, pseudo patriotism, irresponsibility at work and much other uncanny behaviour can float up, projecting negative personality when good leadership values are not taught. Through various school programmes that include study, game and activities, the subtle task of infusing leadership qualities can be effectively practiced. The sense of good citizenship, knowledge of generous social roles, developing the ability to lead others should be the top qualities that must emerge from students.

Social responsibilities are the obligation that citizens have towards their community to help insure a safe and moral environment social responsibilities include the importance of community service and other beneficial studies. They can create the good citizens in this country.
An individual has to develop the national integration values, leadership and social responsibilities. The colleges are unable to follow the programs, suggested by commissions and committees due to various reasons. Experiences have taught the investigators that the teacher should possess these values, leadership and responsibilities so that they can instill the same to their students. The prospective teachers during their education, therefore, should be sensitized in this regard. It is because of the fact that the prospective teachers are the people on whom the responsibilities of inculcating national integration values, leadership and social responsibilities among the students will be shouldered. Before developing these values and responsibilities, it is necessary to know the national integration values, leadership and social responsibilities of prospective teachers at present as the first step. Besides, only a few studies are undertaken to find out the relationship among these variables as far as the studies reviewed by the investigators are concerned. The present study, therefore, is undertaken.

1.5.5. Organization of the Thesis

The thesis is presented in five chapters. The first chapter gives the background of the study. The study of the related literature is discussed in the second chapter. The third chapter gives details about the methodology followed; the sample selected, the tools used, the statistical technique applied and the delimitations fixed. The analysis of the data, interpretation of the result are discussed in the forth chapter. In the last as well as the fifth chapter, the educational implications as the recommendations and the suggestions for further research are given. The books and websites referred are listed and given under bibliography given thereafter. The copies of the tools and the publications in referred journals are given in the appendix that follows.