CHAPTER

NO-II

PERSPECTIVE OF
THE CONCEPT OF
SINCERITY
Chapter 2

"Perspective of the Concept of Sincerity"

Preview.

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Research in Education:

Research has proved to be an essential and powerful tool in leading man towards progress. There would have been very little progress, as we find it today, without systematic research.

"The secret of our cultural development has been research, pushing back the areas of ignorance by discovering new truths, which, in turn, lead to better ways of doing things and better products." Research activity is no longer confined to the science laboratory. Even as the manufacturer, the agricultural experts and the archaeologists carry on research in their respective spheres so also the sociologists, anthropologists, economists and educationists.

The goal of all research is progress and good life. In so far as a good education is recognized as the basis of adequate individual and social development, need for research in education to improve educational practices and policies is being realized increasingly. The educationists are constantly searching for more effective methods of instruction, more satisfactory techniques of evaluation, richer learning materials, more comfortable physical facilities, more efficient systems of administrative organization, and so on. This search is assuming greater urgency because of the very rapid expansion and democratization of education throughout the world during the last few decades. Since the right of every individual to full development through education has been recognized everywhere, every country is aiming at providing universal education to its people in the shortest possible time. As a
result a number of new educational problems, never imagined hitherto, have arisen, and many old problems in various educational fields have become more complicated and acute. For a successful solution of the multitude of old and new problems, and for a full realization of the educational aims set up during the present times, it is realized that research work, adequate both in quantity and quality, should be carried out by properly trained research workers. The abstract quoted below brings home very effectively this very fact.

Article 26 (i) of the Universal Declaration of Human Rights states:

Every one has the right to education. Education shall be free at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. "To realize this goal, the nations of the world will have greatly to expand their educational efforts; more facilities must be provided; more teachers must be trained; new curricula must be developed; and new teaching materials must be provided. It is inconceivable that this can be done efficiently, or indeed that it can be ever done at all, without detailed guidance from the facts collected and the principles established through educational research."

No amount of learning by trial and error, no amount of experience gathered through actual practices and no amount of wisdom collected in the form of casual observations, tradition or recommendations of groups or
individuals can ever promise such rapid progress and improvement in education as is required all over the world today. Decisions based on systematic research in education would surely save time, money energy and a lot of failure and frustration, and show us the path of progress.

Thus, it is not difficult to show that research in education is extremely necessary and very worthwhile. But to the question - 'What is educational research and what are its characteristics?' there may not be one agreed answer. It might be helpful to acquaint ourselves with some of the accepted connotations of the term educational research.

'Research is considered to be the more formal, systematic, intensive process of carrying on the scientific method of analysis. It involves a more systematic structure of investigation, usually resulting in some sort of formal record of procedures and a report of results or conclusions.

"Educational research is that activity which is directed towards development of a science of behaviour in educational situations. The ultimate aim of such a science is to provide knowledge that will permit the educator to achieve his goals by the most effective methods".

"At least one general definition of research would be that which refers to the activity of collecting information in an orderly and systematic fashion. Research is literally speaking a kind of human behaviour, an activity in which people engage. In education, teachers, administrators, scholars, or others engage in educational research when they systematically assemble information about schools, school children, the social matrix in which a school system is determined, the characteristics of the learner or the
interaction between the school and the pupils".

Definitions and interpretations of educational research, however, variously worded like the above, do all agree in their implication that educational research involves an application of the main principles of scientific research to the solution of educational problems. As such, much of what is considered educational research would be classified as 'development, demonstration or operations research' since it 'works day in and day out to help the teacher or principals or agencies in authority over school systems.

Education, like Medicine, is an applied science. So research in Education, like research in Medicine, is mostly applied research.

"The primary function of research in education as in medicine - is to find improvements for education or medicine both to be understood as fields of human actions, not as fields of knowledge".

But, educational research may be basic too. It is basic or fundamental when it is not concerned so much with day to day matters and specific phenomena and problems as with the solution of fundamental problems, and when it results in broad generalizations or principles and theories of education. Discovery of such useful concepts as those of motivation, reinforcement, concept formation and social environment in learning are a result of fundamental (or 'backroom' research) educational research.

A very significant trend in educational research in the recent years has been the involvement of practitioners of education in research work. Traditionally, it has been
considered that educational research is the province of the well-trained research expert. It has been believed that those who are expected to practice or apply the research findings cannot be expected to be sufficiently objective. But, now the approach of action research emphasizes encouraging the practitioners-school teachers, administrators and others - to do research in order to improve themselves. The objective of the research by teachers, for example, will be to improve classroom practices.

"A useful definition of action research is the research a person conducts in order to enable him to achieve his purposes more effectively. A teacher conducts action research to improve his own teaching. A school administrator conducts action research to improve his administrative behaviour".

A good teacher normally takes decisions about his work on the basis of tradition, or recommendation of experts, or experience of others, or his own experience guided by common-sense.

There are many high level educationists who lament this current concentration of interest in the practical problems. They worry that even in those rare instances where a research worker succeeds in resisting the allurements of applied research, it is found that ultimately utilitarian considerations infiltrate into the high level investigations and pollute the spirit of pure research. According to this school of thought, the wilful neglect of research in pure theory

"... is symptomatic of the pragmatic drive that compels the present day world to seek and obtain quick
results in every field of human endeavour irrespective of
their intrinsic value. These drives are the hall-mark of the
technician and the technologist, and not of the creative
thinker."

The controversy is not unavoidable. Educational field
has a large number of problems at various levels. They
can engage both the highly trained professional research
student and the ordinary practitioner in both the basic and
the applied investigations. Educational research may be
looked at in two ways, viz., according to the objects that
are investigated and according to our aims. There are two
important classes of objects studied by educational
researchers:

1. Individuals, e.g. pupils, teachers, researchers,
   administrators;
2. Organizations, e.g. classroom, school, society, state.

There are two important aims of research involved in
studying these objects.

1. Improving services
2. Increasing knowledge.

Thus, as a result of research, there may be an
improvement in teaching, administration or human
relations, or an increase in comparative, developmental,
historical knowledge and its philosophical, sociological or
psychological foundations.

The characteristics of educational research common
with those of scientific research are:

1. It is highly purposive
2. It is expert, systematic and accurate.
3. It involves the formulation and testing of hypotheses.
4. It gathers new knowledge or data.
5. It is logical and objective.
6. It organizes data in quantitative terms and records and reports the studies carefully.
7. It emphasizes the discovery of general principles.
8. It is patient and unhurried and requires a man of integrity, imagination and scholarship.

The characteristics of educational research common with those of social, behavioural and mental studies are:

1. It reckons with ultimate values and ethics and needs a sound philosophy and commonsense.
2. It needs imagination and insight as much as a scientific attitude of mind.
3. It is interdisciplinary and requires the help of other social sciences.
4. It uses speculative and deductive methods to a great extent.
5. Its procedures are not absolutely exact.
6. The results are not precise due to the difficulty of controlling a wide range of variables.
7. It does not usually require costly apparatus.
8. It is not the field of the specialist only.

"Any teacher with common sense, intelligence and insight can undertake research in a problem. In the
beginning such workers may require some guidance and training but this can be made easily available to them at the hand of experts."

The significance and characteristics of educational research, as discussed above, can be easily summed up in the following words of C.N. Patwardhan:

"Progress depending on experience, it is rightly observed, is accidental and slow, whereas research seeks to settle the question here and now and avails itself of experiment rather than experience. Moreover, research further analyses 'experience' and tries to synthesize 'tradition' and abstract forms like 'good teaching', 'creative activity', etc., in a scientific process, the contents and results of which can be used, verified and accepted or corrected, if necessary, by others."

. In the words of Principal Lahiri,

"Research economises effort, prevents wastage, increases efficiency and reacts to vitalize and dignify the work of the teacher."

Undoubtedly, significant educational research must, by its very nature, develop a faith in new methods, result in improved educational practices, provide a vision for a better future and promote policies and plans that shall lead to progress.
The concept of Evaluation.

Evaluation is a qualitative judgement of how good or how satisfactory an individual's performance has been. Sound evaluation is based upon the results of measurement.

The word evaluation indicates the extent upto which the educational objective set for ourselves is achieved.

Form an educational point of view, evaluation may be defined as a systematic process of determining the extent to which educational objectives are achieved by pupils. There are two important aspects of this definition.

i) Evaluation implies a systematic process which omits casual uncontrolled observation of pupils.

ii) Evaluation always assumes that educational objectives have been previously identified. Without previously determined objectives, it is impossible to judge the extent of progress. This definition indicates that evaluation is a much more comprehensive and inclusive term than measurement.

Evaluation is sometimes viewed merely a collection of techniques for obtaining information about pupils. However, evaluation is a mere collection of techniques. Evaluation is a process; like the process of teaching which is most effective; when it is based on sound principles. No evaluation device should be selected or developed until the purposes of evaluation have been carefully defined. Proper use of evaluation techniques requires an awareness of their limitations as well as their strengths. Therefore evaluation is a means to an end in itself.

Regarding the problem of an evaluation of the sincerity
in the work of secondary school teachers, the researcher have given the following statement. To designate anybody as sincerer requires the fulfilment of such components of the word "sincerity" by which it is formed. Obviously unless anything is measured, no comment can ever be made about attainment of objective. Therefore the researcher has attempted in this work to measure the different constituents, Which ultimately contribute towards "Sincerity."
**Explanation of the term sincerity.**

Sincerity is an acquired trait of human personality which has a number of behavioural indices. The patterns of behaviour through varied in nature, are capable of expressing this consistent trait. In which ever situation a person is placed his behavioural will show the influence of this virtue. The most important situation in case of teachers is the work-place. The self report technique is usefully employed to estimate the amount of sincerity in him.

One drawback this kind of tool is the possibility of getting such responses which inflate the ego of the respondents. Another possibility is getting only socially approved responses. These two short coming of this tool have to be over come. One way is to obtain perceptions of others, of the work of teachers

How does a teacher look from others stand point? The genuine estimation of sincerity is only possible by combining and manipulating the answers.

This explains why questionnaires need to be given to all categories of persons who directly or indirectly are concerned with work of teachers. Such categories include head masters, also

A questionnaire is prepared for all such category of respondents. A way of selecting is given below to ensure bonafide representativeness of samples.

1) The representativeness of every category is described.

2) The method of selection is spelt out.
Meaning of terms used

1) **SINCERITY** :-

i) According to English Dictionary, Sincerity : - being sincere, honesty, genuineness. Sincere : - without deceit, or pretence, truthful, honest, genuine, real.

ii) According to oxford Dictionary :- Sin-cere - adj -1 (of feelings behaviour) genuine, not pretended. (of persons) straight forward not in the habit of expressing feelings that are pretended.

Sincerity : the quality of being sincerity, honesty, speaking in all sincerity, very sincerely and honestly.

In praise of sincerity the different thinkers say the following:-

iii) Sincerity is to speak as we think, to do as we pretend and profess to perform what we promise and really to be what we would seen and appear to be. - Tillotson

iv) To be sincerer with ourselves is better and harder than to be painstakingly accurate with others. - Anges Repplier.

v) Sincerity is the face of the soul, as dissimulation is the mark. - S. Dubay.

vi) Sincerity is the indispensable ground of all conscientiousness, and by consequence of all heartfelt religion -kant.

vii) The shortest and surest way to live with honor in the world is to be in reality what we would appear to be all human virtues increase and strengthen them selves by the practice and experience of them. - socrates.

viii) His words are bonds, his oaths are oracles, his love sincere, his thoughts immaculate, his ears, pure messengers sent from his heart, his heart as far from fraud,
as heaven from earth. - Shakespeare

(ix) Sincerity is like travelling on a plain beaten road, which commonly brings a man sooner to his journey's end than by ways in which men often lose themselves - Tillotson.

(x) Sincerity is on test of truth - no evidence of correctness of conduct. You may take poison sincerely believing it the needed medicine but will it save your life? - Tryon Edwards.
II] **Punctuality** :-

a) According to English Dictionary -
   Punctual : Observant of appointed time, not late.

   Punctuality - (n)

b) According to Oxford and Modern Dictionary :
   Punctual : Observant of the appoint time neither early nor late.

   Punctuality - (n)

c) The different thinkers and educationists say the following about punctuality.

   i) I could never think well of a man's intellectual or moral character if he was habitually unfaithful to his appointments. - Emmons.

   ii) I have always been a quarter of an hour before my time and it has made a man of me - Lord Nelson.

   iii) Appointments once made, become debts if I have made an appointment with you I owe you punctuality. I have no right to throw away your time, if I do my own - Cecil.

   iv) Want of punctuality is a want of virtue - J. M Mason.

   v) I give it as my deliberate and solemn conviction that the individual who is habitually tardy in meeting an appointment will never be respected or successful in life - W. Fisk.

   vi) Every child should be taught to pay all his doubts, and to fulfil all his contracts, exactly in manner,
completely in value, punctually at the time. Everything he has borrowed, he should be obliged to return unjured at the time specified and everything belonging to others which he has lost, he should be required to replace - Dwight.

vii) Better three hours too soon than one minute too late -- Shakespeare.

viii) When a secretary of Washington, excusing himself for being late, said that his watch was too slow the reply of Washington was, "You must get a new watch, or I must get a new secretary."

ix) Strict punctuality is perhaps, the cheapest virtue which can give force to an otherwise utterly insignificant character - J. F Boyes.

x) "Better late than never" is not half so good a maxim as "Better never late."
III] **Faith in Education** :-

i) The dictionary meaning of faith is trust, belief in religious doctrine or divine, truth, religion. The meaning of faithful is loyal, constant, true, accurate.

ii) According to oxford and modern dictionary; the meaning of the word faith is given as trust or confidence, firm belief esp. without logical proof a system of religious belief, belief in religious doctrines, spiritual apprehension of divine truth apart from proof things believed or to be believed, duty or commitment to fulfil a trust, promise etc. (attrib) concerned with a supposed ability to cure by faith rather than treatment.

iii) Some thinkers have given their thoughts about faith as the following.

   a) Faith affirms many things respecting which the senses are silent, but nothing which they deny- It is superior to their testimony, but never opposed to it - Pascal

   b) There is no great future for any people whose faith has burned out or congealed. History records the ominous fact that national degeneration takes place where faith or vision fail or wane as surely as it dose when economic assets shrink or when there is a dearth of sound money currency. - Rufus - M. Jones.

   c) Faith is a certain image of eternity. All things are present to it things past and things to come; it converses with angles and antedates the hymns of glory. Every man that hath this grace is as certain there are glories for him, if he perseveres in duty as if he had heard and sung the thanks giving song for the blessed sentence of doomsday - Jeremy Taylor.
d) Under the influence of blessed spirit, faith produces holiness, and holiness, strengthens faith. Faith like a fruitful parent is plenteons in all good works like dutiful children, confirm and add to the support of faith. Faith in an all seeing and personal God, elevates the soul, purifies the emotions, sustains human dignity and lends poetry, nobility and holiness to the commonest state, condition and manner of life - Juan Valera.

e) Faith is like love; it can not be forced. As trying to force love begets hatred, So trying to compel religious belief leads to unbelief. - Schopenhauer.
IV] **AFFECTION FOR THE TAUGHT :-**

1) Affection : According to weerkar's Dictionary - Good will, love, malady disease

   Affectionate - loving.

2) Dictionary of oxford : Good will, fond, kindly feeling a disease a diseased condition a mental state an emotion a mental disposition the act or process of affecting or being affected.

   **Thoughts of different thinkers.**

3) Mature affection homage, devotion, dose not easily express itself. Its voice is low. It is modest and retiring, it lays in ambush and waits. Such is the mature fruit. Sometimes a life glides away and finds it still ripening in the shade. The light inclinations of very young people are as dust compared to rocks - Dickons.

4) Affection like melancholy, magnifies trifles, but the magnifying of the one is like looking through a telescope at heaveanly objects, that of the other, like enlarging monsters with a microscope - Leigh Hunt.

5) The heart will commonly govern the head; and any strong passion, set the wrong way, will soon infatuate even the wisest of men; there the first part of wisdom is to watch the affecttions - Waterland

6) There is in life no blessing like affection, it soothes, it hallows, elevates, subdues and bringeth down to earth its native heaven, life has noughtelse that may supply its place - L. E London.
V] HONESTY :-

1) According to weerkar's Dictionary Honesty - Uprightness

Honest - upright, not cheating or stealing chaste.

2) According to Oxford and Modern dictionary Honesty - being honest, truthfullness a plant of the gences, Lunaria with purple or white flowers, so called from its flat round semi transparent seed pods. Honest - fair and just in character or behaviour, not cheating or stealing, free of deceit and untruthfullness, sincere, fairly earned, showing fairness, blame less but undistinguished, unadulterated, unsophisticated, earn money fairly.

Some thinkers have given their thoughts as the following.

3) An honest man is the noblest work of God. - Pope

4) Honesty is the best policy - Franklin

5) The shortest and surest way to live with honor in the world, is to be in reality what we would appear to be and if we observe, we shall find that all human virtues measure and strenghten themselves by the practice and experience of them. - Socrates.

6) Let honesty be as the breath of thy soul, then shalt thou reach the point of happiness and independence shall be thy shield and buckler, thy helmet and crown, then shall thy soul walk upright, nor stoop to the silken wretch because he hath riches nor pocket an abuse because the hand which offers it wears a ring set with diamonds - Franklin

7) I hope I shall always possesses firmness and virtue enough to maintain what I consider the most enviable of
all titles, the character of an honest man - Washington.

8) To one who said, “I do not believe that there is an honest man in the world,” another replied, “It is impossible that any one man should know all the world but quite possible than one may know himself.” - Shenstone.

9) Honest policy is a good friend, both to our safety and to our usefulness. The serpent's head may well become a good christian's body especially if it have a dove's eye in it. - M. Henry.

10) Honesty is not only the deepest policy, but the highest wisdom. - Colton.
VI] **SOCIABILITY**

English and morden Dictionary :-

Sociable : Fitted for or disposed to companionship or conversation.

Social : Unfitted for solitary life, concerned with mutual relations of men or classes relating to society.

Social :- Relating to society or its organization, concerned with the mutual relations of human beings or of classes of human beings. Social democracy, a sociast system achieved by democratic means.

In praise of the society the different thinkers say the following.

1) Man is a social animal formed to please and enjoy in society. - Montesquicu

2) Society is composed of two great classes, those who have more dinners then appetite and those who have more appetite, them dinners - Chamfort.

3) We are more sociable, and get no better with people by the heart than the intellect - Bruyere

4) Men would not live long in society if they were not the dupes of each other. - Rochefoucauld

5) Society is like a lawn, where every roughness is smoothed, every bramble eradicated and where the eye is delighted by the smiling rerdure of a velet surface. He, however who would study nature in its wildness and variety, must plunge into the forest, must explore the glen must stem the torrent and dare the precipice - Washington Irving.

6) Hail; Social life ! into thy pleasing bounds I come to pay the common stock, my share of service, and, in glad
return, to taste thy comforts, thy protected joys - Thomson.

7) Society is no comfort to one not sociable - Shakespeare.

8) The secret of success in society is a certain heartiness and sympathy. A man who is not happy in company, can not find any word in his memory that will fit the occasions, all his information is a little impertinent. A man who is happy there, finds in every turn of the conversation occasions for the introduction of what he has to say. The favorites of society are able men and of more spirit than wit who have no uncomfortable egotism, but who exactly fill the hour and the company, contended and contenting - Emerson.

9) No company is preferable to bad, because we are more apt to catch the vices of others than their virtues, as disease is more contagious than health .......... Colton.

10) The only worthwhile achievements of man are those which are socially useful .......... Dr. Alfred Adler.
VII] Self Acceptance:

Self acceptance is an essential characteristic of any person who is healthy adjusted mentally. A person who acknowledges his own competencies and virtues and is aware of his shortcomings is a mentally healthy person. The other factors include ability to take on challenges and to get discourage by difficulties. To have a maximum level of stress, tolerance and the one who has reasonable level of aspiration for his achievement.

According to English and Morden Dictionary self acceptance is defined as the following.

Willing to receive (a gift, payment, duty etc.) an affirmative answer to an invitation or proposal a willingness to accept conditions or ability to tolerate, a agreement to meet a bill of exchange, a bill so accepted, reception, constant to receive.

Following are some thoughts of the thinkers and educationists about self acceptance.

1) We follow the world in approving others we go far before it in approving ourselves - Colton.

2) Observe thyself as thy greatest enemy would do, so shall thou be thy greatest friend - Jeremy Tayler.

3) Let not sleep fall upon thy eyes till thou hast thrice reviwe the transactions of the past day. Where have I turned aside from rectitude? What have I been doing? What have I left undone, which I ought to have done? Begin thus from the first act, and proceed; and in conclusion, at the ill which thou hast done, be troubled, and rejoice for the good - Pythagoras.
4) I study myself more than any other subject; it is my metaphysic and my physic - Montaingne

5) Inspect the neighbourhood of thy life every shelf every nook of thine abode - Richter.

6) Go to your bosom, knock there and ask your heart what it doth know that is like my brother's fault; if it confess a natural guiltiness such as his is let it not sound a though upon your tongue against my brother - Shakespeare

7) In order to judge of the inside of other, study your own for men in general are very much alike, and though one has one prevailing passion and another, has another yet their operations are much the same, and what ever engages or disgusts pleases, or offends you in others will engage, disgust, please or offend others in you. - Chesterfield.

8) Self - inspection is the best cure for self esteem - Sir W. Temple.

9) The superior man will watch over himself when he is alone. He examines his heart that there may be nothing wrong, there and that he may have no this dissatisfaction with himself - Confucious

10) I will chide no breather in the world but myself against whom I know most faults - Shakespeare.
The Teacher’s Place in Education:

With the rapid development of educational theory since the middle of the nineteenth century the conception of education has undergone a revolutionary change. At one time education was equated with the imparting of knowledge. Subsequently development of character was recognised as a necessary ingredient of education. Today education is looked upon as an instrument of social change. Building up the right kind of personality is considered to be the essence of education. This implies and includes the cultivation of abiding interests and of an ability to continue to educate oneself, the development of a critical judgement capable of appreciating standards of right and wrong and the building up of a civic sense with readiness to cooperate of common good.

There has been a corresponding change in the conception of the teachers' place in education. He has no longer a mere vendor of knowledge, or an overseer driving children to perform appointed tasks. He is rather shepherd interested in the well being of both the flock and the master of the flock, which is society itself. On him rests the responsibility of cementing the bonds between the child and the community. He must understand the individuality of the child and develop socialize it without detriment to its vitality. He must also mould the social organization so as to make it the best instrument of individual and social good. The teacher is social engineer who has to make manifest contribution to social progress and human happiness.

It is now recognized that the teacher holds a key position in the life of the community. The best educational organization would be in effective if it is manned by un
worthy teachers. The recent trend is towards attracting the best men to the teaching profession and towards raising the status of teachers. Education is a tripolar process, the three poles being the educator and the matter to be taught. The first was the earliest to be overrated. Next came the turn of the child. Today we see the importance of the teacher being adequately recognised. If he is to carry out his heavy responsibility in a satisfactory manner, the teacher must have adequate capacity, thorough training, and an economic and social status, which will be commensurate with the importance of his work. In addition he must have freedom of initiative which alone will ensure the right interaction of teacher’s personality with that of the taught, the true secret of man making.

A definite philosophy of life is the greatest need of a teacher. Education is the means of achieving life’s purpose, and unless a teacher has clear ideas about the purpose of life he will not be able to be a true guide, philosopher and friend of the younger generation. The relevance of education to life and each subject in education to life cannot be determined apart from an integrated outlook on the world and life. A teacher without a philosophy is bound to be not so good in the performance of his task; and such a person should have no place in education.

A teacher must also possess wide general knowledge. He has to interpret present civilization to the younger generation, and to win over its support in the task of maintaining and perfecting our culture. He cannot do this unless he thoroughly understands the background of that culture. This must be a knowledge of life, of how men behave in their social intercourse. In the point of some
modern educationists the vicious circle of school, training college and school must be broken. The teacher appears to them to be too academic a person, untouched by realities of life. Some ex-soldiers who had in their premilitary days worked in other walks of life, have proved to be very good teachers. This experience reinforces the arguments in favour of worldly experience.

Some knowledge of the sciences that from the basis of educational theory is essential for the teacher. These are Biology, Psychology, Sociology and Philosophy. The latter two determine the objectives of education, the former two throw light on the nature of the educand and suggest methods of achieving the goal. While general acquaintance with the other sciences will be enough for the teacher, he must undertake a thorough study of educational psychology.

In the special subject which the teacher undertakes to teach he must evince deep scholarship. Superficial and limited knowledge provides poor equipment for a teacher's job. The nation that a teacher should know only a little more than his pupils must be roundly condemned. Only deep knowledge gives an insight into the significance of a subject, and without such insight it would be impossible to kindle pupils enthusiasm for the subject.

One more qualification essential for a teacher is a study of educational theory. He must be well acquainted with the doctrines of the great educators and with the historical development of educational thought. He must know the general principles of class room procedure and of the organization and administration of education. Study of theory alone will not be of much avail. He should have
done a good deal of organised and directed observation of good teaching methods. An adequate amount of practice teaching under the guidance and supervision of competent persons is also a necessary part of a teacher's equipment. In addition to this academic equipment it is desirable that the teacher should possess histrionic ability and some degree of capacity to draw. These arts give valuable assistance to the teacher in his work of exposition and illustration., and he should deliberately cultivate them. Skill in any one craft is also a necessary in these days of glorification of hand work. Another necessary qualification is capacity to participate in field games and to coach students in one or two games.

High intelligence is essential for a teacher's job. Psychological studies have shown that teachers generally have an I.Q. near 120. The teacher must have intelligence above the average. His actual work requires a good deal of planning and organization and exposition which would be impossible without a good intellectual endowment.

The most important element of a teacher's mental equipment is a balanced temperament. Irascibility disqualifies a person from becoming a teacher. He must never lose his temper, whatever the provocation. Nor he must be shy and seclusive. Ability to mix well and freely with children is indispensable for success in the teaching profession. In short sociability is one of the essential virtues of teachers. It is only by mixing with children that a teacher will be able to gain their confidence, affection and respect, and educative influence works only where these feelings are present. Optimism is another necessary characteristic of a teacher. A pessimistic person will not be able to put
his heart into the work and he will not be able to render the devotion which good teaching demands.

The teacher's character must be above reproach. But a negative goodness will not suffice. There are some positive characteristics essential in him. Of these an enthusiastic affection for the young is the most important. To win the love of children the teacher must love them sincerely. Upbringing of children is not an easy task. There are many trying occasions which can be tied over only on the strength of mutual sympathy. A keen sense of fairness is another necessary quality. The worst fault is a teacher is favouritism, and children are very quick to discern it. As soon as they discover it in a teacher all their respect for him is immediately lost, and so is their sense of security. The teacher should therefore take particular care to be fair and impartial in his treatment of children. This does not mean that good work should not be praised, but clever children should not be pampered, nor should the dull ones feel that the teacher does not care for them.

The teacher also needs a balanced combination of self confidence and humility. Unless he is sure of himself he will not be able to work with zeal and to influence his children. But he should never be cock sure and should never give any cause for a suspicion of arrogance. In a class of forty children there will be usually one or two children with an intellectual endowment which is superior to that of the teacher. This possibility should always be born in mind. And though the teacher has the advantage of maturer mind and a wider experience he should never fall in to the pitfall of looking down upon the children or browbeating them.
Above a teacher must be an idealist. He must feel that his life work is a mission of untold significance to his nation and mankind. He must have dedicated existance, the sole purpose of which is the making of true and good men. He must have the faith that the products of his handwork will be more valuable than all the wealth drawn from the gold and diamond mines. Only such faith will bring him out unscathed through all the trials and travail a teacher is subject to in spite of well meaning attempts to raise the status of teachers. Especially such idealism is needed in our country where education has yet to triumph over superstition, ignorance and indifference.

(Reference : Principles of Education by R.M. Marathe)
The Teacher in Child Centric Education:

Under traditional education the sole end was knowledge. The teacher was expected to put over certain information to the pupils. As pupil's interest was not considered the problem of discipline was always there, and the teacher had to maintain order by exercise of authority. Rewards and punishments were used as the incentives for learning. Since knowledge lends itself easily to testing, examinations were considered to be of paramount importance, and the success of teachers was measured by the achievements of pupils in the examinations. The teachers work was thus more or less mechanical and well defined. The most valuable quality in a teacher was driving power.

Under child centric education the conception of a teacher's work is entirely changed. Individual differences, in children have to be recognised. The teacher has therefore to be much better versed in psychology to assess correctly the capacity and interests to each child. The curricula and methods have to be adopted to the needs and abilities of children. Hence a standard syllabus, and a standard method of presentation are of no avail. The teacher must have the intelligence and skill to plan and organise teaching. Uniformity of attainment is not expected, each child must be allowed to progress at his own rate. This makes testing much more difficult. Rule by authority is discarded, and moral development from within is made the objective. The teachers own character must have the high worth which is capable of inspiring and shaping the young mind. Finally the child is made responsible for his own development, all that the teacher is expected to do is to provide the opportunity and the incentive for such improvement.
It is obvious that under child centric education the teacher's task becomes much less tangible and therefore much more difficult of accomplishment. Any person could be a teacher under the old system, but the new teacher needs rare qualities of head and heart. Deep understanding of the growing mind, and patient sympathy are indispensable. For more detailed and careful planning is required. And since character building is insisted upon great responsibility is thrown on the teacher as regards the proper conduct of extra curricular activities.

The new teacher has to use devices for group work like the Dalton plan, methods motivating self activity like the project method and the method of discussion in addition to the traditional talk and chalk procedure. He has to encourage self education and mutual education. The most successful teacher today is the one who most successfully effaces himself in the class-room, a much more difficult business than the one of dominating the children.

It is therefore idle to raise the question whether the teacher has lost his vocation under child centric education. His work has not been minimized but has rather been magnified. Even in a Montessori school the teacher has to make a positive contribution to child development, and can not be compared to a mere operator of a calculating machine.

The didactic apparatus and the use to which it will be put are determined by the teacher. He is no mere passive onlooker; he actively observes the activities of children. Though he studiously refrains from intrusive interference, he does not fail to give a judicious suggestion now and then, and is always ready to help when children seek his
help. He also maintains elaborate charts of progress and keeps a careful watch over the intellectual and emotional development of children.

In child centric education the teacher has to do the important work of idea-carrier between the world and the school. He has to rouse the enthusiasm of children for the arts and sciences and guide their aspirations and activities in the right direction. Moreover it is from him that children catch the moral values of life. He has, as Nunn says, to act as the perpetual president in a little republic. Hence he has, to be very scrupulous and assiduous in the performance of citizenship duties. It is the teachers character that sets the standard of conduct for the school, and therefor for the country. In short, the teacher of new education has to carry for havier responsibilities and to perform far more overous duties.

There is probably no worker whose practice is more affected by his philosophy or lack of philosophy than is a teacher. Too many teachers teach as they were taught. Others have acquired from reading or from observation certain ideas as to what they should do. So long as a teacher may stay on a beaten path, he gets along fairly well. But he cannot afford to remain on a beaten track, because he meets new problems every day. According to HENDERSON, some of these problems which he meets are as follows:

1) He must help children who have diverse personalities and backgrounds.

2) He must select experiences and subject matter for these children.
3) He must know what constitutes desirable conduct for children and why?

4) He must decide on methods to use, emphases to make, values to prefer, conditions to strive for, changes to advocate.

In addition to the above, the teacher may meet many other problems, because human nature is so complex. There are no readymade recipes or tricks that can help him to solve them. He can do so only when he has a thorough grounding in the field of education. As he is the backbone of the entire process of education, it is essential that he should be fully acquainted with the system of education. In case, he is unacquainted with the complete system of education, he may get nowhere and accomplish nothing. Hence, HENDERSON, as a teacher, advises teachers: "we teachers need to know, where we want to go to otherwise we may walk a long way, get very tired, and accomplish practically nothing."

Idealism assigns a very important place to the teacher. According to Idealism, the function of the teacher is best explained by FROBEL'S following metaphor of the kindergarten:

The school is a garden, the pupil a tender plant, and the teacher a careful gardener. Even in the absence of the gardener, the plant will grow and achieve its proper form. Each plant will develop in accordance with the laws of its own nature. It is impossible for a cabbage to develop into a rose.

Still there is room for a gardener. As he is skilful in his art, he makes his cabbages and roses achieve their finest possible forms. Thus, his efforts produce a better result
than would have been achieved by the plants without him. So is the case with the teacher. possessing a good knowledge of his art, he tends the children in such a way that they grow to beauty and perfection. Ross has described the place of teacher in the Idealistic conception of education in these words: "The Naturalist may be content with briars, but the Idealist wants fire roses. So the educator by his efforts assists the educand, who is developing according to the laws of his nature to attain levels that would otherwise be denied to him."

In the Naturalist scheme of education, the teacher occupies a secondary place. The Naturalists say that Nature is the real teacher of the child. Hence, they do not permit the teacher to interfere in the child's education, however, well intentioned it might be. If the teacher does so, the Naturalist condemn him.

The Naturalists say that the function of the teacher is to provide for the child opportunities for untrammelled self expression and for complete freedom from restraint. He should aim at free and natural development of the child through the prevention of repression. Therefore, as Ross says, "The Naturalists warn the educators against the dangers of undue prodery, authoritarian methods, corporal punishment, in short against any bottling up of the child's energies."

Explaining the place and functions of the teachers, according to Naturalism, "Ross writes" The educator's place, if any, is behind the scenes, he is an observer of the child's development rather than a giver of information, ideas, ideals, and well power or a moulder of character. The child will forge for himself, he knows better than any educator what he should learn, when and how he should learn it. His education is the free development of his interests and motives rather than an artifical effort made on him by an educator."
Pragmatists focus their attention on the activities and interests of the child. But with this fact, they do not shear off the responsibilities of the teacher. In the scheme of the pragmatic education, his position is of a guide, and adviser. He is considered a social environment. 'Hence, he is expected to have sympathetic and personal contact with the children, and develop in them social habits,' social interests and social attitudes. According to pragmatists, the teacher's importance lies in the following three things.

1. He has to place his students in suitable problematic situations.

2. He has to motivate their interests in such a way that they may solve the problems with tact, intelligence and cooperation.

3. He has to make them think and act for themselves, to do rather than to know to originate rather than to repeat.

According to John Dewey, "The teacher's problem is two fold. On the one side, he needs to be a student of individual traits and habits, on the other side he needs to be a student of the conditions that modify for better or worse the directions in which individual powers habitually express themselves."

The teacher has a peculiar place and duty to perform. Neither he is to interfere with the activities of children, nor is he to provide any ideals or ideas in order to form their character. He must not impose himself on them and must see that their education is the free development of their interests and motives rather than an artificial effort made by him. He has to provide them with suitable opportunities for, and create conditions which are conducive to natural development. He is to expect any undue defence from the pupils he teaches, nor does he try to look superior. He tries to understand them, loves them and approves of their behaviour. He is on the side of the child. Rousseau and Fichte are in favour of such non-intervention of the
teacher on account of the child's nature. It is contended by them that the child's nature is essentially good, and any intervention is, therefore harmful. Montessori deems the teacher's interference as unjustifiable since the specially constructed environment through the use of the didactic apparatus can evoke the right type of response from the children and thereby perform the function of a teacher.
The Role of the Teacher in Education:

The role of the teacher in any school is manifold. He is expected to guide and direct the learning process and assist the pupil to develop his potential to the fullest. In the following the role of the teacher is described briefly. If he is sincere his role has to be like the following.

1. Select the most suitable method of teaching in view of the subject matter and the level to be taught and the level of ability and stage of development of the pupil.

2. Mastery of the subject matter, and appropriate division, of how much can be taught a certain time.

3. Use of appropriate text apparatus, equipment and visual aids.

4. Encouraging attitude, pleasant manner and understanding the pupil's reactions to what is being taught.

5. Modification of method or subject matter to suit pupils and helping the bright as well as the slower pupils.

6. Willingness to learn new techniques, methods and skills. Many teachers consider acquiring a teachers training B.Ed or M.Ed. to be the height of teaching proficiency. This is a mistaken view. A teaching certificate or degree is beginning to the teacher's career, and must be improved upon by reading, observation, adaptation and modification of the theories learnt.

7. Creating a willingness and desire to learn, in the pupil. This is the key to success in a teacher's role.

(References: i) Theory and principles of education by Batiya and Batiya ii) Philosophical and Sociological bases of education by J.C. Aggrawal. iii) Development of theory and practice by R.N. Safaya and B.D. Shaida)
Teacher's Importance in the Field of Education

Importance of teachers is unquestionably recognised throughout the world. He has been likened to the burning of a lamp who burns while illuminating and lighting others. One or two resembling examples using physical approximations if quoted will not be out of place.

The crystal of alum if dropped in soiled sample of water takes along with it all the insoluble impurities and deposits itself at the bottom of the container leaving the upper layer of water comparatively clean. The role of the teacher is like this crystal of alum. The teacher purifies the society leaving all the unwanted vices at the bottom.

Another example is the most favourite, frequently quoted but having universal applicability is of the burning of a candle. The dark room becomes well lighted annihilating the darkness, exactly likewise a teacher helps in getting rid of darkness of ignorance and substituting the same with illumination and brilliance of knowledge.

This is what is expected of a teacher, who is the backbone of the society and without whom the society runs the risk of collapse.
Study of the previous research work and related literature:

The researcher is working from last 28 years in the field of education. When he decided to prosecute ph.D. in education he tried to see the previous research work and discussed many problems with te persons working in educational field. After going through many abstracts of research projects which were indirectly concerned with the problem, the researcher found that the title of the problem chosen is definitely not previously studied. Therefore the researcher claim that this one to be the unique and being studied for the first time.

The researcher visited the library of Dr. Babasahab Ambedkar Marathwada University and studied all the theses submitted from 1962. He found that only 24 theses are submitted upto march 1997 in education. Out of these 24 theses he studied the following research work in detail.

1) "An educational and economic approach to the principles of universal faith" by kahaleker Nirmala Anant.

2) "Comparative study of job satisfaction among different categories of teachers working in Indian Schools and Saudi Arabia" - by Afsar Khan.

3) "Critical study of education and status of Muslim women in Aurangabad city" - Quazi Maleka.

4) "Education in backward area with reference to scheduled tribes in Marathwada Region" - by Andurkar B.V.

5) An analytical survey of educational opportunities to students of Muslim and Schedule caste communities at secondary level at Aurangabad district.

6) "Critical study of virtues and vices in the Primary
Teachers’ Research project submitted by prof. S.V. Kulkarni to M.S. Bureau of Text-Books, Pune-4.

In the research number one above, the researcher in his research work has given the definition of universal faith. This definition coincides with the definition of the faith in education. He has given educational and economic approach to the principles of universal faith. In the introductory part he has given the importance of faith for the teachers in the field of education. In study of related literature, the researcher has given the importance of teachers in the field of education and indirectly he has explained the necessity of sincerity of a teacher.

In research number two, the researcher has studied and compared the job satisfaction among different categories of teachers in Indian Schools and Saudi Arabia. In this work, the researcher has given the importance of job satisfaction not only for teachers but for all employees. According to him all the employees have sense of duty; but due to some circumstances the individual neglects his duties, most of the teachers in Indian Schools have entered this profession not willingly. Society treats the teachers in low esteem. Authorities and management personnels treat the teachers as their own servants and hence the teachers are not satisfied with their job. This results in loosing the sincerity of the teachers in their work.

The researcher has gone through the remaining three theses; and other research works, though it is not concerned with the related title of the researcher. The object was to see the mode and style of writing, way of representation of the matter, decoration, different tables, graphs, conclusions, inferences and bibliography.
The separate list of books, the researcher has studied, is given in bibliography. Along with this, the researcher studied many journals, magazines, articles published on education, teacher's sincerity reports and talks of renowned persons working in the field of education. Some of these are given below.

1) Higher education quarterly.
2) University Today.
3) University News.
4) Disabilities and impairments.
5) Journal of experimental Psychology, Learning, Memory and Information.
6) Journal of Psychological Research.
8) Psychological Reports.
13) Research projects completed by the Maharashtra State Bureau of Text-Books 1985-95.
15) "Shikshan Sankraman" in Marathi.
16) "Jeevan Shikshan" in Marathi.
17) "Bharatiya Shikshan" in Marathi.
18) "Shikshan - Samiksha" in Marathi.
19) "Shikshak - Mitra" in Marathi.
20) "Naitik Shikshan Visheshank" - "Shiskhan Sankraman" 1982.
22) Dictionary of Thoughts.