CHAPTER – I

1.1. INTRODUCTION

Education is the backbone of a progressing nation and the teachers are pivot in any system of education as he has a key role to perform in this whole process. The success of an educational process depends on a large extent on the character and ability of teacher who is the corner stone of the arch of education.

Education has been recognized as a fundamental right and it is viewed as a process of human resource development where the knowledge, skills and capabilities are sharpened to achieve a wide range of objectives. In a democracy education can be used for giving training in good citizenship. It can produce leaders in different walks of life. Under democracy, education produces individuals capable of independent thought, judgment, self expression, originality and initiative.

Education is the process by which an individual is enbling to function according to the expectations of the society as well as according to his/her capabilities. Locke stated plants are developed by cultivation and men by education. According to Pestolozi it is the natural, harmonious and progressive development of man’s innate powers. Rousseau recognizes education as a process of development. It is the natural development of humanity, the spontaneous development of all our innate nature and facilities.

Article 45 of our constitutions upholds the states right and duty to provide free and compulsory education for all children until they complete the age of 14 years. Again Article 29, 30 and 41 speaks of the citizen’s right to education and culture.
The aim of education is to develop an integrated personality, suitably stuffed and equipped from all dimensions. Viz. physical, mental, moral, emotional and vocational. Education does not mean imparting of verbal knowledge. The knowledge that is gathered in schools should be capable of being used for all the life situations, service to society and helping to improve the deplorable conditions of one’s own country.

The system of education in India has undergone a number of changes in the last twenty five years. The changes are felt in the quantitative and also in the qualitative expansion. But it can be realized that the changes in the field have been rather slow due to a number of factors related to certain problems existing in the country. The problems being many include lack of man power, equipment, adequate training, reorientation, follow up programs and so on.

Mobilization of forces in the form of efficient men, effective methods, improvised materials and equipments are important to solve the problems hindering the development in the field on one hand and of the country on the other. This is indispensable in any country in order to meet the challenges of the fast changing human society. The society as such is turning towards modernization. It is therefore obvious that the responsibilities of the school have been increasing to prepare individuals to fit into the emerging society. The school has to train up individuals in such a way so that they can live and work better by adjusting themselves in the society.
QUALITATIVE IMPROVEMENT OF EDUCATION

The system of education in India has undergone a number of changes in the last twenty-five years. The changes are felt in the quantitative and also in the qualitative expansion. But it can be realized that the changes in the field have been rather slow due to a number of factors related to certain problems existing in the country. The problems being many include lack of manpower, equipment, adequate training, re-orientation, follow-up programs and so on.

The new education policy stresses equalization of educational opportunities, recognition of education at different stages, with special emphasis on quality improvements, efficiency and effectiveness at all levels, reorientation the content and process of education, utilization of modern communication technologies an over bowling of the system of planning and management of education. In the view of these imperatives the policy regards education as a crucial area of investment for national development and survival.

The national policy on education (1986) states – ‘Then new thrust in elementary education will emphasize two aspects, 1) Universal enrolment and Universal retention of children up to 14 years of age, and 2) a substantial improvement in the quality of education. Regarding the process of learning it further states child-centered and activity based process of learning, should be adopted at the primary stage. During the post decades considerable efforts have been made and are being continued to implement and National policy on Education, particularly with regards to elementary education and teacher education.

To achieve universal enrolment and universal retention of children up to 14 years of age, primary schools have been established within easy
reach of all children and teachers and people of the community are involved in universal enrolment and retention. At least two teachers have been provided in every primary school education facilities have been improved through Operation Black Board (OBB). Community has been involved in primary education through establishment of school education in committees. House to house surveys are made to locate un enrolled children and parents are persuaded to send them to school.

The second main focus in elementary education by the National Policy on education is considerable improvement in quality of education. Improving school facilities through Operation Black Board and ii) Improving the quality of the teacher through pre-service and in-service education of the teacher program of mass orientation of school Teachers (PMOST-1987) fir effective implementations of UEE. Through the Operation Black Board scheme, primary schools all over India were provided with considerable educational equipment by the Government of India. The National Council of Educational Research and Training (NCERT) and state council of Educational Research and Training (SCERT). State institutes of Education (SIE) in collaboration with Regional Institutes of Education (RIEs) have also organized massive in service education program for primary teachers. For qualitative improvement of primary education, the syllabus of primary classes in each subject has been re-organized in terms of minimum level of learning (MLL) and teachers have been oriented in teaching strategies for enabling pupils to achieve mastery levels in the MLL. To improve teacher education at the elementary level, District institutes of Education and Training DIET’s were established at the district level which were provided with adequate well qualified staff and better educational
provisions for pre-service teacher education of good quality as well as to organize in service education for primary teachers of the district.

Imbibing the spirit of the policy provisions, the District Primary Education program (DPEP) emerged in 1994 as a response to various challenges in the primary education sector. The program seeks to universalize primary education by revitalizing the existing system. It seeks to identify and tackle in efficiencies by integrating innovative practices and approaches. Adopting area specific approach with district as the unit of planning, the key strategies of the program have been to retain the context and sensitivity to local conditions and ensuring full participation of the community, there is a marked focus on sustainability, equality and local ownership.

1.2. NEED AND IMPORTANCE OF TEACHER

“No system of education, no syllabus, no methodology, no text book can rise above the level of its teachers. If a country wants to have quality education it must have quality teachers.” – V.S. Mathews. “Of all the different factors which influence the quality of education and its contribution to national development the quality competence and character of teachers are undoubtedly the most significant”. – Indian Education Commission, 1996 (p 46)

Any improvement in education whether quantitative or qualitative can be secured only through the efforts of teachers who are the direct agents in the process of education. Children with good characters, right tastes, sound knowledge, and worthy capacities are essentially the products of all teachers. The education commission has rightly said that the future of India is now being shaped in her classrooms. The teachers therefore are the most potent factors for preparing children not only to fit
into the democratic, secular and socialistic pattern of the country but also to meet the various challenges posed in life.

Hence it is very important to plan for the preparation of teachers in such a way according to such standards that they are properly equipped to plough this important role. The teacher is no longer a subject teacher only. By implication he is a practical psychologist, a hygienist, a guidance expert and what not. It is needless to emphasize, therefore that the teacher does not perform a single function call teaching, rather he is in turn a lecturer, counselor, educator, questioner, encourages, coach, listener, arbitrator, friend, critic, interpreter, helper and judge among others.

The importance of the teachers in the educational program of a country is too great. The greatness of a country does not depend on lofty building, gigantic projects and large armies but on the quality of its citizens. If a nation has young man of sterling character and impeccable patriotism, she is found to make rapid progress in all fields. Young men are entrusted to the care of the teacher and it is therefore the sacred duty of the teacher is to impart the right type of knowledge and make them good citizens. It is the teacher who impresses his children with his personality.

The teacher, a national integrator as he is the backbone of the society. Teachers these days are to socialize their pupils, to impart them in emotional control, to inculcate in them the habits of critical thinking and in turn make them fit not only changing society but also to labor markets as a worker. Teachers have the function of handling over the cultural heritage. All these functions of him are not static but keep on changing depending on the social change that takes place in the society.
ROLE OF THE TEACHERS IN BUILDING A SOCIETY

It is being recognized that school is the place where an individual’s potentials are formally structured and nourished. The teacher is the key person to turn out the best of these individuals who can bring about the social action in their own field to constitute a good social living. Here the qualities of a teacher are considered. The teachers who are involved in fulfilling the social demand have to be imaginative resourceful and skilled in the art and science of teaching. The role of teacher has always been challenging and dynamic in the society. The quality of citizens decides the quality of nation. The quality of citizens invariably depends on the quality of education and quality of the teacher. J.P. Naik points out that “The teacher holds the key position in education and it is upon his competence and sense of duty that the standards of education will ultimately depends”. It is one of the duties of the teacher to develop enthusiasm in the youngsters with a spirit to serve the country in their future life. Nation needs such dedicated people to maintain her power and prestige to improve the standard of the society, the teacher community would be the group to generate the energy hidden in the younger generation. Teachers can certainly build up a very dynamic society provided they are willing to do that and strive for that.

Progressive countries are felt that teacher’s competence is closely related to the quality of educational programs set for them thus they have favored considerable attention on teacher education.

1.3. TEACHER EDUCATION
Society is changing. Education is to be structured to meet the changing needs of society. Accordingly teachers are to be prepared to meet the changing needs of educating itself. In a mixed society like India with the agrarian and industrial characteristics the teacher was to strike a healthy balance among all such demands upon his role. He has to socialize the children, as well as prepare them for the type of industrializing and modernizing society that is before him. Not only this, he has also to take due note of the demand of the future society and assume the responsibility of developing proper values, attitudes and skill in children. In future only tactful, resourceful, highly educated persons who can cope with changing situation will be able to function effectively.

It is not enough to train them as reasonably efficient conveyors of knowledge and skills. It is also necessary that they should be able to inculcate in their students the kind of attitudes and values necessary to nourish and sustain a modern, demographics welfare society.

Training of the teacher should equip him to see and perform his role as a part of the total endeavor of national reconstruction. Teacher education is by large pre-service and in-service types. We must be given effective functional task oriented education at pre-service level. This pre-service orientations is to be continued and extended by in-service education programs. Rabindranath Tagore is reported to have said once “Teacher can never truly teach unless he is still learning himself”. A lamp can never light another can unless it continues to burn its own flames.

Knowledge explosion has not spared teacher education. Teachers are to be continuously educated to avoid obsolescence. In-service is necessary to cope with the demand of change and developments and to become masters of the “world in transformation” rather than to be ‘to out
casts or rejects” lifelong education of teachers important and it is a 
continuous quest for a higher and better quality of life. It may be in the 
form of self directed learning or inter-learning and educability. Now that 
the wider meaning of education is being rediscovered by elucidating the 
concept of lifelong education and that the process of inter-learning attains 
a special significance in this new orientation. Learning to learn the 
dictures that has dominated the educational scene for the last half century 
or more in a powerful guiding principle for evolving and applying 
learning strategies from this point of view the in-service education of 
teachers has to be looked as a natural contamination of professional pre-
service education. Thomas Arnold, an eminent teacher at Rugby is 
reported to have said “ I prefer that students should delink from a running 
stream rather than stagnant pool”. In-service education of teachers in the 
perspective should become a continuous affair.

1.4. PURPOSE OF TEACHER EDUCATION

The success of the educational process depends to a great extent on 
a character and ability of the teacher, who is the corner stone of the arch 
of education. Therefore each nation devotes considerable attention and 
effort for the education of its teacher education. The supreme function of 
these institutions is to make pupil teachers aware of their high mission 
and impart a new vision of the responsibility of teachers in the education 
of children and youth, the most precious wealth of the nation. The teacher 
training institutes arose as a way of meeting pressing social needs. These 
did not arise as to pursue theory and research in education. The emphasis 
was on technical or practical matters, but from the last fifty years the 
concept of teacher education has undergone radical changes due to the 
growing recognition among institutions that primary schools are
becoming different and consequently the traditional qualification would not provide teachers adequately appeared for the service in these schools.

A teacher it is realized not one who merely teaches school subjects but something more. At present it is not easy to derive at a single comprehensive concept about the goal of teacher education but it can describe in terms of expected behavior pattern of teachers the objectives of teacher preparation cannot ignore the realities of the situation, regarding the quality of the present entrants in the profession of elementary teaching. This quality is determined primary by the emoluments and other service conditions that the profession offers to the teaching personnel. It will be unrealistic and impractical to be too idealistic in fixing the objectives if the raw material that is recruited is not sufficiently potential. The teacher education program should be planned to develop a well integrated harmoniously built and effective teaching personality.

1.5. PROBLEMS AND STRATEGIES OF TEACHER EDUCATION PROGRAM

No innovation or change can be implemented without teachers awareness involvement and commitment (NCTE, 1998 P.65). The quality and efficiency of education and its contribution to natural development squarely rests on the quality and competence of teachers and the quality of teachers education received by him/her. The education commission (1964-66) has echoed in its report: a sound program of professional education of teachers is essential for the qualitative improvement of education. Since independence several committees, commissions and other regulatory bodies have made strenuous efforts for the enhancement of teacher education program. Despite the continuous efforts, the quality
of teacher education program is not up to the expected level. The existing system of teacher education program is conventional and unresponsive to the recent social, economic, political and technological changes particularly the challenges posed by information and communication technologies, globalizations and growing rate of knowledge obsolescence. Even now the right people are not entering the teaching profession.

**INITIATIVES TAKEN SO FAR IMPROVING THE QUALITY OF EDUCATION**

NPE 1986 stated “The existing system of teacher education needs to be overhauled or revamped”. This has resulted in a number of planned initiatives being launched. These include establishment of DIET’s in each district upgradation of 250 Teacher Training Institutes into colleges of teacher education (CTE) and so institute of Advance Studies Education (IASE) in the country, strengthening autonomous states of SCERT and establishment of Department of Education. All the efforts are aimed at creating a viable institutional infrastructure academic and technical resources for continuous upgradation of knowledge, competencies and pedagogical skill in school teachers and teacher educators.

Teacher education has become a new entity with the establishment of NCTE by the GOI on August 17, 1995, as a statutory body responsible for the regulatory as well as professional aspects of teacher education. The major functions of the council aimed at developing norms and guidelines for teacher education guidelines for teacher education program at secondary, elementary and pre-primary stages.

Program of Mass Orientation of School Teachers (PMOST) was launched as a centrally sponsored scheme in all the states and union
territories during 1986-90. About 1.8 lakh primary and secondary teachers were covered under this program.

Special orientation program for primary teachers (SOPT) was taken up in 1993-94 to provide orientation to primary school teachers in the use of teaching learning materials supplied under Operation Black Board and also to train them in the Minimum Levels of Learning (MLL) strategies with focus on teaching of languages, mathematics and environmental studies.

In the light of the recommendations of NPE 1986 block and cluster resource centers were established for professional growth of elementary school teachers and heads. Interactive teleconferencing has been successfully tried in two states namely Karnataka and Madhya Pradesh on 850 and 1450 primary teacher’s respectively in one-week in-service training course.

Another pioneering effort for qualitative improvement of teacher education was the Teacher Education Curriculum framework. So far three National Curriculum Frameworks on Teacher Education have been brought out by the National Council of Teacher Education (1978, 1988 and 1998). Another one (2007) is under publication. Similar exercises were carried out by the UGC in 1989 and by the NCERT in 2004.

To facilitate teacher educators to transact teacher education programs effectively and enable entrant teachers to acquire ICT library, the NCTE has produced a CD-ROM entitled ‘IT Literacy’ It is available both in Hindi and English versions. IT Literacy CD-ROM is being distributed to all teacher education institutions.
PROBLEMS AND STRATEGIES FOR IMPROVING THE QUALITY TEACHER EDUCATION

a) Breaking away of isolation of teacher training institutions

Almost all elementary teacher training institutions and majority of the secondary teacher training institutions are isolated from universities and actual school situations. Further there is also lack of networking among various teacher training institutions. This condition creates a theory dominated teacher education program far removed from the reality. It results in stagnation and fossilization of teacher education due to lack of interaction and cross fertilization of ideas and experiences. Thus there is a strong need to build a reality based teacher education program by establishing inter woven connections between teacher education institutions and schools on one hand and universities on the other hand (Rajput 2003).

At present, the Delhi University is preparing primary teachers through university based program i.e. B.EL.ED. This idea needs to be adopted by other universities.

b) Introducing stage specific Teacher Education Program

Research studies in the field of developmental psychology found that children’s learning abilities, perception and retention capacity vary from stage to stage. Correspondingly professional competencies needed by the teachers to handle various stages of schooling considerably differ qualitatively. Thus, there is no need to introduce stage-specific teacher education programs. This is not happening in our country now. At present there are three separate programs for each stage, one for primarily teachers, the second for elementary teachers and the third for secondary teachers. There is a great debate going on in the country on the need to
have at least two more categories of programs. One for primary teachers (teaching classes 1 to 5) and the other for teachers teaching senior secondary classes (11 and 12)

c) **Restricting Liberalized Admission Process**

Each year a large number of young teachers enter the teaching profession some of them have no genuine interest. Being forced by parents and to avoid unemployment problems, they pursue the teacher education program. In this situation, it is foolish to expect quality education from such disinterested people. Thus, it is time to restrict this liberalized admission process by organizing rigorous counseling sessions by experts to know the genuine interest of the candidate in teaching. Admission should be granted after this session. The practice of management quota should be abolished. At present, this system is practiced only in the GGSHP university, New Delhi, which needs to be replicated in other universities.

d) **Increasing Duration of Teacher Education Program**

The existing duration of teacher education program for elementary and secondary stages is inadequate for producing quality teachers. The short span of the teacher preparation program does not allow teacher trainees to understand and realize the full significance of the theoretical and practical aspects of the course, since the last fifty years, several committees and commissions and research studies have been recommending increasing the duration of elementary and secondary teacher education programs. The NCERT has been implementing a four year integrated teacher education program in four RIE’s since 1960. Delhi University has introduced a four year program B.E.L.B.Ed
(Bachelor of Elementary Education) in its six colleges as per the recommendations of the Yash Pal committee.

e) **Upgrading Entry Qualification**

A large number of students holding graduates and post graduate degrees are entering teaching profession each year throughout the country. To meet the challenges of knowledge expansion and information revolution process quickly, the school curriculum requires teachers with sound academic base and higher level of competencies for proper transaction of course content. Thus the existing criteria of entry qualification need to be changed.

The entry qualification for elementary school teachers should be raised from secondary/higher secondary to graduation level.

Likewise the basic qualification for high school teachers should be raised from the present graduation level to post graduation level (Arora 2002).

f) **Enhancing the Quality of practice Teaching**

Practice teaching has been conceived as the most powerful intervention in the teacher’s professional preparation. At present practice teaching is neither taken seriously nor is it supervised sincerely and systematically (Choudhary 2002). The most commonly accepted factors responsible for the degradation of quality of practice teaching are indifferent attitude of supervisors towards supervision of the lesson. Lack of co-operation and support from practice schools. The departments being run with selection staff and facility. Wider variation in teaching practice from institute to institute disagreement among teacher educators on different issues (Nagpal, 1999). The above discussion implies that a few
measures like organizing practice teaching after sufficient orientation, development of teaching skills through micro teaching. Freedom to experiment with innovative techniques, systematic supervision of practice teaching through observational schedule and writing objectives comments are required.

g) Orientation for using culture specific pedagogy

The National Curriculum Frame Work for Quality Teacher Education (NCTE, 1998) and National Curriculum Framework for School Education (NCERT, 2000) recommended using culture specific pedagogy in the teaching-learning process, instead of using one uniform mechanistic way of student learning. The cultural practices such a story telling, dramatics, t, folk play, community living etc. should become a strong basis of classroom teaching. Some steps like a) Orienting teacher’s educator for applying culture specific pedagogy in classroom teaching b) Encouraging pupil teachers to use it at elementary stage. C) More exposure to various types of instructional material and teaching aides are required.

h) Researches and Field Experiment

One of the major inputs for enhancing the quality of teacher education would be the extent to which research and field experiments conducted at organization institution and individual level and their outcomes are utilized for further improvement. The majority of the teacher educators at primary and secondary stage do not involve themselves in research work. The factors responsible are low level of motivation among the faculty for doing research, lack of expertise, non availability of dissemination mechanism like journals, publication of findings in different forms. Little academic and technological support,
limited interaction with elementary schools and functionaries (Yadav, 2000). To overcome above illustrations

- Teacher educators at different levels should be encouraged to undertake action, doctoral and post-doctoral research to provide direct input for the enhancement of the quality of teacher education program.

- Fellowships should be provided by MHRD and NGO’s and the government should make provision for study leave.

- Regular discourses and discussions should be made on thurst areas of research or information bulletin should be sent to respective institutes.

i) Orientation/Training for LET literacy

Even today our classroom processes are mostly based on chalk and talk. There is an immediate need for orienting the in-service teachers LCT skills and introducing LCT in pre-service teacher training programs. The teacher should be trained in the use of modern tools of ICT including offline and online electronic resources such as CD-ROMs, Hypertext, Multimedia, Internet and the World Wide Web (WWW) etc.

The above stated problems are challenging and strategies to overcome these problems are the need of the hour. The NCTE, SCERT/SIE and University Department of Education should take immediate action for the quality teacher education programs.

¢ RATIONALE AND AIM OF D. ED PROGRAM

This course on child study is visualized as the first systematic introduction of the ETE student teacher to the study of childhood and
children. This course is necessarily the foundation upon which subsequent course and practicum related to school internship would be based. The purpose of this course is to equip the student teacher with the background knowledge that she needs to develop and understanding of the elementary school child and his/her socio-cultural contexts. This background includes a critical engagement with theories, as well as socio-cultural issues in world of children and childhood. Building upon the above, the aim is to build sensitivity towards children’s developmental needs and capabilities, within their socio-cultural context.

❖ OBJECTIVES OF THE D. ED PROGRAM

- To review general conceptions about child and childhood (specifically with reference to the Indian social context), develop a sensitive and critical understanding of the different social/educational/cultural realities at the core of the exploration into childhood.
- To develop an understanding of different aspects of a child’s physical, motor, social and emotional development.
- To understand the developmental process of children with diverse abilities in social, cultural and political context.
- To provide hands-on experiences to interact with children and training in methods to understand aspects of the development of children.

❖ SUBJECTS TO BE STUDIED IN THE COURSE ARE:

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1.6. SIGNIFICANCE OF ATTITUDE, CREATIVITY AND PERSONALITY

❖ CONCEPT OF ATTITUDES

Meaning – Attitude can be defined as the mental pre-disposition of an individual about a thing, situation, event object, phenomenon or institution. It can be defined as a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related.

A) Definitions
Remmers, Gage if Remmel, 1960 – ‘It is a feeling for or against something.

According to Britt – (1958) – It is a mental set of response.

Fishbein (1967) – Defines it as a mental disposition of the human individual to act for or against a definite object.

Allport (1935) – Defines it as a mental and neural state of readiness, organized through experience, exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related.

Thurstone (1946) – has defined an attitude as the degree of positive or negative affect associated with some psychological object.

In the literature of psychology, the terms affect and feeling are used interchangeably. An individual who has associated positive affect or feeling with some psychological object is said to like that object or have a favorable attitude towards the object. An individual who has associated negative affect with the same psychological object would be said to dislike that object or to have an unfavorable attitude towards the object. The above definitions show that an attitude is a preparation or readiness for response. It is incipient rather than overt and consummator. It is not behavior, but the pre-condition of behavior.

B) Characteristics of Attitudes

a) Favorableness – Favorableness is the degree to which a person is for against a psychological object. This dimension determines the
direction of attitude. A person may have positive or negative attitude. She may like or dislike an object. She may approve or disapprove certain practices. When people say that family planning is a must it indicates their favorable attitude.

b) **Intensity** – Intensity refers to the strength of the feeling. How strongly a person feels about something reveals the strength of his/her feeling. For example Rita disagrees with co-education system, while Sita strongly agrees with it. It can be inferred that Sita’s feelings are stronger against co-education system. Moreover two people may have attitudes of equal intensity, but direction may differ. Mohan strongly approves reservation policy, while Rohan strongly disapproves it. Intensity is equal but in opposite direction. The more favorable or unfavorable an attitude the more intense it is. However, people who are neutral in their feelings have the least intense attitudes.

c) **Salience** – Salience means how freely or spontaneously an individual expresses his attitude. It is the readiness or promptness with which the individual gives vent to his/her feelings. A person may express his/her attitude freely towards caste system or rising prices, but may not express his/her attitude about sex. Salience is affected by cultural permissiveness.

d) **Attitudes are acquired** – Attitudes are not inborn or innate. They are not inherited by the individual but are acquired by his/her during the growth process. At the time of birth the child does not inherit any preferences for food, but as he/she grows he/she develops positive or negative attitude towards certain types of food.
e) **Attitudes are more or less permanent** – Attitudes once acquired become permanent. They are lasting and enduring. They become stable over a period of time. Since they are more or less permanent, an individual’s future behavior can be predicted on the basis of his/her attitudes.

f) **Attitudes involve subject object relationships** - Attitudes are not formed in vacuum. They are always formed in relation to some person, object or situation.

g) **Attitudes involve affective, cognitive and action components** – Affective refers to feelings, cognitive to knowledge and action to predisposition. A person will have some idea or knowledge about psychological object. Will also have feelings towards it and predisposition to act positively or negatively.

h) **Attitudes are inferred** – Attitudes of a person cannot be known directly because he will not express them frankly. Attitudes therefore can be inferred from individual’s actions, behavior or words.

i) **Attitude in relation to Education** – Teaching is a profession is not as important an issue as important is this that – ‘teachers are professionals’. Maximum problems related to teaching learning can be handled safely without giving too much financial inputs, if our teacher possess healthy professional attitude. In India teaching covers third largest workforce, thus a large number of people enter in this profession. Lack of professional attitude among this group has made it difficult to ensure uniform standards. The increasing demand for professional service with quality has put the onus on the teaching profession to be responsible and more accountable to the needs and
conditions of service. It is lack of professional attitude among us that is why continuous and adequate efforts are not made to recognize the best ideas in time, practice and role in action for self renewal and sustenance.

Teachers who are generally unenthusiastic about the teaching profession (i.e having a negative job orientation) reported in one study that they were more distressed about their-teaching situation. Than were teachers who were enthusiastic (Litt & Turk 1985, p.180). thus for the professional growth of the teachers and improvements in education, the attitudes held by them are very important. How a teacher performs his/her duty as a teacher is dependent, to a great extent on his/her attitudes, values and beliefs. A positive favorable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative unfavorable attitude makes the teaching task harder, tedious and unpleasant. In addition, a teacher’s attitude also influences the behavior of his/her students. Thus effective and productive learning, on the part of pupils can be achieved only by teachers with desirable attitudes.

**CONCEPT OF CREATIVITY**

Creativity is a general ability possessed by all essentially healthy individuals to some degree. All people think in terms of different levels of creativity. A great deal of mist surrounds the word creativity. Since a person can behave creatively in many ways, it is not strange that there are many definitions of creativity but there is no universally accepted definition of creativity.

To give a bird’s eye of the overall functions of creativity, its definitions may broadly be divided into five groups
They are as follows

1. **Creativity as a talent** – Carl Roger (1975) defined creative process as an action of the rational and novel product. Rhodes (1961) defined creativity as a process and as a talent found in some individuals.

2. **Creativity as a process** – Maslow (1966) stated that creativity is a process which is preconscious rather than conscious process and included something of checking and corrective process. Taylor Chamber (1973) described creative thinking as a process which has been considered as bipolar in which the interaction between the person and the environment will be studied.

3. **Creativity as a novel idea** – Thurston (1952), Stein (1953), and Raina (1989) described creativity as a novel idea. Creativity involved responses to that of novelty, statistically frequent to some extent of adoption. It is concerned with something which is new rather than unexpected or non-traceable area.

4. **Creativity as a new thinking** – Getzel (1972) held the view that creativity consisted of two important components – convergent thinking and divergent thinking. Convergent thinking referred to intellectual ability where as Divergent thinking referred to the method adopted by the individuals to attain their goals and objectives. Torrance (1969) described creative thinking as the capacity of sensing of gaps in missing elements, identifying the difficulty, searching for solutions, formulation hypotheses, testing and retesting than and finally communicating the results. Federick Bortiet (1969) described creativity as an adventurous thinking.

5. **Creativity as a problem solving capacity** – Kilpatrick (1906) defined creativity as a problem solving method. According to him it
was the best method to solve the problems of our daily life. According to Guilford (1952), creativity is essentially problem solving methods. It is this aspect that is gaining utmost attention.

A) Elements of Creativity

According to Guilford (1966), creativity is a form of divergent thinking. Divergent thinking is a kind of mental operation in which we think in different directions, sometimes searching and sometimes seeking variety. Divergent thinking leads to novel responses to a given stimuli. The unique feature of divergent thinking is that a variety of responses are produced. Guilford (1966) and his students undertook to discover and define the complex of abilities that together make up creative thinking. They devised tests to explore each of a number of possible components and eventually established somewhat different but related abilities as follows.

1. **Sensitivity to problems** - this means awareness of defects needs and deficiencies in the environment. A test of this ability is a set of questions asking for the defects which might be improved in common appliances such as a refrigerator or social institutions such as the school.

2. **Fluency** – **(2a) Associative Fluency** – this is the ability to think of words rapidly that meet certain requirements, such as being synonyms or being opposite **(2b) Ideational Fluency** – This is the rate at which a person can think of ideas. For example, a person may be asked to think of as many uses as possible for a common brick.

3. **Flexibility** – it is a matter of fluidity of information or a lack of fixedness or rigidity. Flexibility is the basis of originality, ingenuity and inventiveness. **(3a) Spontaneous flexibility** – this is the ability to
strike out in a number of different directions in one’s thinking. For instance, in the question about uses of a brick, those who have much spontaneous flexibility will think of a variety of uses, taking account of the various qualities of a brick, such as weight, solidity abrasion and size (3b) Adaptive Flexibility – It is the ability to change the direction of one’s thinking in order to keep up with a changing problem situation.

4. **Originality** – It is a quality which can be demonstrated in several ways, one being the uncommonness of ideas a person has another the ability to produce clever, “original” title for stories another being the ability to see unusual consequence of outlandish hypotheses, such as “what would happen if people only had 3 fingers”?

5. **Redefinition** – it is the ability to improvise operations in situations where a familiar object may be used for unfamiliar functions, such as in the question, “what are the various devices for pounding a nail into a wall as a picture – hanger?”

6. **Elaboration** – It is a facility for adding a variety of details to information that has already has been produced. Creative productions very often progress from a vague outline or theme, through development of a more clearly organized structure or system with its essential aspects then to the more elaborate finished affair whether it be a poem or novel, a painting or a scientific theory. There are implications to be followed up and finishing touches to be added in order to round out the final product.

**B) Creativity in relation to educational goals**

Creative thinking is a powerful force for lifting man to higher levels of intellectual functioning, human dignity and achievement. It has
given us the alphabets, printing, radio, television, computers and spacecraft. It has given us great art, architecture, music and literature.

According to research evidence Torrance (1962), it became clear that creative thinking is important for mental health, educational achievement, vocational success and many other important areas in life. As studied be Torrance (1962) creative behavior among both children and adults, it became increasingly clear that perhaps nothing could contribute more to the general welfare of our nation and the satisfaction and mental health of its people than a general rising of the level of creative behavior. There is little doubt, but that the prolonged and severe stiffing of creative thinking cuts at the very roots of satisfaction in living. This must inevitably create overwhelming tension and breakdown.

Teachers and educators must have a better understanding of the creative process and the influence of the personality pattern on the creativity of the individual. They should find out how educational institutions can liberate the creative. Potential of the individual and initiate him into creative way of life. They should strive towards providing an educational environment that would free the individual from the shackles of prejudice, fear of the unknown and from ignorance.

Schools are the proper and fertile ground for the release of the creative potential, but it is only in a liberated atmosphere that productive creative will manifest itself.

<<PERSONALITY>>

Personality is a comprehensive thing, which indicates the development of an individual in various fields of life. It is a harmonious blend of all the facets of the individuals. The term personality was used to indicate external appearances of behavior. It is the wrong notion.
Character is one of the components of personality. Thus we cannot take personality as the outward appearance or behavior of a person. We cannot ignore the inner aspect of one’s personality. Hence personality includes the totality of one’s behavior; both inner and outer. It is the totality of one’s behavior towards oneself as well as others. It includes physical, emotional, social, mental and spiritual makeup of a person.

Definitions of personality can be listed as-

- **G.W.Allport** – “personality is the dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to the environment.”
- **Munn** says-“personality is the fundamental organization of the individual which determinates the unique nature individuality of his interactions with himself and with his environment”
- **Boring and others**- “personality is the individuality that emerges from the interaction between a biological organism and a special physical world”
- **Cattel R B**- “personality is that which permits a prediction of what a person will do in a given situation.”
- **Morton Prince**- “personality may be seen as the sum of biological innate dispositions, impulses, tendencies, aptitudes and instincts of an individual and the dispositions and tendencies acquired by experience.”
- **J B Watson**- “personality is the sum of activities that can be discovered by actual observation over a long enough period of time to give reliable information.”
- **Burt defines**- “a unified pattern of bodily and mental reactions exhibited by the self in response to social situation.”
- **Traxler** – “personality will be defined as the sum total of an individual behavior in social situations. Behavior not only includes correct acts but inward feeling one produced by the situation as interpreted by the individual through introspection.”

From the above definitions, we can conclude that the personality-

1. Stresses the future of uniqueness
2. It is a dynamic phenomenon
3. It is an integrated behavior and represents an interaction between the inherited potentialities and environmental influences. Or, it is the unique patterning of behavioral and mental processes that characterizes an individual and the individual’s interactions with the environment. Or, personality is the complex blend of a constantly evolving and changing pattern of one’s unique behavior, emerged as a result of one’s interaction with one’s environment and directed towards some specific end.

   Development of personality is sequential in nature. It is a very steady process. It cannot be built up in a day or two. Personality development does not stop at particular age. It goes on from birth till death. Personality development is the mutual adjustment made between the individual and the society. Personality is a resultant of unique interactions of heredity and environment. The core of personality comes from hereditary factors and is shaped and reshaped by the interaction of hereditary factors with environmental factors.

   **A) Characteristics of personality-**
Personality is what one is. It is all what a person has about him. Hence it includes all the behavior patterns i.e. cognitive, affecting psychomotor behavior and covers all conscious, subconscious and unconsciousness as well. Personality of each individual is unique and specific. Every one of us is a unique person in oneself. Every one of us has specific characteristics for making adjustments. It is not static but dynamic in nature: the process of making adjustment is continuous. One has to struggle with the environment as well as the inner forces throughout one’s life. As a result, one has to modify and change one’s personality and this makes the nature of personality dynamic. It is the product of heredity and environment.

A child is not born with a personality but develops one as a result of continuous interaction with its environment. Therefore not only heredity but also social and cultural influences as well as experiences and training all affect one’s personality. It functions as a unified whole and is continually adjusting itself to environment.

B) Components of personality-

a) Physical appearance: it is the physique an individual possesses. He should his physique.

b) Emotionality: it is the ability of the individual to show matured, emotional behaviors in appropriate situations.

c) Sociability: it is the ability of the individual, to socialize him in any given social environment and how the other people accept him as a member of the group.
d) **Character**: it is the conduct in action. It refers to the ethical or moral aspect of personality. An individual’s character is always judged by consistency or the stability of the behavior.

e) **Temperament**: temperament is deep seated emotional trends we find in an individual. They may be the result of habits formation or the secretion of endocrine glands or the structure of the various systems. A person who has a bad temperament can never adjust well with any environment.

f) **Interests**: interests refer to three aspects: 1) the need to know 2) the need to feel 3) the need to perform. It is a person who needs to know, feel or perform is checked, it checks the personality development of the individual to certain extent.

g) **Abilities**: ability is the power to perform something. Abilities may be real or imaginary. These are the major components of personality. If any one of them is not developed in the right direction, the personality development suffers to that extent.

C) **Importance of personality**:

Personality is very important in life and cannot be over estimated. Lack of certain qualities contributes to success. Getting a job and keeping it and having the reputations of a good worker are affected by personality traits.

The teacher and the personality development: the teacher is an important constituent in the instructional process that can play important role in shaping the personality of students. The way he teaches and handles the students has an effect on the future personality of children.
Ryan and Wundt in 1955 conducted a study in the independent dimensions of teachers’ behavior which are as follows:

a) Fair and democratic methods
b) Business like organized responsible
c) Encourages student participation, challenging and interesting
d) Enthusiastic
e) Open minded

Teachers’ role and social climate in the class: the way the teacher carries out his role in the class will affect the emotional climate in the classroom. An authoritarian teacher will establish an autocratic climate and democratic teacher will create a different kind of climate. These differences in the attitudes of teachers will imply differences in the number of frustrations imposed upon the students and in the kind of personality development encouraged.

The classical experiment by Lewin, Lippit and White in 1939 threw light on the type of social climate created by authoritarian democratic and Laissez faire leaders and their corresponding influences on subjects personality development. The results of the experiments are as follows:

1) Automatic atmosphere tended to create aggregation and hostility.
2) The democratic set up led to constructive, thoughtful and cooperative behavior

Generally the quality of work done was better in the democratic group. The boys liked democratic procedure. Nobody liked the Laissez faire situation. The typical classroom resembles the autocratic atmosphere. H.H. Anderson in 1945 conducted studies on dominative and integrative behavior. The concept of dominative behavior is closely
related to Lewin’s autocratic atmosphere and integration to democracy. The autocratic climate was full of threats, orders and criticism and democratic atmosphere was flexible and child-centered. The integrative teaching develops positive personality traits of self reliance independent thought and cooperative altitudes.

Thus we can conclude that democratic approach is better than autocratic approach in developing good personality traits. It permits maximum personality development for each child, prepares him for group living and for making his own decisions, gives superior training in emotional self control. The failure and the experience of failure in school is bound to have painful effect on children and leaves a permanent impression on the personalities of children. Students show that children who repeatedly fail in examinations are rated as cruel, unfriendly, unhappy, quarrelsome, impolite, boastful and selfish.

The examination and type of curriculum does not cater to the needs of many children and consequently they are frustrated resulting in the development of undesirable personality traits.

1.7. IMPORTANCE OF ACADEMIC ACHIEVEMENT

According to the dictionary of education – Academic A means accomplishment or proficiency of performance in a given skill or body of knowledge. Progress in school, theoretically different from intelligence but overlaps with it to a great degree.

Commonly a measure of the students ability in terms of test results. The status of a pupil with respect to attained skills or knowledge as compared with other pupils or with the schools adopted standards.

Academic Achievement is a very broad concept and has been defined by many in many different ways. To get general idea of what
academic achievement is, it is better to go through the definitions given by some authorities.

Academic Achievement is defined by English H B and English A C – “As the success in bringing an effort to the desired end. They also define it as the degree for level of success attained in some specified area or in general”.

Narayan Rao – relates the term “Academic achievement to the acquisition of principles and generalizations and the capacity to perform efficiently certain manipulation of subjects, symbols and ideas.”

Academic Achievement in general is a term used to indicate “the degree or level of success attained”, in some general specified area. It represents the acquirements of knowledge or skill and may imply the ability to make appropriate use of such knowledge or skill in a variety of present and future situation.

Thus academic achievement refers to the attainment of an individual with respect to his progress in curricular and co-curricular activities. It is the desirable learning that is observed in the students. In the other words it is the total performance of the students in the subjects prescribed for the course. In general any desirable behavior that is learnt may come within the scope of achievement.

Academic Achievement depends on many factors such as intelligence, attitude, creativity, personality, study-habits, socio-economic status etc. As academic achievement is dependent upon other variables it is considered as ‘Dependent Variable’.
In the present study Academic Achievement is taken to be then accomplishment of the student-teachers in their academic subjects.

1.8. STATEMENT OF THE PROBLEM

“A study of Academic achievement of student-teachers of D.Ed in relation to their Teaching Attitude, Creativity and Personality”.

1.9. GENESIS OF THE PROBLEM

The teacher is an important and indispensible entity in the teaching learning process. Teacher is expected to play a crucial role in transforming the children into responsible citizens in the face of several constraints. Infact, a teacher is pivot around whom our entire education system revolves.

It thus goes without saying that teacher performance is the most critical input in the field of education. Policies laid down by the state become meaningful only when the teacher delivers them in the classroom. Hence, teacher selection, training, capacity, building, motivation and performance assume immense importance. But this again depends on the quality of training and academic support that is given to them.

In India educational investigators and research workers have given more attention to teacher education than to other areas, this is as it should be because of all factors involved in the process of teaching and learning, the teacher is considered to be the most important. The field of teacher education includes various problems for investigation such as qualities, attitudes, creativity, personality and inclination of teacher’s selection for training, teacher education programs the system of examining the student-teachers and so on.
Research in this area helps the teacher educators to understand the problems of the candidates who take up the course. This implies that ‘Prevention is better than cure’. Teacher educators may help the entrants in the beginning itself to realize to what extent they are capable of accepting role in the profession. The earlier identification of such needs will certainly help the trainees to adjust themselves or develop positive attitude and personality by the end of the course.

The investigator is very much interested to undertake this study to know whether the academic achievement of student-teachers personality has got any relation with their attitude towards teaching, creativity and personality.

1.10. SOCIAL SIGNIFICANCE OF THE STUDY

The teacher, a national integrator as he is the backbone of the society. Teachers these days are to socialize their pupils, to impart them in emotional control, to inculcate in them the habits of critical thinking and in turn make them fit not only changing society but also to labor markets as a worker. Teachers have the function of handling over the cultural heritage. All these functions of him are not static but keep on changing depending on the social change that takes place in the society.

Thus teachers occupy a place of crucial importance. The future of the country, inevitably depends on them. It is important for them to win public recognition by their enlightened devotion and professional efficiency and integrity may be themselves contribute to their status.

There is a cry in the Country that the ethical standards of the people are deteriorating. It is necessary that student-teachers should inculcate favorable attitudes towards teaching profession, love for truth, gentleness, discipline, faith in morality and supreme devotion to
teachings of great men. This is possible only when the student teachers maintain the qualities like ethical values, wholesome personality, mental vigor, deep knowledge in the subject, kindness and leadership qualities. The thoughts and deeds of student teachers can go a long way in inculcating the ideals like co-operation. Tolerance, self-sacrifice in the minds of young students.

These are all lead to the better academic performance of the student teachers who are the future sculptures of the next generation.

1.11. NEED AND IMPORTANCE OF THE STUDY

“The destiny of India is now being shaped in her Classrooms”. It is these teachers and the student-teachers who can shape the most impressionable period of development. Any method good or bad links up the teacher and his pupil into an organic relationship with constant mutual interaction it reacts not only on the minds of students but on their entire personality, their standards of work and judgments, their intellectual and emotional equipment, their attitude and values and their personality.

Every teacher and educationist of experience knows that even the best curriculum and perfect syllabus remains dead unless quickened into life by right methods of teaching and right kinds of teachers.

The teacher occupies a very important place in the society, as already indicated there are number of factors that would affect the academic performance such as attitude towards teaching, socio economic status, creativity, interest and personality.

Studies have shown that the academic performance of the student teaches is adversely affected by low aspiration, negative attitude, lack of creativity, lack of interest in teaching. Therefore it becomes very
necessary to explore empirically and find out if attitudes, creativity and personality factors of the student teachers affect of have anything to do with their achievement.

1.12. OBJECTIVES OF THE STUDY

❖ Main Objectives:

1. To study the academic achievement of student-teachers of D.Ed.
2. To study the relationship between academic achievement and attitude of student teachers of D.Ed.
3. To study the relationship between academic achievement and creativity of student teachers of D.Ed.
4. To study the relationship between academic achievement and personality of student teachers of D.Ed.

❖ Specific Objectives:

1. To study the academic achievements of student teachers of D.Ed of all the four divisions (Belgaum, Bangalore, Mysore and Gulbarga).
2. To study the attitude, creativity and personality of student teachers of D.Ed of all the four divisions.
3. To study the academic achievement of student teachers of D.Ed of Government, Aided and Unaided Institutions.
5. To study the academic achievement of male and female student teachers of D.Ed.
6. To study attitude, creativity and personality of male and female student teachers of D.Ed.
7. To study the interaction effect of attitude, creativity and personality on academic achievement of student teachers of D.Ed.

8. To study the interaction effect of attitude, creativity and personality on academic achievement of all the four divisions of student teachers of D.Ed.

9. To study the interaction effect of attitude, creativity and personality on academic achievement of student teachers of D.Ed of Government, Aided and Unaided institutions.

10. To study the interaction effect of attitude, creativity and personality on academic achievement of male and female student teachers of D.Ed.

11. To study the academic achievement of student teachers of D.Ed in relation to attitude, creativity and personality.

1.13. LIMITATIONS OF THE STUDY

- A study of Academic achievement of student-teachers in relation to their teaching attitude, creativity and personality is restricted to D.Ed students of Karnataka State.

- The present study is confined to only 400 student teachers of D.Ed.

- The present study is limited only to the 4 divisions of Karnataka State.

- The study is limited only to the sample collected by the research investigator of Karnataka State.

- The present study is limited only to the D.Ed Student-Teachers of Karnataka State.
1.14. AN OVERVIEW OF THE STUDY

The investigator carried out the research work and has presented it in five chapters. Each chapter is subdivided into different units as follows:-

The first chapter deals with introduction, background of the study, importance of teacher education, significance of attitude, creativity, genesis of the problem, need and importance and objectives of the study.

Second chapter deals with review of related research with regards to academic achievement, attitude, creativity and personality.

The third chapter deals with operational definitions of the study, variables, tools used for the study, population of the study, sample and statistical technique of the study.

The fourth chapter mainly deals with results and discussion.

The fifth chapter and last chapter give a summary of major findings of the study and recommendations, suggestions for further research.