CHAPTER - 1
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Teachers are the index of the nation and mirror of the society. No nation can rise above the standards of its teachers. Only efficient, capable and visionary teachers can contribute in the progress of society. Efficient teachers are capable of exploring and exposing the potentialities of those who come in their contact. They are creators of new knowledge and exponents of expansion of knowledge. They are incarnators of inventions and discoveries to bring positive changes for leading better life of individuals as well as of nations. They are parameters of inspirations and creations. Their influence is unbounded, unlimited and unmeasurable, which touches the heights of the entire universe.

In the words of Adaval (1979)

"Teacher is a person who imbibes, interprets and disseminates the culture and traditions of the past and as the maker of one and all, his positions is unique and second to none".

The teachers are the most important persons in shaping the destiny of a nation. It is the teacher who influences the child the most. Teacher's personality leaves an indelible mark on the young mind of the child. So, he/she must be competent and able to steer the ships of destinies of those who are entrusted to him/her.

Teachers have a pivotal role in the 'social reconstruction' and in the 'transmission of knowledge and experience' of one generation to another. Children, who are the real potential wealth of a nation, are exposed to the teacher's influence. Teacher can work miracles which can shape the raw material into a new finished product. It is, therefore, necessary that every society should realise that teacher is a powerful
agency in transmitting its cherished values. A teacher is not only a custodian of national values, but, is also an architect par-excellence of new values.

The teacher's entire personality is reflected on the minds of students. If the teacher is honest, leads a balanced and disciplined life, the children adopt these virtues as 'Ideal Conduct' unconsciously.

It should be remembered that influence of a teacher might work out wonders if the teacher is an effective teacher. In fact, the entire structure, of today's complex and dynamic society, is based on the educational system and the foundation stone of this system is laid by the teacher. For the success of democracy also it is necessary that people should be literate. Both the eastern and the western records strongly suggest that the effective teachers were known to attract a large number of pupils around them and their glory used to be reflected in terms of achievement of their pupils for ability to make effective use of sound personality patterns and professional insight in relating to children and in promoting their all round development.

The teacher is, not only an instructor, but, a model for his students at all levels of education. The role of the teacher has assumed greater significance with universalization of education. To play his role effectively, the teacher should be well-equipped psychologically, socially, philosophically, methodologically, technologically and above all professional leadership and skills, enhance the teacher's effectiveness. Best array of instructional devices are of little avail if the teacher is ignorant, unskilled and indifferent. Today, the teachers are expected to do much than what they did in the past. The aims and objectives of education largely depend upon the effectiveness of teachers. The schools having excellent material resources and the appropriate curriculum prove their worth only if the teachers are effective. In the words of Ryans (1960) :
"If competent teachers can be obtained, the likelihood of attaining desirable educational outcome is substantial, on the other hand, although curricula may be appropriately adopted to community requirements, if the teachers are misfit or are indifferent to their responsibility, the whole programme is likely to be ineffective and largely wasted".

So, the teacher, in an educational system, is more important than all other educational factors taken together - syllabus, text-books, equipment etc. Thus, teachers are the nation-builders and educational institutions are the fountain head of all that goes to make the foundation of a nation strong. In the words of Jangira and Singh (1982) "Teaching is a specialized task and may be taken as a set of competent skills for the realization of specified set of instructional objectives".

Thus success of educational process depends on the quality, competence, aptitude, attitude towards teaching, personality of the teacher and many more factors.

1.1 TEACHER EDUCATION

In views of Indian Education Commission (1964-66) : "A sound programme of professional education of teachers is essential for the qualitative improvement of education".

The teaching profession is universally regarded not only as one of the most important profession of civilized life, but also the noblest of all. The strength of education system largely depends upon the quality of teachers who sustain it. Pupil-teachers or pre-service teachers are those individuals who are getting training to be teachers.

In the ancient period Brahmins were the teachers for teaching vedas and upanishads in order to live a peaceful and dedicated life and the Guru enjoyed the highest position in the society. In the Buddhist period
gurus had to undertake hard training and only after having earned the status of an Acharya by seniority he was given freedom to teach. During the Muslim period reputed teachers were the staff of Madarsah started by Firoz Shah Tughlaq (1325 A.D.). Teaching art, music, literature, medicine were taken as the established professions. There was no institution for formal education training of such professions.

Government initiative in teacher education came only as a consequence of Wood's Despatch of 1854, during the British period in India. The Wood's Despatch of 1854 established the training classes for masters in each presidency making formal the official acceptance of teacher training as an integral part of the Indian education system. Stanley's Despatch of 1859 recommended training schools which prepared teachers for elementary schools. Indian Education Commission (1882) recommended separate training courses for graduates and undergraduates. As a sequel to the report of the Indian Education Commission (1982), training colleges were established for the first time and soon six training colleges came into existence, one each in Allahabad, Jabalpur (1890), Kurseong, Lahore, Madras (1886), Rajamundry (1894). The Govt. of India Resolution of 1904 recommended one year training course for graduates and two year training course for undergraduates. The Indian Education Commission (1964-66) suggested in-service teacher training programme, summer courses, part time courses and correspondence courses. As a result of recommendations as mentioned above, different colleges for teacher training have been opened through different universities in India.

Revised Programme of Action (1992) on NPE (1986) has remarked that DIETS and SCERTS will be given more autonomy to promote innovations and experimentation in teacher institutes. It further recommended in service education for teachers and statutory status for NCTE. The National Council for Teacher Education (NCTE 1973) after
acquiring statutory status through the Act of Parliament in 1993 recommended integrated courses and mobility of teachers in teacher education.

(Garg B.R. 2000)

Teacher education and training can play a vital role in the world wide changing scenario. A training institution is a laboratory where philosophical thoughts and teaching techniques are demonstrated and experimented, resulting in the development of different skills. Teacher training should be a well planned programme for the preparation and orientation of teachers, as they are expected to shape and make the lives of millions of children. It is, therefore, the need of the hour that the teacher education institutions should produce competent teachers who can function efficiently and effectively in classroom situations and can establish good relations with their students, colleagues in particular and the society in general. It is highly recognised that the personality of a teacher, his teaching aptitude and a healthy attitude towards his 'world of work' coordinate effective teaching and these factors are definitely influenced by teacher education.

Teacher Education means professional training or Education of Teachers which includes theoretical orientation as well as skill-based and practical aspects related with teaching learning evaluation process. It develops professional knowledge through research or practice and ethical values among the pre-service as well as in-service teachers. Presently there are different courses available in teacher education in India which provide teacher education at pre-primary, primary, secondary or higher secondary and collegiate level. These courses are ETT, NTT, D.Ed., B.Ed., B.Ed. (Special education), B.Ed. (Yoga), B.P.Ed., C.P.Ed., M.P.Ed., MA (Physical education), M.A. (Education), M.Ed., M.Phil (Education), Ph.D. (Education).
1.2 TEACHER EDUCATION INSTITUTIONS

Keeping in view the importance of teacher education and training, the following teacher training institutions are working in the country to meet the requirement of teacher training at various levels:

- Pre-primary schools or nursery teacher training institutions.
- Training schools for elementary teachers.
- State Institute of Education.
- State Institute of Science.
- Training schools for undergraduate teachers.
- Training colleges for graduate teachers.
- Institutions for post graduate teacher education and research.
- Regional colleges of education.
- Institutes of advanced studies in education.
- Comprehensive colleges of education.
- Training colleges for integrated course (BA/B.Ed - Four year programme)
- Training colleges for special education.
- District institutes of education and training (DIET).
- University departments of teacher education.
- Institutions for correspondence courses.
- National Council of Educational Research And Training (NCERT)
- State Councils of Educational Research and Training (SCERT).
- National Council for Teacher Education (NCTE)
- Extension Service Department attached to selected training colleges.
- On-line teacher education programmes.
Presently, the whole programme of teacher training is looked after by a statutory body named National Council for Teacher Education, New Delhi (NCTE). Not only it controls and gives recognition to teacher education institutions but also frames objectives and performs various functions.

Objectives of NCTE

The main objectives of NCTE are to achieve planned and coordinated development of the teacher education system throughout the country, the regulation and proper maintenance of norms and standards in the teacher education system and for matters connected therewith. The mandate given to the NCTE is very broad and covers the whole gamut of teacher education programmes including research and training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in formal and non-formal education.

The main functions of NCTE consist:

- Accreditation/disaccreditation of institutions of teacher education.
- Laying down of standards and norms for institutions of teacher education.
- Development of guidelines for curricula and methods of teacher education.
- Promoting innovations and research studies and organise them periodically or annually.
- Coordinating and monitoring teacher - education and its development in the country.
- Other functions like earning of credits for in-service education, duration of various courses, emphasis to be laid in training programmes for NFE/AE instructors, place of correspondence education in teacher education etc.
Preparation of learning material, orientation of senior teacher educators etc. may continue to be performed by NCERT, SCERTs, in co-operation with NCTE.

Pedagogical theory is an essential aspect of teacher training programme. The theoretical bases include philosophical, psychological, sociological, economic, managerial and technological bases in the core subjects. Other subjects which are predominantly studied in teacher education courses are methods of teaching, guidance and counselling, computer education, Education systems and its problems, recent developments in the field of education, besides many optional subjects like library services, adult education, distance education, population education, education of exceptional children, health and physical education, yoga education, women education etc. teaching subjects offered by the institutions are mainly teaching of science, languages, social studies, mathematics, home science, physical education, music and fine arts etc.

Theory subjects are taught in large classes predominantly through lecture method. Assignments and discussions are also employed for the dissemination of knowledge.

Practicals related with teacher education programme, action research, community work and crafts like drawing, Art and Painting, Gardening, Candle making, Card board making, interior decoration etc. are other experiences which are provided during teacher education courses.

There are various devices which presently, being used for modification of student-teachers' behaviour in our teacher education institutions in India.

The following are the main devices which are commonly used:

Discussion Lessons, Demonstration Lessons, Simulated Social

1.3 PRESENT SCENARIO OF SECONDARY TEACHER EDUCATION IN INDIA

India possesses one of the largest systems of teacher education. Besides the University Department of Education and other affiliated colleges, Govt. and aided institutions, private and self-financing colleges and open universities through distance education are also engaged in this venture. The programmes are almost identical but the standard varies. Certain institutions are being run with motives other than educational. In certain areas the supply of teachers far exceeds the demand while in others, there in acute shortage and unqualified teachers are working under different names. The manpower planning is practically absent in teacher education.

The programme of teacher education is institution-based. Despite the commendable improvement in service conditions and perks, the profession is yet to attract best brains. The system of teacher education has yet to demonstrate its sensitivity to its educational as well as social contexts and concerns. The NCTE is committed to meet its obligations. NCTE recommended overhauling of teacher education system. National Assessment and Accreditation Council has joined with NCTE for the quality assessment of teacher education institutions in India, which is certifying the standards of teacher education by providing grades or stars. NAAC is upgrading the professional knowledge as well as providing financial support for organizing seminars and workshops for quality improvement of higher education institutes in the following areas: Curricular aspects; Teaching-learning-evaluation; Research, Consultancy
and Extension; Infrastructure and learning resources; and Student support and Progression.

The most popular programme in teacher education in the country is the B.Ed programme or course. The teacher education system in the country is generally equated with the pervasive and multipurpose B.Ed programme which is designed to prepare teachers of different stages of school education, school supervisor and administrators. In Punjab 145 institutions for B.Ed. have been opened to provide the teacher education.

The main function of B.Ed. course is to provide appropriate inputs to the prospective teachers so that they acquire the necessary insight and skills which enable them to become effective teachers which Indian society needs so intensely. A B.Ed degree is kind of driving license i.e. an essential requirement for driving the students on the desirable channel. Therefore, the selection of candidates in teacher education requires a more systematic and reliable procedure. Nobody can deny the fact that if input is poor, the output can be no better.

The teacher education has been facing challenges from many aspects. The challenge before the nation and the society are inseparable from the challenges of teacher education. The globalization, privatization and commercialization of education have brought many more challenges to the existing programme or system of teacher education in India. How can we make our teacher education effective, productive and qualitative in order to meet the challenges in context of changing scenario of the society and the world at large? Let us be critical, scientific, practical and visionary to discuss and elaborate teacher educational system of our country, which affect our individual, social and national progress and standard as well.

Different Universities in India have different curriculum structures. Distance education mode of B.Ed programme adopted 2 year course while regular secondary teacher education is a one year course. In
Punjab, there is variation in secondary teacher education programme (B.Ed.) provided by Panjab University, Panjabi University and Guru Nanak Dev University.

The B.Ed. one year curriculum regular prescribed by Panjab University, Chandigarh for its affiliated Colleges of Education is divided into two parts - Part-I & Part-II.

In part I there are General Professional Courses of Theory Papers: These are:

- Paper-I Philosophical & sociological basis of Education,
- Paper-II The Learner-Nature & Development,
- Paper-III Teaching-Learning Process,
- Paper-IV (Part-A) School Management (Part -B) Computer Education,
- Paper-V (Part-A) Guidance and Counselling, (Part-B) Anyone of the following options.

In addition to the above, students study Methodology of Teaching of any two subjects. These are:

In Part -II there are five components of practical work. These are:

(i) School Experience Programme (ii) Simple Expressional Competencies (iii) Health & Sports Programme (iv) Work Experience Programme and (v) Co-curricular Cultural & Community Activities.

Various research studies have looked into the impact of B.Ed training programme on its trainees. A number of factors necessary, for being successful in teaching, constitute as a whole, the aptitude for teaching, intellectual level, attitude towards teaching, sincerity, self-acceptance, knowledge of subject-matter, understanding of pupils, professional growth, personality traits etc. A teacher trainee having deep teaching aptitude and right type of attitude towards teaching is more receptive to and more absorbent of the training given. A teacher with attitude for teaching is of great significance in educational field. It makes his/her personality effective and ultimately it leads to effectiveness in teaching which is reflected in the following studies:

Gopalacharyulu (1984) suggested in his study that attitude towards profession and attitude towards training influenced theory and total achievement significantly.

Gupta (1983) predicted that student teachers with a high positive attitude towards teaching gave better performance through simulated teaching.

Mehta (1985), Preet Pawan Kaur (2003), Harpreet Kaur (2004) surveyed that the impact of the teacher training programme was positive in changing the attitude of preservice teachers.

Kahlon and Saini (1989) reported that teaching of education courses affected the development of teaching aptitude.

Raina (1990) found that student teachers, by and large,
differed considerable on the 16PF test. The factor pattern for the science student teachers suggested a picture of marked creativity. The arts student-teachers were found to be to go along with the current. They enjoyed social recognition. The commerce student-teachers were affected by feelings, were humble, suspicious, adventurous, responsive, genial and carefree.

The above overview of researches revealed that the different studies done in the field of teacher education took one or the two variables of teachers. Hence, it seems worthwhile to study the impact of B.Ed. programme on teacher effectiveness, personality, teaching aptitude and attitude towards teaching. It will be worthwhile here to look into the nature of these variables:

### 1.4 TEACHER EFFECTIVENESS

It is difficult to enumerate the characteristics and competencies that make a teacher effective. Teacher effectiveness is basic to the understanding of teacher behaviour but there is no clear cut and universally accepted definition of it.

The teacher effectiveness has been evaluated in terms of student achievement and attitude as the product criterion. Thus what is crucial is not the teacher's act or behaviour but the pupil's act or behaviour. Research efforts have been made in recent years to explore the field of teacher effectiveness as is evidenced by the reviews presented by Barr (1946, 1949 and 1952), Casteller and Other (1954), Barr and Others (1955, 1958), Bellack and Hubner (1960), Fattu (1962), Getzel and Jackson (1963), Biddle and Ellema (1964), Debnath (1971), Travers (1953), Chhaya (1974), Namita (1980), Dave (1987), Singh (1987), Moseman (1988), Vasanthi and Anandi (1997) and Clark (2005).

Teacher effectiveness is not in itself an operational criterion. According to the study reported by Stern, Stein and Bloom (1956),
"Teacher effectiveness is rather a standard of performance in a specific work situation that some individuals are said to manifest. These judgements are made significant by others in their environment".

The teacher effectiveness is determined through the format experience, teacher properties, teacher behaviour, immediate effects and long term consequences. The effective teacher never stops experimenting to discover what best suits his own particular needs and those of his students. The effective teacher applies teaching methods that are easier, quicker, better, safer, more rewarding, less labour, intensive and more suitable.

According to Ryan (1969) an effective teacher may be understood as one who helps development of basic skills, understanding, proper work habits, desirable attitudes, value judgement and adequate personal adjustment of the students.

According to Mitzel's (1982) Encyclopedia of Educational Research "The term 'teacher effectiveness' refers to the results a teacher gets or to the amount of progress the pupils make towards some specified goal of education".

Barr (1952) wrote, "Teacher effectiveness is a relationship between teachers, pupils and other persons concerned with the educational undertaking".

Good (1959) observed teaching effectiveness as "the degree of success of a teacher in performing instructional and other duties specified in his contract and demanded by the nature of his position".

Johnson (1956-57) suggests three primary approach to measure teacher effectiveness.

1. evaluation of qualities is assumed to function in the act;

2. appraisal of teaching activity, and

Perrot (1975) suggested that teachers can be observed and rated on their overall effectiveness by using each of the teaching skills involved. According to him, there are three forms of teacher competencies:

a) Knowledge competencies, specifying cognitive understandings the teacher is expected to demonstrate;

b) Performance competencies, specifying teaching processes the teacher is expected to demonstrate; and

c) Consequences competencies, specifying pupils behaviours that are viewed as evidence of teaching effectiveness.

Ryans (1960) mentioned general approaches to the measurement of teacher effectiveness which involve the evaluation of

a) teacher behaviour process;

b) a product of teacher behaviour

c) concomitants of teacher behaviour

Effective and successful teachers have the ability to evaluate their own instructional effectiveness and be professionally responsible for acquiring new skills and knowledge. They also demonstrate their skill commitment to teaching by accepting responsibility for pupil learning. Personal and professional characteristics that have been identified as being representative of successful teachers include;

1. Ability to show a genuine interest in teaching and enthusiasm for learning.

2. A pride in one's personal appearance.

3. Skill in adopting to change.

4. Ability to adhere to accept policies and procedures of school system.

5. Accepting responsibility for actions both inside and outside the
6. The desire to adopt a co-operative approach toward parents and school personnel.
7. Punctuality and regularity in attendance.
8. The ability to establish a genuine rapport with students.

According to Scriven (1987), "Teachers are meritorious to the extent that they exert the maximum possible influence towards beneficial learning on the part of their students, subject to three conditions:

1. the teaching process used is ethical.
2. the curriculum coverage and the teaching process are consistent with what has been promised, and
3. the teaching process and its forcible effects are consistent with the appropriate institutional and professional goals and obligations.

According to Nair (1980), "Teacher effectiveness denotes the ability of a teacher to teach a particular lesson to his pupils".

It is desirable for an effective teachers as for as possible, to have sportsman spirit, skill of correlating subject matter effectively, involve students in planning, interest in the educational field, experimental approach, qualities of leadership, impressive appearance, sound judgement, ability to conduct discussions, superior intellect, objectivity, impartiality with students, good academic record, attentive and dutiful to higher authorities. The total commitment to the teaching profession and enjoying being fully wedded to it, enhances teacher's effectiveness.

Mitzel (1982), used the term "Criterion" to judge teacher effectiveness which is any 'set of observations' that may be used as 'standard' for evaluating purposes or as a 'frame of reference' for judging or testing something. According to Flanders and Simon (1969), teacher effectiveness is an area of research which concerns the characteristic of the
teacher, his teaching styles and their effects on the educational outcome.

Morsh and Wilder (1954) have classified teacher effectiveness criteria on the basis of methodology used in obtaining the criterion measurements. Effectiveness of a teacher can be well assessed by using three classes of variables related to teacher effectiveness defined by Mitzel and Gross (1960) as under:

- **Process criteria**
- **Product criteria**
- **Presage criteria**

**Process criteria**

It involves the classroom interaction of the teacher with the pupils. It includes the behaviour of the teacher, the reciprocative behaviour of the pupils and rapport established between the two (source link) in various academic activities. An effective teacher is able to deal efficiently with the classroom and the student get maximum benefit from his teaching. Symonds (1955), Bhagoliwal (1982), McGarvey (1983) and Tell (1983) identified those characteristics which seemed to differentiate superior teachers from inferior teachers. Some of these are:

a) Superior teachers liked children
b) Superior teachers were personally secure; and self-assured;
c) Superior teachers were integrated;
d) Effective teachers understood the social and educational needs of a child;
e) Effective teachers were flexible; and
f) Effective teachers were sensible.

**Product criteria**

It is a very common and conventional way of appraising the
standard of a process from the results or end products it incurs. such a criteria seeks the extent to which the educational objectives have been achieved by the pupils. So, whatever materials and resources may be utilized and exercised by the teacher, his effectiveness is gauged from the progress and prosperity sustained by the learner. Rabinowitz and Travers (1953), Ryans (1949, 1953, 1960) and Remmers (1952, 1953) voted for the assessment of teacher effectiveness through effects on students in terms of gains, growth changes, all of which involve measurements to change in behaviour and some of which can be attributed to the impact of individual teachers.

**Presage criteria**

It focuses on the academic background and personal characteristics of the teacher. It includes the intellectual abilities, creative proficiency and reasoning efficiency. The teacher's effectiveness is measured by his education, professional and personal qualifications and experiences.

Four types of presage variables have been used more commonly as criterion in teacher effectiveness studies. These are:

- a) Teachers' personality
- b) Characteristics of teachers in training
- c) Teachers' knowledge and achievement
- d) Teaching aptitude

Teacher training variables like marks in education courses, success in student teaching and critic-teacher evaluations have been used as presage criteria.

Very often any one of the above criteria is taken into account, while determining the effectiveness of a teacher, which is not desirable. Simms (1988) remarked that both teachers and principals found process
criteria to be the most relevant and presage criteria the most feasible. Product criteria was considered the least relevant and least feasible by both groups. From all round consideration it is very urgent to pay due attention to all the three criteria given above while judging the effectiveness of a teacher.

1.5 TEACHING APTITUDE

Aptitude is a capacity to learn certain skills and abilities which are necessary for success in a particular area of work. High or low aptitude in a given area signifies that an individual fits into the requirements of one job better than into another.

The term 'aptitude' narrowly defined is the native or in born capacity of people in tasks requiring intellectual ability and skill. Although aptitude has an innate basis, yet more broadly, environment has maximum influence in the formation of aptitudes.

Aptitude looks to the future and tries to predict the degree of attainment or success of an individual in an area or activity after adequate training. Even in its narrower scientific sense, however, the word, 'aptitude' is by no means consistently and clearly used in the literature on tests.

In Warren's Dictionary of Psychology (1934) it is defined as a condition or set of characteristics indicative of ability to learn. This implies that an aptitude is not necessarily an entity but rather a constellation of entities. The set of characteristics which enable one person to learn something may even be different from that which enables another person to learn the same thing.

The word 'aptitude' is derived from the word 'aptos' which means 'fitted for'. According to Bingham (1937), "Aptitude is a condition or set of characteristics regarded as symptomatic of an individual's ability to acquire with training some usually specified knowledge, skill or set of
responses such as the ability to speak language, to produce music". He further states that aptitude is a measure of probabilities of success of an individual with training in certain type of situations.

Research efforts have been made in the direction of teaching aptitude by Sharma (1971), Gupta (1983), Verma (1985), Meera (1988), Kahlon and Saini (1989) and Kaur (1993). According to Freeman (1926), "A aptitude is a combination of characteristics indicative of an individual's capacity to acquire (with training) some specific knowledge, skill or set of organised responses, such as the ability to speak a language, to become a musician, to do mechanical work".

In Dictionary of Education by Good (1959), aptitude is defined as a pronounced innate capacity for a ability in a given line of endeavour such as a particular art, school subject or vocation". Thus, in this definition, aptitude refers to an individuals inborn capacities or potentialities which are indicative and some special abilities.

According to English and English (1958), aptitude may be regarded as "The capacity to acquire proficiency with a given amount of training". Here it has been emphasized that the aptitude refers to the capacity of an individual to be skilled in some work, receiving formal or informal training.

An aptitude is not a unitary trait of human personality but a combination of various traits. It is a capacity to learn certain skills and abilities which are necessary for success in a particular area of work. Teaching aptitude is concerned with the long run satisfaction and success of the teacher on the job. Any one who is to become a teacher needs an intellect capable of grasping not only the subject matter and its place in the curriculum but also the aims and processes of education.

From above discussion, it is clear that aptitude is concerned
with the long run satisfaction and success of the teacher on the job. Aptitude is considered important characteristics of the teacher which can predict his/her future success in a teaching profession.

1.6 ATTITUDE TOWARDS TEACHING

Attitudes are pre-dispositions to respond favourably or unfavourably to a more or less predictable degree to particular situations on the basis of ideas and feelings we bring to these situations. It is readiness to react towards or against some situation, person or thing in a particular manner.


Attitudes are dynamic as they change with time and experience. They are not innate but are acquired. Attitude is influenced by environmental factors by which the person is surrounded. Attitudes guide our behaviour. Thurston and Chave (1929) first used the term 'attitude' to denote "the sum-total of a man's inclination and feelings, prejudice or bias, preconceived notions, ideas, fears, threats, convictions about any specific topic". Later, when motivational affective characters of attitude were emphasized, Thurston (1931) defined attitude as, "the affect for or against a psychological object".

Attitude was defined by Allport (1954) as, "a mental and neutral state of readiness, organised through experience, exerting a
directive or dynamic influence upon the individuals response to all objects and situations, with which it is related".

The affective quality of attitude was also emphasized by Krech and Crutchfield (1948). They defined attitude as an "enduring organization of motivational, emotional, perceptual and cognitive processes with respect to some aspects of individual's world".

How a teacher performs his duty as a teacher is dependent, to a great extent, on his attitudes, values, and beliefs. A positive favourable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative unfavourable attitude makes the teaching task harder, more tedious and unpleasant.

In addition a teacher's attitude not only affect his behaviour in classroom but also influence the behaviour of his students. Moreover effective and productive learning on the part of the pupils can be achieved by employing teachers with desirable attitudes or by shaping their attitudes in the desired direction.

An attitude is a particular feeling about a person, idea or object, involves a tendency to behave in a certain way in a situation. It is partially rational and partially emotional and is acquired, not inherent, in an individual.

Attitudes have three components cognitive, affective and behavioural. Cognitive or belief component refers to the set of beliefs and opinions through which the attitude is expressed. Affective or feeling component refers to the emotions associated with a person or an object. These emotions include pleasant or unpleasant feelings, liking or disliking for the object, good or bad mood, attraction or aversion. Feeling component serves as a motivating factor and intensity of positive or negative feeling would determine the motivational force behind the resulting behaviour.
Behavioural or action component refers to the actual behaviour which occurs in relation to a person or an object. If a person holds positive attitude towards another person, he will show a tendency to help or support that person or an object. If his attitude is negative, the tendency would be to discourage or ignore that person. In other words besides cognitive and an effective component, attitudes have emerging and directional properties which prompt an individual to take a certain specific stimulus.

Attitudes have intellectual, biological, social and emotional parameters that are derived from experiences and exercise a determining influence upon behaviour. Attitude is defined as a developmental state of organismic valence created by psychological process, exerting a motivational influence upon the individual's responsive behaviour in situations directly or indirectly related to it.

Attitudes have four dimensions like direction, intensity, extension and duration. The direction of an attitude is either positive or negative i.e. for or against some object or value. The intensity of a positive or negative attitude is the degree to which it motivates the person's behaviour towards the activity component. The extension of an attitude is the degree to which it is generalised or the number of cases it covers. The duration of an attitude is the length of time it endures. Some attitudes are so deeply engrained as to appear permanent, while others are merely transitory and may change overnight.

There are four major psychological theories or models of attitudinal change:

Freudian psychology and psychoanalysis, a Congruity model, a Balance model and Dissonance model.

Freud (1953) described the internal conflict which ranges within the individual, particularly between the id, the likido and the super
Psychoanalysis seemed to be primarily concerned with generating some sort of balance between the aggressiveness and sexuality of the id and the guilt of the superego. But neither Freudian psychological theory nor psychoanalysis as therapy explains very well the many cases in which patients become fairly well reconciled to what has happened to them as children and change their interpersonal styles but still find themselves in considerable conflict with infantilisms which survive as social norms.

The Congruent model was developed by Osgood, Suci and Tennenbaum in 1957. It is used to explain the nature and degree of attitude change. We undergo it when we experience attitude which are inconsistent with our own. We try to reduce the dissociation by making the inconsistent attitude more congruent. The congruency model predicts that the size of a change is inversely proportional to the degree of polarization.

The Balance model deals with the relationship of attitudes as presented by Abelson and Rosenbergi (1958). Imbalance and there by the opportunity for change, occurs when one of these attitudes changes.

The Dissonance model was developed by Festinger (1957). Cognitive dissonance is Festinger's term describing the individual's state of tension - obviously a state of disharmony, disequilibrium and inconsistency. To find inner peace, the individual must transform dissonance or inconsistency to consistency or consonance.

So it is clear that attitude can be changed and acquired. Favourable attitudes are beneficial in teaching. Teacher's attitude towards teaching directly affects the pupils. Hence there is great need to form favourable attitude among the prospective teachers. Pre-service teachers, as the term suggests are those individuals who are getting training to the teachers. They may also be called future teachers or the pupil teachers. It is a matter of great concern that the teachers teach well if they have interest and inclination in this field. In other words, a teacher could teach if and
only if he is willing to. Hence it is not only necessary but compulsory for the prospective teachers to be having great attitude towards his profession. The attitude is product of heredity as well as environment. The environment contributes a lot to the development of attitudes which in turn directs one's behaviour. What holds true to the general environment is equally true to the educational environment especially in teaching.

1.7 PERSONALITY

"Personality is the total quality of an individual's behaviour, as it is revealed in one's characteristic habits of expression and thought, attitude and interest, manner of activity and philosophy of life".

Wood Worth (1947)

Personality is concerned about a person's nature, qualities, inner aspects as well as outer appearances. Personality is something unique and specific. Everyone of us is a unique person in oneself. If we see the world as a whole, we shall be strengthened in our belief that no two things are similar and identical. One individual is never like another in each and every respect. Each individual has its own peculiarities, abilities and capabilities which present him as a separate individual from the other. Personality is known by the conduct, behaviour, activities, movements and everything else concerning the individual.

The term 'personality' is derived from the latin word 'Persona' which has the name given to the masks that actors wore and the characters they portrayed. According to the concept of mask, personality was thought to be the effect and influence which the individual wearing a mask left on the audience. Precisely, we can say that the mask or persona of the actor implied a cover for the real person behind it. But it is a narrow concept of personality because 'persona' is something external in nature and it does not include inner traits.
Personality is a broad and comprehensive concept covering the organization of an individual's predisposition to behaviour and his unique adjustment to environment. Personality is the mirror of one's total behaviour. Personality has its existence like that of a sound. We can hear a sound, but can neither see nor touch it. Similarly, personality has no independent entity. This feature applies to personality also. We cannot touch, see and hear personality. We can only understand it.

Warren's Dictionary (1934) defines "Personality is the integrative organization of all cognitive, affective, conative and physical characteristics of an individual as it manifest itself in focal distinctive from others".

Murphy (1947) describes "Personality is structured organism environmental field, each aspect of which stands in dynamic relation to each other aspect. There is organisation of the two that is investigated in personality research".

Stagner (1948) is more concerned about the person's inner system and defined personality as an inner system of beliefs, expectancies, desires and values".

Cattell (1956) equates personality with individual aspects of behaviour. He directs his orientation to the behaviour of the individual and maintains that it should be predictive power. He defines "personality .. is that which permits to a prediction of what a person will do in a given situation .... personality is concerned with all the behaviour of the individual both overt and under the skin".

Allport (1957) has defined, personality is the dynamic organisation within individual of these psychophysical systems that determine his unique adjustment to the environment.

Eysenck (1960) defines personality, "as more or less stable
and enduring organization of a person's character temperament, intellect and physique which determines his unique adjustment to the environment".

Theories of personality :

The search for understanding the meaning and nature of personality would be incomplete if we do not discuss some important theories of personality. The theories of personality in general can be classified into the following broad categories:

Type approach

Theories adopting the type approach advocate that human personalities can be classified into a few clearly defined types and each persons, depending upon his behavioural characteristics, somatic structure, blood types, fluids in the body, or personality traits can be described as belonging to a certain type. Based on such an approach, the physician of ancient-India broadly categorized all human beings into three types. This classification was based on the three basic elements of the body, namely pitt (bile), vat (wind), and kuf (mucus). Jung (1971) classified all human beings basically into two distinct types - introvert and extrovert - according to their social participation and the interest which they take in social activities. Later on he further sharpened his twofold division by giving sub-types. In this process, he look into consideration the four psychological functions - thinking, feeling, sensation and intuition - in relation to his previous extrovert and introvert type.

Trait approach

In the trait approach the personality is viewed in terms of various traits. Traits may be defined as relatively permanent and consistent general behaviour patterns that an individual exhibits in most situations. Two personality theories namely, Allport’s Theory (1961) and Cattell’s Theory (1973) are said to be the best examples of the trait approach.
Traits, according to Allport, are the basic units of personality. Each of us develops a unique set of such organised tendencies termed as traits in the course of our continuous and gradual development. Allport distinguished three types of traits namely; Cardinal traits, Central traits and Secondary traits.

Cardinal traits are the primary traits so dominant in one's personal disposition that they colour virtually every aspect of one's behaviour and attributes. These traits, if found in an individual, are limited in number to just one or two. Infact, such cardinal traits although very few in number, overrule other traits and thus drift the whole personality of the individual along with them.

Central traits represent these few characteristic tendencies which can be ordinarily used to describe a person, e.g., honesty, kindness, submissiveness, etc. According to Allport, for knowing an individual's personality, we need to know only five to ten such central traits.

Secondary traits are not as dominant as the cardinal or central traits. They appear in only a relatively small range of situations and are not considered strong enough to the regarded as a integral part of one's personality.

Cattell (1973) developed trait approach defining a trait as a structure of the personality inferred from behaviour in different situations and described four types of traits:

- Common traits
- Unique traits
- Surface traits
- Source traits

The 16 basic or source trait dimensions (arrived at through the process of factor analysis) were named as factors. Cattell regarded these
factors as the building blocks of personality, i.e. the characteristics in terms of which one's personality can be described and measured.

Cattell made use of his 16 factors or basic dimensions in the measurement of personality by devising a personality inventory known as Cattell's sixteen personality factor inventory (16 PF) consisting of suitable and multiple choice questions.

**Type-cum-trait approach**

This approach tries to synthesize the type and trait approaches. Eysenck's theory of personality (1965) reflects such an approach. According to Eysenck the three basic dimensions of human personality are:

- Introversion - Extroversion
- Neuroticism (emotional instability - emotional stability)
- Psychoticism

These three basic dimensions refer to definite personality types i.e. introvert, extrovert, neurotic and psychotic.

The mental tendencies of introvert people are directed, not outwards to people around them, but rather inwards to themselves. They keep their feelings under control. They are reliable, somewhat pessimistic and places great values on ethical standards. They deliberate long before they act but the moment of action comes again begin to hesitate and question.

Extrovert people take more interest in others and like to mix with people of similar temperaments. They are realistic and face the problems of life objectively and are always ready to take part of any social activity around them. They take part freely in any social give and take. They take decisions quickly.

The second major dimension suggested by Eysenck involves
emotional instability at the lower end and emotionally stability at the upper and describing people as neurotic and not neurotic. Thus, at its lower end are the persons who are moody, touchy, anxious or restless and at the upper end are persons who are stable, calm, carefree, even-tempered and dependable.

The third dimension is psychoticsm. The people high on this dimension tend to be solitary, insensitive, egocentric, impersonal and opposed to accepted social norms while those scoring low are found to be more empathic and less adventurous and bold.

**Psycho-analytical approach**

Freud (1953-1974) while explaining the structure of the human mind, divided it in two different parts, first by arranging it into three layers as the 'conscious', the 'subconscious' and the 'unconscious' and second, by postulating three other components - 'Id', 'Ego', 'Super- Ego'.

According to Freud, the ideas, thoughts and images that we are aware of at any moment of our mental life are said to lie within the upper layer of our mind i.e. conscious mind. Just beneath the conscious layer lies the subconscious mind. So in the middle layer, there lie all experiences or knowledge which have been gained or learned by an individual through various types of experiences or training. Below the subconscious mind lies the unconscious, the most important part of our mind. It contains all the repressed wishes, desires, feelings, derives and motives many of which relate to sex and aggression. This hidden treasure of mental life belonging to the unconscious is responsible for most of our behaviour and in fact, as Freud asserts, what we do and now we behave is always determined by the forces residing in our unconscious and not by the choices of the conscious mind.

Freud further invented three more constituents of personality -
'Id', 'Ego' and 'Super-Ego'. If there is balance between id and super ego there will be balanced personality and if there is no proper balance between Id and Super-ego there will be maladjusted personality.

Freud believed in the role of instinct in driving human behaviour. He postulated two main instincts, namely: the life instinct and the death instinct, as the source of all the psychic energy available in man.

One's life instinct is engaged in the service of one's life and its main aims are survival. It is manifested through sex and love. Freud gave the name 'libido' to the driving force of the life instinct. Sex urge or sex motive may be regarded as the dynamic force and centre of all human behaviour at all ages.

The concept of the other instinct, called the death instinct, related to the impulse for destruction. It is manifested through acts of aggression, cruelty and even of suicide. Freud held that when one's life instinct is not allowed to function, the death instinct comes into the picture for operating behaviour.

The Humanistic Approach

Humanistic psychology reflects a humanistic trend in dealing with and understanding human behaviour. Carl Roger's Self Theory (1947) is quite distinct from the other theories of personality. There are two basic systems underlying his personality theory - the organism and the self. Organism represents the totality of one's experience - both conscious and unconscious. The secondary system, the 'self' is the accepted, aware part of experience. The self as a system of one's phenomenal field can perhaps be best understood in terms of our concept of I, me, or myself.

Learning theory of personality

Learning theory of personality emphasized the importance of learning and objectivity to understand personality. Dallard and Miller
(1950) in their learning theory of personality trend to substitute Freud's concept of a pleasure principle with the principle of reinforcement, the concept of ego with the concept of learned drive and learned skills etc. Their theory stressed the development of a personality on the basis of the responses and behaviour learnt through the process of motivation and reward. Dallard and Miller's theory of personality did not really ascribe any static structure to personality, and emphasized, instead, habit formation through learning as a key factor in the development of personality. Habits are formed by S.R. Connections through learning. As learning grows on the basis of experiences and interaction with one's environment, one's habits are reorganised, new habits are learned and consequently one's personality is modified and developed in terms of learning new behaviour and picking up new threads or styles of life.


1.8 RATIONALE OF THE PROBLEM

Good teachers are models of social and moral leadership which not only influence their pupils but also generate impetus in the all round growth of a country. Teacher has always played a crucial role in preparing and shaping communities and societies towards exploring new horizons and accomplishing higher levels of development. In view of this teacher's role is unparalleled.

National Policy (1986, 1992) clearly acknowledges this and stipulates, "The status of the teacher reflects the socio-cultural ethos of a society, it is said that no people can rise above the level of its teachers. The government and the community should endeavour to create conditions
which will help, motivate and inspire teachers on constructive and creative lines”.

The most imperative factor for the development of a nation is education. The quality of education largely depends upon the quality of the teacher who is expected to be super-specialist which in turn largely depends upon the teacher training programmes. Teacher education and training can play a vital role in the world wide changing scenario. A training institution is a laboratory where philosophical thoughts and teaching techniques are demonstrated, and experimented, resulting in the development of different skills. Teacher training should be a well planned programme for the preparation and orientation of teachers, as they are expected to shape and make the lives of millions of children. It is, therefore, the need of the hour that the teacher education institutions should produce competent teachers who can function efficiently and effectively in classroom situations and can establish good relations with their students, colleagues in particular and the society in general.

Hence, teacher education has attracted more and more attention and concern of the government. To streamline the teacher training programme, NCTE, a statutory body was established by the central government. This body started its functioning throughout the country through its head office situated at "New Delhi and four regional committees namely (i) Southern Regional Committee, (ii) Western Regional Committee, (iii) Eastern Regional Committee, (iv) Northern Regional Committee at Bangalore, Bhopal, Bhubneshwar and Jaipur respectively. Guided by the considerations, set up by NCTE, throughout the training programme, the students are taught the importance of education; its theory and practice, problems of education and methods of teaching, etc. There is always a need to evaluate the efforts which are being made by the training institutions to achieve the desired goals. It is highly
recognised that the teacher effectiveness, the aptitude of the teacher, a healthy attitude towards world of work and personality contribute a lot in successful teaching. Hence, the investigator tried to find out the impact of B.Ed. programme on teacher effectiveness, personality, teaching aptitude and attitude towards teaching of the prospective teachers joining the programme of teacher education. The purpose of this study, is, to evaluate and enquire the change in drives, thoughts, beliefs and behaviour of the pupil-teachers as a result of the training programme consisting the whole curriculum i.e. foundation course, optional subjects, practicals, curricular and co-curricular activities, learning resources, teaching practice, evaluative techniques, the methods and techniques employed at different stages of the programme.

The present study will stimulates the academic bodies to plan the teacher education programme in a more effective way, which will definitely provide data-base to bring change in the current syllabi, duration of training period, theory or practical hours, teaching practice, teaching methodology, work experience and methods of evaluation, etc.

Findings will also help the administrators and the faculty of the B.Ed. colleges in providing the rationale of dissemination teacher education programme and if necessary to bring changes in the teacher education programme in the light of feed back received. Government and other organisations engaged in teacher education may extract the benefit from the conclusions of the study and may come to know the requirement of spending money in a proper way for the development of a healthy attitude, teaching aptitude, personality and teacher effectiveness of prospective teachers doing B.Ed. Hence, findings will be useful for policy makers especially NCTE and other national level organisations to bring desired changes in the programme.
1.9 STATEMENT OF THE PROBLEM

"IMPACT OF B.ED. PROGRAMME ON TEACHER EFFECTIVENESS, PERSONALITY, TEACHING APTITUDE AND ATTITUDE TOWARDS TEACHING OF PROSPECTIVE TEACHERS"

1.10 OBJECTIVES OF THE STUDY

The following objectives were formulated of the present problem:

1. To see the impact of one year, regular, B.Ed. programme (face to face) on the prospective teachers.
2. To find the change in Teacher Effectiveness of teacher trainees due to the impact of B.Ed. programme.
3. To find the change in Teaching Aptitude of teacher trainees due to impact of B.Ed. programme.
4. To find the change in Attitude Towards Teaching of teacher trainees due to the impact of B.Ed. programme.
5. To find the change in Personality Traits of teacher trainees due to the impact of B.Ed. programme.
6. To find the change in Teacher Effectiveness of male and female teacher trainees due to the impact of B.Ed Programme.
7. To find the change in Teaching Aptitude of male and female teacher trainees due to the impact of B.Ed Programme.
8. To find the change in Attitude Towards Teaching of male and female teacher trainees due to the impact of B.Ed Programme.
9. To find the change in Personality Traits of male and female teacher trainees due to the impact of B.Ed Programme.
1.11 DELIMITATIONS OF THE STUDY
1. The study has been delimited on the Colleges of Education affiliated to Panjab University, Chandigarh.
2. The study was conducted on prospective teachers doing regular course of B.Ed.
3. The study was limited to eight colleges of Education affiliated to Panjab University, Chandigarh situated in District Ludhiana and Moga.

1.12 OPERATIONAL DEFINITIONS OF THE TERMS USED

The investigator has used a few technical terms in the statement of the present problem. Keeping in view the technicality of the terms used and to avoid any confusion in the understanding of these terms, the investigator has explained the terms as under:

**Prospective Teachers**

Prospective teachers are the teacher trainees undertaking B.Ed one year regular course of Panjab University. They may also be called pupil – teachers, student – teachers or future teachers. B.Ed. course enables the prospective teachers to understand the educational philosophy, educational psychology, educational sociology, methodology of teaching different subjects, computer education, guidance and counselling and various work experiences, etc.

**Teacher Effectiveness**

Teacher Effectiveness means perfection or the optimum level of efficiency and productivity on the part of the student – teachers.

Teacher Effectiveness is increased by a number of factors such as the subject mastery, communicating ability, impartiality and commitment to teaching (Balchandran 1981).

Teacher Effectiveness includes all the effectiveness of
teaching skills during class-room teaching as measured by teacher effectiveness scale by Dr. Pramod Kumar and D.N. Mutha (1999)

**Personality**

Personality has been viewed in terms of 16 personality factors and the scores obtained by each subject on 16 PF “form C” prepared by S.D. Kapoor and V.K. D. Tripathi (1981) has been taken to measure the personality traits.

**Teaching Aptitude**

Teaching Aptitude means the capacity to learn certain teaching skills and abilities which are imperative for getting success in a teaching profession.

Teaching Aptitude Test Battery consisting of five sub tests by R.P. Singh and S.N. Sharma (1998) measures the teaching aptitude of B.Ed. teacher - trainees.

**Attitude Towards Teaching**

Attitude Towards Teaching means scores obtained by prospective teachers on Teacher Attitude Inventory by S.P. Ahluwalia (1978). Here the attitude was implied to the attitude towards teaching of the prospective teachers towards (i) teaching profession (ii) class-room teaching (iii) child-centred practices (iv) educational process (v) pupils (vi) teachers.

### 1.13 SCHEME OF THE CHAPTERS

The introductory chapter presents theoretical views of variables, rationale of the problem, statement, objectives, operational definitions of the terms used. Second chapter deals with the review of related literature and hypotheses. Third chapter is devoted to design of the study, sample, tools, procedure of data collection and statistical analysis. Tabulation and organisation of data and its interpretation have been
presented in the fourth chapter. It also includes the major findings of the study. The fifth chapter, i.e. the last chapter, contains the summary and conclusions of the study along with educational implications of its findings and suggestions for further research. Bibliography and appendices are placed at the end of the research report.