CHAPTER – I

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1.1 STUDENT TEACHERS INTERACTIONS AND THEIR SUCCESS IN THE PROFESSION

Teaching has been described as an art in the sense that it takes imagination to transfer knowledge. It has also been described as a profession, learned through practice under stressful condition (Steeves 1962). Teacher work under constantly changing conditions, responding to students social, emotional, and intellectual challenges. Teachers provide opportunities for students to deepen their understanding of the natural and social worlds by building on the students knowledge and beliefs (Reynolds, 1950)

Today's student teacher is tomorrow's 'Teacher' and so the role of any teacher in the school organization can be viewed as a role surrounded by at least three other types of roles head masters/principals, colleagues and students. Besides these three types of roles, teachers have to interact with a lot of other people from different positions and groups, such as government official, parents, teacher's from other schools etc. However during the training period student teachers interact with the following groups.

Figure: 1.1 Interactions of the Student Teachers
From Figure 1 Interactions of the student teachers with different groups demand possession of different types of specific skills and competency. Understanding of these skills can increase interpersonal sensitivity in the work place and for life. However climate has the psychosocial characteristic of the environment. It greatly influences learning of students and teaching by teachers. It has been variously named as socio-emotional climate, social interaction, inter-personal relations, environmental ethos or trust. The sum total of all the psychosocial characteristics of the environment influence the way in which learning takes place. This includes relationships accompanied by various kinds of feelings and emotions generated in the teachers and pupils in educational institutions. The institutional atmosphere characterized by teacher's and learners interactions, their attitudes, emotions, feelings, actions, and reactions, their philosophies and perceptions may or may not be conducive to teaching -learning. Development of desirable behaviours in the pupil is linked with the class-room climate. The climate of the school and the classroom influence the development of attitudes, values and other personality aspects of the students.

However in India teachers i.e. 'GURU' inspires reverence. A teacher, according to the Indian view devotes his entire life to learning and is a living embodiment of life long learning. Ravindranath Tagore, the first Nobel Prize winner from India has best expressed it in the words ' A teacher can never truly teach unless he is still learning himself.' A lamp can never light another lamp unless it continues to burn its own flame and therefore teacher's morale and institutional behaviour appears to be very closely linked.

Hence, it is essential for student teachers to understand the competencies and determinants of interpersonal behaviour in order to maintain good interpersonal relations, which can enhance the career mobility of a teacher and increase the chances of success in the profession, and in life.

However, before discussing the Interpersonal Competencies in detail there is need to find out the social challenges awaiting Teacher Education Programme, expectations of the Teacher Education Programme, and the gaps prevailing in the existing Teacher Education Programme for knowing the background and the importance of the present study.
1.2 CONTEXT, CONCERNS AND SOCIAL CHALLENGES OF TEACHER EDUCATION

The context, concerns and social challenges of teacher education were discussed by NCTE Report (2004) in 'Some Specific Issues and Concerns of Teacher Education' (p. g. no. 42,44,64,65) were as follows

1.2.1 The traditional social order in India with its ascribed status, and role is incapable of facing the challenges of science, technology, industrialization, Westernization.

1.2.2 The behavioural pattern, age old social customs, interpersonal and inter group relationships, values, and norms of life have found themselves incapable withstanding the new challenges.

1.2.3 Traditional vocations have not remained attractive.

1.2.4 The teacher education's primary job is undoubtedly to inculcate professional values and skills. But as intellectuals, teacher educators cannot afford to maintain story silence at what is going on in the society. Therefore to extend social criticism and constant vigilance of all events are also their important functions. The system is yet to become conscious of it's greater social responsibilities and obligations. The curriculum of teacher education and it's transactional modalities can achieve this target without much additional effort and inputs. It is only a question of emphasis, change in attitudes and social commitments of teacher educators.

1.2.5 During the last few decades the Indian society has been transforming itself with unprecedented rapid change. It is all persuasive. Nothing has remained stable. A situation like this produces serious consequences and disturbs the structure and function of the society and de-stabilizes institutions which from its function. If the foundation of the society becomes weak and shaky the social structure it's self might collapse and the quality of life and human relationship will get destroyed under these circumstances and life does not remain worth living and man gets bewildered and losses the direction. When man is faced with this situation there is the burning need to restore social stability and provide right direction in this context the development of the art of healthy, happy, and productive living among children becomes necessary the message of this recommendation which need to be properly understood by
teachers it demands that teacher education should adopt effective measures in this direction. The decreasing quality of life is some times the consequence which cannot be ignored by teacher education therefore there is need to rethink about curriculum of teacher education to achieve this end.

1.2.6 Indian society is rapidly being converted into a mass society. The metropolitan cities have turn themselves into the mob the social pressures essential for the formation of the character and in traditional methods have proved ineffective as they have become weak. Permissiveness disregard for elders and the defiance of established norms are the common observable phenomena not only in cities but also in rural and tribal areas. The use of unfair means for achieving objectives to acquire money and to get rich overnight and imitate life style of the upper class without processing means to acquire them has increased."p.g no. 35"

1.2.7 The pressure of population has become so great on education that many old theories of education have become irrelevant. Now teachers should be prepared to teach large classes and should be empowered with multi grade teaching. The unqualified teachers are appointed by the states under different names and hence there is need to improve teachers academic and professional qualification. Therefore the system of teacher education has to prepare itself to improve the quality of education by developing the new competencies, and performance skills

1.2.8 Liberalization, privatization, globalization (LPG) and world trade organization (WTO) and outsourcing strictly speaking about the economic phenomenon therefore they are giving free and unchecked export and import of education and skilled man power and countries will have to constantly upgrade their education standards demanding high investment in infrastructure and quality improvement programmes for its teachers. But LPG, WTO and Outsourcing are not merely economic and educational phenomenon but they produce cultural consequences on the goods, knowledge education, and experts culture and ideas and ideological are also imported and cultural pollution being permissiveness, drug additions and consumerism spread fast like epidemics and youth whether educated or uneducated are becoming its worst victims. Patterns of behaviour, values, dress, mode of consumption, and quality of family life are showing rapid decaling of Indian culture heritage are under attack. Presentation of India’s unique identity has become a gigantic task, if Indian ness or its culture is to survive under these conditions well planned thoroughly considered
and serious educational efforts are needed, which demand qualitatively rich and
relevant teachers, educational programmes and empowerment of teachers.

1.2.9 India is passing through an all pervasive change in science, technology,
information and communication technology etc. which are transforming the
traditional way of life and making beliefs, in values and norms. Science, technology,
industrialization, externalization, and modernity, with all their desirable contributions
are creating social instability and value crisis. The impact of value crisis specially
among the educated youth is a matter of serious concern. The situation demands that
teacher education should concentrate its attention on inculcating and restoration of
values not as an independent attempts of education but also it’s integral component.
It is question of change or shift in emphasis.

1.2.10 The inculcation of life skills, capability for productivity and healthy living
among children need to catch the attention of the teachers and teacher educators in
the contemporary context with all the priorities and abundant in amenities of life man
is not able to decide a happy and healthy life because he is unaware as to how to live.
Relationship with man, nature and himself has been distributed because of his own
attitudes and philosophy of life and these call for immediate attention of teacher. It is
necessary for man to keep his desires and temptations within a reasonable limit and
start the search for higher values and quest for real meanings teacher education has to
make serious efforts for achievement has to develop his multifactor personality and
inspire him to achieve higher goals.

However considering above all context, concerns and social
challenges of teacher education there is need that the teacher education should be
competent to meet all above discussed issues. However on this background the
National Curriculum Framework (2006) given by NCTE has disused the expected
scenario of teacher education programme as follows
1.3 EXPECTED SCENARIO OF TEACHER EDUCATION PROGRAMME

As reported by NCTE in the report entitled National curriculum Framework for Teacher Education (2006) This report discusses the General objectives of Teacher Education, Curriculum Components of the Teacher Education Programme, Transacting Curriculum etc.

According to the above mentioned report, Enlightened, emancipated and empowered teachers lead communities and nations in their march towards better and higher quality of life. They reveal and elaborate the secrets of attaining higher values in life and nurture empathy for the fellow beings. Teachers are the torch bearers in creating social cohesion, national integration and a learning society. They not only disseminate knowledge but also create and generate new knowledge. They are responsible for the acculturating role of education. No nation can even marginally slacken its efforts in giving necessary professional inputs to its teachers and along with that due status to their stature and profession.

Teacher education by its very nature is interdisciplinary. The major areas of inter-disciplinarily implicit in Teacher Education Programmes include philosophy, psychology, sociology, anthropology, economics, history and culture. Recent researches in medical and life sciences are opening new avenues of knowledge which are relevant to education. Besides, teacher education has an essential and inalienable component of practical work including student teaching, internship, field work, working with the community, work education, etc. The country needs teachers with different orientation and specializations to manage educational programmes. In addition, the teachers are also needed for physical education, music, art, painting, dance, work education and vocational subjects and for the non-formal stream, distance education, adult education, and open learning system. The scope of teacher education curriculum, therefore, gets enlarged.

The curriculum for teacher preparation, in future has to encompass the broader canvas which is consistently emerging before the teachers and shall continue to change at a much faster pace in times ahead. Teachers shall have to take a global view of the new trends, strategies and practices, and focus on indigenous heritage and thoughts which could fit in the local and national situations. Transplantation of alien educational ideas and practices has not been found rewarding in developing countries. Consequently, the emerging structures and designs of the curriculum shall lay greater emphasis on the ideas, practices and experiences that have emerged in India through
the contributions of thinkers like Mahatma Gandhi, Vivekanand, Rabindra Nath Tagore, Zakir Hussain, Sri Aurobindo, Giju Bhai and many others.

The Teacher Education Programmes shall focus on competencies and commitment in much greater magnitude in future. Such a transformation in teacher preparation strategies would emerge only after due familiarity and adequate appreciation of indigenous thoughts are developed over decades in India. Gradually an indigenous approach and strategy would emanate and replace the alien practices that have remained in vogue in teacher education over the decades.

1.3.1 General objectives of Teacher Education Curriculum

As given by NCTE report (2006) the general objectives of teacher education derived from the contexts, concerns and issues of education, teacher education and the perceived profile of the teacher, could include the following:

- to promote capabilities for inculcating national values and goals as enshrined in the Constitution of India.
- to enable teachers to act as agents of modernization and social change.
- to sensitize teachers towards the promotion of social cohesion, international understanding and protection of human rights and rights of the child.
- to transform student-teachers into competent and committed professionals willing to perform the identified tasks.
- to develop competencies and skills needed for becoming an effective teacher.
- to sensitize teachers and teacher educators about emerging issues, such as environment, ecology, population, gender equality, legal literacy, etc..
- to empower teachers to cultivate rational thinking and scientific temper among students.
- to develop critical awareness about the social realities.
- to develop managerial and organizational skills.

1.3.2 Components of the Teacher Education Programme

1.3.2.1 Practice Teaching

- Pedagogical analysis of two school teaching subjects
- Practice teaching in schools
- Observation of Model Lessons
1.3.2.2 Practical Work

- Internship and School Experiences
- Field Work with Community based Programmes
- Creativity and Personality Development Programmes
- Work Education
- Sessional/practical work
- Physical Education Activities, games and sports and other school activities
- Aesthetic Development Programmes and Activities.
- Action Research

1.3.2.3 Rationale: A teacher helps in imposing the quality of human life in the context of multiple internal and external forces impinging on man and the society. The course on 'Emerging Indian Society', would develop an insight into the nature of Indian society, its variety and complexities making Teacher Education Programme relevant to the community. Ingenuity of teachers lies in first understanding national ethos and then planning for teaching within this framework as a professional.

A professionally trained teacher is expected to identify the strengths and weaknesses of secondary education in India and after having gained insights into the status, problems and issues concerning education at this stage, develop a mental make-up of evaluating the system and utilising the same for promoting excellence in education.

A teacher in the classroom has to make adjustments in teaching strategy according to the nature and scope of the curriculum and evaluate the success of teaching in terms of students' growth. The foundations of curriculum, pedagogy, evaluation and remediation need to be laid down firmly during the course of professional preparation of teachers. What kind of pedagogical strategy will give optimum results in specific units of curriculum and in what ways the outcomes need to be evaluated will be the main thrust.

Distinct departure from the existing programme is noticeable in including a course on psychology of teaching and learning. The teaching of Educational
Psychology to the B.Ed. trainees was done extensively even earlier but without establishing linkages with actual teaching and learning. The attempt to put teaching and learning together does not in any way undermine the importance of Educational Psychology. Now the basic thrust will be on teaching-learning processes, group dynamics, learners' background, the internal and external forces of the institution and the community. Psychology of teaching and learning would require adjustments at different levels of schooling and for different grade levels. Foundation courses lend support to refining the education processes implicit in teaching and learning. Comparative perspective of educational systems in developing and developed countries would enable teachers to acquire a global vision of contemporary context and gain greater insight into ways of improving the quality of education.

The understanding of some specific areas of education in detail and in depth is needed for becoming an effective teacher. Guided by this consideration and having been supported through field interactions with different target groups, courses on preschool education and elementary school education have been included as optional. Teachers will also be required to get in-depth understanding of areas like non-formal alternatives in school education. Similarly avenues for in-depth studies in emerging areas of concern like Vocational Education, Environmental Education, Population Education etc. have also been suggested.

The message of Educational Technology has to reach the classrooms in the form of its application. Prospective teacher has to be so equipped in the course of training as to enable him to think of using appropriate Educational Technology for improving the quality of instruction and for obtaining optimum results in terms of the students' growth.

Physical Education has been considered as an integral part of education. In each system of schooling tremendous amount of emphasis is laid upon building up the cognitive base of students and the affective and psychomotor dimensions of human personality, these do not receive adequate attention. A teacher fashioned in the culture of Physical Education would be conscious of catering to the physical dimension of human personality with concern. The inclusion of this course, however, may not be taken as an alternative to preparing teachers for teaching Physical Education.
1.3.4 Transacting Curriculum: The impact of Teacher Training Programmes has not been perceptible over the years in terms of transacting curriculum in schools. Lecture method, mostly taken recourse to by teacher educators, is generally not supplemented by using instructional materials. Interactive teaching, co-operative teaching-learning, self-discovery approaches seldom find place in the day-to-day teaching practices. What is of importance and calls for top priority in the training programme, is to lay appropriately proportioned emphasis on 'why to teach', 'how to teach' and 'what to teach' aspects of teaching. It has to be reflected in the teaching-learning situations planned by teacher educators.

1.3.4.1 Theory: Education as a field of specialized studies is inter-disciplinary in its nature. Since different branches of learning are involved in understanding the presage, process and product variables of education, it is essential that formulation of Teacher Education Programmes adopt a holistic approach in order to promote proper understanding, insight and thinking on matters pertaining to this field. The complimentary character of theory and practice needs to be emphasized at every step. The prospective teachers are encouraged to organize, express and communicate their ideas clearly in the class. It has to be accepted as a communicative process of an intensive teacher-learner dialogue and renewal of a two-way process as opposed to 'the banking concept' of teaching. The emphasis must be laid on cultivation, formation and development power of mind in contrast to the prevalent tendency of aiming at the success in examination alone. Student teachers, it is hoped, in classroom transactions, will employ the use of divergent thinking and problem solving strategy.

The teacher educators will be required to have clarity of thought in respect of components of a course, objectives of teaching, and their relevance to educational and social goals. One of the approaches may be the modular approach. Each module, though a complete teaching unit, remains a part of the total syllabus with built-in linkages and feedback mechanisms. Learning through this approach can be reinforced by library work, seminar readings, tutorials and small group discussions. Self-study and self-motivated learning become an integral part of the curriculum transaction. The outcomes would result in better understanding of concepts better leading to mastery learning.
The interdisciplinary approach in teaching has to be accepted and implemented for developing comprehensive understanding and vision of educational studies. Learning outcomes have to be assessed continuously, which is the basic tenet of the modular approach. This would help in modifying, adjusting and improving transaction strategies for better acquisition of knowledge. Universities have options to evolve their own examination system. Too much reliance on external examinations, however, would inhibit the progress of moving in the direction of quality education.

1.3.4.2 Student Teaching and Practical Activities: There is no denying the fact that practice of education is as important as its theory. Each good theory leads to a good practice and vice-versa. To strike a balance between theory and the practice of education, therefore, is a matter of judicious planning and scheduling in order to give proper direction to teacher education.

Changes in the pattern and practices of student teaching have been only peripheral. The content-cum-method approach, wherever attempted, remained limited to the introduction of an additional component of content without fully achieving the objective of integration. The problem-solving approach, discovery method, competency based teaching learning and the indigenous contributions, like those of Gandhi, Tagore, Aurobindo, Zakir Hussain and several others have the potential for bringing in innovative ideas in teacher education. The application of Educational Technology, Informatics, Telematics, Cybernetics etc. have yet to make a discernible headway. The learning resources wherever available in the training institutions and the community as also in the schools have not been optimally utilized.

Prerequisite to preparing a prospective teacher can be thought of in terms of providing certain inputs such as, induction programme, an exposure of school experiences with special focus on the educational environment of the school, socio-economic and cultural background of the community constituting the catchments area, observation of classroom teaching and other related activities etc. Induction programme might include acquainting the intending teachers with the school settings, the school programmes - curricular and co-curricular. In addition, they will be prepared for actual classroom teaching and the roles they are expected to assume during the course of practice teaching/internship by way of focused discussions,
demonstration lessons, preparation of lesson plans in a way as to encompass teaching for cognitive, affective and psychomotor development.

Practice teaching is essentially a joint responsibility of teacher training institution and the school involving teacher educators, prospective teachers and school teachers. Teacher educators will help in facilitating and guiding the activities as implied by the pre-instructional, instructional and post-instructional phases through which a student teacher has to progress. The role of a school teacher in this joint effort lies in extending cooperation to the teacher educator and the intending teacher. Various aspects as referred to above will have to be suitably adapted to varying structures and designs at different stages of teacher education.

Practical work other than classroom instruction can be viewed in terms of school and community experiences and activities related to personality and leadership development.

Efforts need to be directed towards developing in a teacher trainee certain competencies and skills which would be helpful in the shaping of a teacher for effective role play. It is essentially directed towards capacity building which may embrace, among other competencies, managerial skills, organizational efficiency, leadership skills, democratic attitudes, innovative and creative abilities etc.

The teachers' role, which they will be required to play in the school situation other than classroom teaching, may extend to a variety of activities, such as, maintenance of school records and registers, management of laboratories and library, preparation, repair and selection of instructional aids and equipments, selection and preparation of textual materials, preparation of tests and assignments, admission and selection of students, maintenance of progress reports of students, preparation of school budget and development plans, beautification of school and classroom management etc. The institutional activities within the school environs may include dramatic clubs, stage activities, literary activities, inter-house activities and sports and games, organization of educational tours, etc.

1.3.4.3 Community Experiences: Interaction between the institution and community is gaining importance in the modern context. One can think of several activities promoting school-community relationship, such as, celebration of birthdays of children, celebration of parents day, activating parent-teacher association for the
welfare of the schools, organisation of school and community games, sports and other functions, utilization of community resources for education, understanding the background of children, celebration of national days in collaboration with the community, environmental education, adult literacy, plantation and social forestry.

Likewise, community involvement and school development activities may lead to community awareness generating competency through community-institution interaction activities; mobilizing community resources for organizing literacy programmes, environmental education, work education programme, health awareness programmes, etc. It is expected that organisation of such activities would lead to developing self confidence and initiative among student teachers and also develop among them positive attitude towards plurality of cultures.

1.3.4.4 Practical Work: The modalities to be employed for organizing activities other than teaching for all round capacity building and empowerment of a teacher-trainee will involve joint supervision by the teacher educator and a school teacher.

The transaction modes, for example, for motivating adults for making them literate can be through mass participation, folk songs, street plays etc. The identification of various sports and a variety of activities for cleanliness in the community, collecting success stories and disseminating them in the community, preparing simple write-ups of all the activities undertaken; utilizing community resources for the developmental needs of library building, students scholarships, awards, student aid funds, celebration of festivals etc; student-parent-community contact programmes and organization of welfare shows for better institution-community participation are certain other strategies of transaction of practical work.

It is expected that a student-teacher undertakes several practical activities which facilitate instruction as also those that relate to management. Relevant to teaching and learning, the intending teacher develops competencies, like identification of support material, skills in preparation of indigenous and low-cost materials, judicious choice and utilization of material for enhancing the learning and use of community resources for education. The likely activities may include preparation of an inventory of community resources, instructional material, development of software and use of hardware. The teacher-trainee also gets
acquainted with the techniques of diagnosis, remediation, guidance and counselling, 
classroom interaction inclusive of understanding of context variables implicit in the 
process of teaching and learning, knowledge of educational rules and 
regulations/laws, in addition to maintenance of cumulative and comprehensive 
evaluation records, maintenance of school records and is conscious of professional 
accountability and ethics. It is hoped that most of the activities will be undertaken by 
the teacher trainee during the internship period of a reasonable duration. Some of 
these activities will have to be integrated with practice teaching. For meaningful 
organisation of practical work pre-internship stage may be utilized for demonstration 
lessons, lectures, simulation, role-playing, micro-teaching etc.

The transactional mode of community related practical work may include 
interaction between school teacher and intending teacher and members of the 
community representing parents, panchayats, senior citizens, voluntary organisations, 
etc. Student-teachers may undertake a case study of a school (generally a practicing 
school) for identifying its strengths and weaknesses, needs and problems, specific 
learning problems, such as, drop-outs, drug abuse, behavioural problems, learning 
difficulties etc. Street plays can be organised by the student teachers to sensitize the 
community in the ways in which community resources could be utilized and also 
motivate the community members for greater participation in the school welfare 
activities.

1.3.4.5 Work Education : To come to its present form, work education has 
undertaken a long journey. From Marx's 'combination of productive labour and 
learning' to Abbott Wood's 'vocationalisation', it came to Gandhi's 'handicraft as the 
medium of education' and again took the form of Kothari's 'work experience' which 
Ishwar Bhai Patel thought to be devoid of 'social value' and coined the term 'Socially 
Useful Productive Work' (SUPW). Its central purpose is to shift the centrality of 
education from excessive verbalism to practicality. It has raised certain academic 
questions apart from the availability of teachers and other resources. These questions 
may be summarized as follows:

- how to integrate it with other curricular and co-curricular activities?

- how to inculcate dignity of labor and morality of workmanship among students and 
teachers?
- how to utilize the community resources available for work education in community and breaking the status-quo for promoting economic and social mobility?

- how to combine community and school-based work education programmes?

- how to make synthesis between its educational, economic and social values?

- how to enable teachers to understand the relationship between human personality and a particular type of work?

- what is its impact on culture and values?

Work education is a powerful medium for personality development. There can be a variety of activities which are necessarily school based and which may be included under work education like maintenance of the school plant including its playgrounds, cleanliness, repair of furniture and production of material to be used as instructional aids. It will be a great educational experience if community visit, field work, nature study, school co-operatives saving bank, games and sports and other co-curricular activities are carefully organised as part of the programmes leading to development of qualities needed for the success of work education.

1.3.4.6 Value Education: The rapid erosion of values in the society is causing concern, necessitating imparting of value education. It is generally agreed that cognition is basic to volition which by implication would mean that prospective teachers are expected to understand critical issues regarding values concept, types, and problems involved in imbibing the values. It is also expected of them to be well-versed with the values enshrined in our Constitution and the values that have the cultural contexts and can be derived from our heritage.

In the process of capacity building of intending teachers, what is of importance is to ensure that they become capable of understanding the importance of Value Education, interpreting values in the contemporary contexts and evolving strategies of imbibing these by their students.

1.3.5.1 Teacher Education and Problems of the Nation

It is universally acknowledged that education is an effective means for social reconstruction and to a great extent it offers solutions to the problems a society is faced with. These problems may be economic, social, cultural, political, moral,
ecological and educational. Since the teachers play a major role in education of children, their own education becomes a matter of vital concern. Teacher education must, therefore, create necessary awareness among teachers about their new roles and responsibilities.

Education of teachers needs to strengthen and stress upon the main attributes of a profession, such as, the systematic theory, rigorous training over a specified duration, authority, community sanction, ethical code and culture, generating knowledge through research and specialisation. It is acknowledged that formal professional training on continuous basis is necessary for becoming a good teacher as it caters to the development of one's personality and sharpening of communication skills and commitment to a code of conduct.

1.3.5.2 Economic Problems: Poverty, unemployment, and low rate of growth and productivity are some of the major economic problems of the country which have led to the compulsions of the backward economy. These problems seek immediate solution and demand a realistic co-ordination between economic planning and manpower planning. Education can help find solutions if it is properly coordinated with manpower needs. Introduction of work education and vocationalisation of education in secondary schools will have to be given a modern and meaningful direction. The attitude towards the work culture needs a transformation. The Indian society needs education with special emphasis on science and technology, vocational inputs and realistic work experiences. Teacher education curriculum, therefore, has to promote such attitudes as are necessary for the emergence of a new economic order. Along with the vocational competencies and skills a new work culture will have to be created which necessarily involves the inculcation of dignity of work, the spirit of self-reliance and scientific temper among students. The courses of teacher education need to be enriched to enable teachers to understand the attributes of modernity and development.

1.3.5.3 Social Problems: Casteism, communalism and regionalism are some of the problems in the body politic body of the society which misguide the youth. Increasing delinquency, violence, terrorism and fissiparous tendencies and use of inappropriate means to get one's ends served are threats to the national integration and social cohesion. Democracy, violence and terrorism cannot coexist. Education
has to develop a peace loving personality and the programme of teacher education has to contribute in this regard.

The explosion of population with all its allied disturbing trends is not only neutralizing the economic gains but also creating many problems for the country. Indian society still suffers from evils like child labour, child marriage, untouchability, discriminatory treatment to women, violation of human rights, etc. and most of the people are unaware of their legal rights.

Modern model of development which puts man against nature by making it an object of exploitation has disturbed the harmony and equilibrium between the two. Its consequences are visible in serious environmental degradation, pollution and ecological imbalances.

Strengthening national and social cohesion in a diverse and plural society, accelerating the process of economic growth, improving the life of the downtrodden and the people living below the poverty line, removing the widely prevalent ignorance, superstition and prejudices from the masses, inculcating scientific temper and developing a critical awareness about the social realities of Indian life are some of the issues which call for immediate attention. Teachers and the teacher educators have a special role to play in such efforts.

1.3.5.4 Problems of Cultural Reconstruction: Education is the process of transmission of dynamic and responsive components of cultural heritage and its continuous enrichment. There is a need to reinterpret the Indian culture in its distinct identity and composite strength. Its capacity to absorb the sublime from the other cultures needs to be highlighted. The teachers will have to play their role in cultural transmission and reconstruction.

1.3.5.5 Crises of Values and Morality: There has been a persistent erosion of values in the society. In the present day context certain values need to be redefined and reinstalled. There are situations when the values imparted and inculcated in schools are not generally practised in society. Value Education demands a planned and purposive approach. It is through education and as of necessity through Teacher Education Programmes that the task of inculcating values can be substantially accomplished. Whereas values are emotive, the other related significant dimension is that of moral education which is essentially conative in character. Morals are
situation-specific and demand immediate decision and action and yet there are morals which are considered to be eternal and universal. Through committed teachers, the art of ensuring moral development in a secular, multi-religious and multi-ethnic society needs to be cultivated.

1.3.5.6 Problems within Education System

The nation has yet to fulfill the constitutional commitment to provide free and compulsory education to all children till they attain 14 years of age. India is also a party to the global commitment for achieving the goal of Education for All by the year 2000. The education system however, has to respond to several major issues and problems which have hindered the progress in this regard. Maintenance of educational standards against the pressure of increasing enrolment, relevance and quality of school education, efficacy of school functioning under the decentralized role of political power through the enactment of Panchayati Raj Act are some of the pertinent issues. In addition, specific requirements and need of social and economical groups of the society and of the minority communities, vocationalization of education, scientific and technological literacy, alienation of youth, rush for urbanisation, perceived urban orientation of educational system and its inflexibility to respond to rural, tribal and regional requirements are some of the dominant issues. These would determine the nature and shape of Teacher Education Programmes and the efficacy and functioning of teachers in their new and emerging multifaceted roles.

1.3.5.7 Isolation of Teacher Education: Teacher education institutions which were considered 'islands of isolation' have gradually developed linkages with schools, peer institutions, universities and other institutions of higher learning as also the community. However, much remains to be done in this direction. The curriculum of the school, its actual transactional modalities, examination system, management processes and its ethos need to be the main thrust areas of Teacher Education Programmes. To achieve these ends, teacher educators need to be made conversant with various aspects of school experiences. It is observed in day-to-day functioning that teacher educators often tend to lose contact with content areas relevant to their own disciplines resulting into gaps in communication and latest information. It is, therefore, a felt need in the present-day context that teacher education institutions keep in continuous touch with institutions of higher learning and peer institutions for effective transmission of knowledge and its up gradation.
The breaking of isolation from the community is essential for enabling teachers and teacher educators to reconstruct pedagogical and educational principles and practices in the light of experiences gained from mutually beneficial community interactions. Teacher as a professional and intellectual cannot remain indifferent to the events that are taking place in society. The academic and social issues are inter-related and inter-dependent. In contemporary context, the role of the teacher is no longer confined to teaching alone. The teachers are expected to play an active role in the developmental activities responding to progress of the community.

1.3.5.8 Expanding Scope of Teacher Education: Education of teachers is not an end in itself. Its target is the school. Any change in the nature, purpose, quality and character of the school demands a concomitant change in teacher education, specially in its curriculum. The implementation of the 10 + 2 scheme at the school level has transformed the complexion of education to a considerable extent from the pre-primary to the + 2 stage. There has been an increase not only in the quantum of knowledge, but also in its nature and purpose. In addition, new transactional techniques and strategies have also been evolved. Certain new subjects have replaced the old ones whereas some others have changed their context, content, orientation, theme and philosophy. These changes at the school level, out of necessity, demand a new pedagogy and evaluation techniques. But the changes at the level of teacher education have not adequately responded to the emerging realities at the school level. All that the teachers are expected to do in their work places need to be reflected in the teacher education activities and programmes.

The teaching community has to face the challenges thrown by science and technology. There has been an explosion not only of scientific and technological knowledge but also in the means and techniques of acquiring knowledge. The scientific researches and developments related to theories of heredity, learning, mental health, neurology, attention, motivation etc. can no longer be treated alien to Teacher Education Programmes.

1.3.5.9 Evolving a Culture-Specific Pedagogy: Every region and state has its typical cultural identity, and there is a need to utilize the same as a basis for developing meaningful, relevant pedagogies. Since there is no one universal way in which the children learn, there is a strong need for looking into the cultural context in which a child is placed. A child in a tribal society may process information in an
altogether different manner as compared to the one from the urban area and high socio-economic stratum. Pedagogy, therefore, should be culture-specific. Cultural practices such as story-telling, dramatics, puppetry, folk-play, community living, etc. should become a strong basis of pedagogy instead of using one uniform, mechanistic way of student learning. Cultural specificity should get embedded in the pedagogical practices which should be evolved for tribal, rural, urban communities and other ethnic groups.

However from the above NCTE Report (2006) one is able to know the expectations from the Teacher Education Programme. To fulfill the above mentioned expectations there is need to know the gaps prevailing in the teacher education programme. Then the exactly everyone who are working in this field will be able to take the quality improvement programme into the hand.

1.4 GAPS PREVAILING IN THE EXISTING TEACHER EDUCATION PROGRAMME

The Education Commission (1964-66) identified the weaknesses of teacher education institutions, at primary and secondary levels, in the country as remaining isolated from the main stream of problem faced by schools. Lack of competent staff in them, lack of vitality and realism in their curricular programmes of work and rigidity in their teaching practice were still more weaknesses, that were identified by the Commission (NCERT, 1970)

Teacher Education largely remained isolated from the needs and aspirations of the people. During the last five decades certain efforts have been made to indigenize the system. The gaps, however, are still wide and visible (Ministry of Human Resource Development, 1986) The report entitled, 'Learning without Burden' (1993) observed that, a majority of teachers in the country neither know nor have the necessary skills to realize the goals of Education (Thinking of Human Resource Development, 1993) There is even no unanimity on the legitimacy and usefulness of the B.Ed. and M.Ed. programmes, meant to prepare teacher educator in the country. The weaknesses of these programmes are reflected in their lacking in vitality, realism and dynamism, their lack of balance in their theory etc. therefore it is very important to note (Dellors Commission, 1996) that, the rethinking of Teacher Education is
necessary, in order to bring out in future teachers those human and intellectual qualities, that will facilitate a fresh approach to teaching.

In order to overcoming the gaps in Teacher Education, it is necessary to establish, a new paradigm of education. The networks system of education will change the roles of every actor in the field of education. The learner will have to become a life-long learner. In a learning society, both individuals and society accept their learning and teaching responsibilities. It is a society in which learning is accepted as a continuous activity through life. 'Education for the twenty first century is based upon the assumptions that, the challenges facing societies of the twenty-first century call for a fundamental review of education in a holistic way. In this context, learning throughout life will be one of the keys to meeting the challenges of the twenty-first century. The International Commission on Education for the Twenty-first Century proposes in the report that, building on the four pillars that are the foundations of education - learning to be, learning to know, learning to do and learning to live together - all societies aim to move towards a necessary Utopia in which none of the talents hidden like buried treasure in every person are left untapped.

A fresh approach is proposed to the stages and bridges of learning, whereby the paths through education systems become more varied and the value of each is enhanced. While universal basic education is an absolute priority, secondary education has a pivotal role to play in the individual learning paths of young people and in the development of societies.

Higher education institutions should be diversified so as to take into account their functions and duties as centers of knowledge, as places of professional training, as the crossroads for learning throughout life and as partners in international cooperation. The central role of teachers, and the need to improve their training, status and conditions of work are stressed. And, in a world increasingly dominated by technology, emphasis must be placed on ways both to use technology in the service of education and to prepare people to master it for living and working. Getting the reform strategies right, by a broad-based dialogue, and by increasing responsibility and involvement of stakeholders at every level, will be a crucial element of educational renewal.

In the Indian context Yashpal Committee (1993) noted that, inadequate programme of Teacher Education preparation, led to unsatisfactory quality of learning in school
and recommended specialized B.Ed. programmes. The emphasis on these programmes should be enabling the trainees to acquire the ability for self-learning and independent thinking.

Therefore, it will be the responsibility of the teachers to keep themselves up to date, modern, and relevant to learners. It should be realized that in a learning environment, individuals should be learning retraining and re-skilling. On this background teacher professional have to become successful, and for becoming successful there is need of Interpersonal Competencies. Therefore the main focus of this study is on the development of the Interpersonal competencies package for one year B.Ed. student teachers.

1.5 STATEMENT OF THE PROBLEM
DEVELOPMENT OF A PACKAGE FOR PROMOTING INTERPERSONAL COMPETENCIES AMONG STUDENT TEACHERS

1.6 DEFINITION OF THE TERMS
Development of a Package
Conceptual Definition
Development
The act or process of developing, unfolding a gradual growth or advancement through progressive changes.

(New Webster’s Dictionary, 2000)

Operational Definition
The act of preparing, implementing and evaluating the prepared package and finding it’s usefulness is development of a package for the present study.

Package
A collection of materials on certain topic for individual or group learning together with suggestions as to how they might be used.

Operational Definition
The processes of evolving comprehensive print material for promoting Interpersonal Competencies among student teachers as group interactions during conduct of B.Ed. practical.
Promoting Interpersonal Competencies
Conceptual Definition

Promote
To contribute to the growth, enlargement or power of, forward, to advance, to a higher rank, to raise a higher grade at school, to help to organize as a commercial undertaking, to attempt, to increase, the sale by advertising.

(New Webster's Dictionary, 2000)

Interpersonal Competencies
Conceptual Definition
Interpersonal Competencies are one's ability to engage in any mutual helpful relationship. It enables him or her to achieve his or her personal goals as well as task goals, (or targets) in the organization where he or she is a member

(Kumar Pradeep, 1997)

Operational Definition
To attempt to increase Interpersonal Competencies or one's ability to relate to others in a socially appropriate meaningful way. A group of competencies which will enable him or her to achieve his or her goals or targets of the organization where he or she is a member and to be successful in the selected profession and in life.

Student Teacher
Conceptual Definition
A student who is learning to teach i.e. going through teacher training course.

(Derek Rowntee, 1991)

Student Teachers
Operational Definition
Students who are learning to teach and have undertaken the one – year B.Ed. course in the Colleges of Education affiliated to Shivaji University, Kolhapur (M.S.) during the academic year 2006-2007.
1.7 SIGNIFICANCE OF THE STUDY

Personality development plays a vital role in human life and one of the keys to successful personality development is the development of Interpersonal Competencies. A trainee teacher who has interpersonal problems and another who has difficulty in taking decisions are found to suffer from lack of Interpersonal Competencies. Hence, a continuous renewal of Interpersonal Competencies among student teachers through teaching and training during practical components is essential.

Even after completion of Teacher Education Programme at B.Ed. level, trainee teacher educators are unable to perform as per the given curriculum. Their content enrichment is high after graduation, some of these students even spend additional two years and complete their P.G. course. Their maturity level is also high. Despite it, there is lack of involvement and application of knowledge. Development of social skills, life skills are important for B.Ed. In today's competitive world sustenance is only possible by imbibing social life skills. (Yeole C.M., Sapre N.R. 2006)

Personal and Interpersonal Competencies can enhance the career mobility of persons and increase the chances of success in leading the job he/she is involved and with. These are essential to be developed among teacher trainees so that they can cope successfully with different situations in the study/work place. These competencies will also lead them towards successful life in the present competitive world and therefore the significance of the present study.

1.8 ASSUMPTIONS OF THE STUDY

1. Interpersonal Competencies are an essential part of socialization in the teaching profession.

2. Along with other competencies the Teacher Education Programme is aimed at inculcating Interpersonal Competencies in student teachers, though no deliberate effort is made to develop or evaluate them.
1.9 OBJECTIVES OF THE STUDY

1. To identify the Interpersonal Competencies essential for student teachers to become successful in their profession and life.
2. To find out the components of each of the identified Interpersonal Competencies essential for student teachers.
3. To analyze the B.Ed. syllabus of Shivaji University Kolhapur (M.S.) for identifying and selecting activities in the practical component through which the identified Interpersonal Competencies can be promoted in student teachers.
4. To prepare the (IPC-ST) package for promoting identified Interpersonal Competencies among student teachers.
5. To obtain feedback from teacher educators and experts about the prepared IPC-ST package for promoting Interpersonal Competencies among student teachers and incorporate their suggestions into the package.
6. To find out student teachers entry level on the identified Interpersonal Competencies and to establish their Social Profile.
7. To implement the (IPC-ST) package for promoting Interpersonal Competencies among student teachers and to find out the usefulness of the developed IPC-ST package with the following Minor objectives:
   i. To find out the usefulness of the (IPC-ST) package for promoting Interpersonal Competencies among student teachers according to their social profile.
   ii. To find out the usefulness of the (IPC-ST) package for promoting each identified sub competency of Interpersonal Competencies among student teachers.

1.10 RESEARCH HYPOTHESIS

The prepared IPC-ST package will be useful for promoting the Interpersonal Competencies among student teachers.

NULL HYPOTHESIS \((H_0)\)

1. There will be no significant difference between the student teachers social profile wise Interpersonal Competencies before and after implementation of the IPC-ST package.
2. There will be no significant difference between the each identified competency of Interpersonal Competencies among student teachers before and after implementation of the package.
1.11 DELIMITATIONS OF THE STUDY

The delimitation's of the present study are:

1. The research will be limited to the student teachers from the selected Colleges of Education in Kolhapur District, affiliated to Shivaji University Kolhapur, conducting one year B.Ed. programme during the year 2006-2007.
2. The research will be limited only to identified Interpersonal Competencies which will be useful for student teachers.
3. The IPC-ST package will be developed in Marathi language only.
4. The IPC-ST package will only compliment the practical components of the B.Ed. course by focusing on promotion of the identified Interpersonal Competencies.

1.12 CHAPTERISATION

The data collected for the research, was analyzed and interpreted systematically and presented in six chapters with the help of tables and graphs.

CHAPTER I - INTRODUCTION

The introduction represents background of the research under investigation by discussing objectives of the research, operational definitions of the terms, hypothesis, significance, of the research, etc. In short this chapter introduces the reader the research work by presenting its background.

CHAPTER II - REVIEW OF RELATED LITERATURE

This study stresses the importance of reviewing studies, it has reviewed literature and related studies concluding with the general conclusion from the field of social sciences and management.

CHAPTER III - INTERPERSONAL COMPETENCIES

This chapter mainly reviews the theory, discussion, studies and literature on Interpersonal Competencies on the basis of which conclusions have been drawn.

CHAPTER IV - PLAN AND PROCEDURE

Chapter IV is devoted to the details about the method of research, the sample, tools and techniques for the study. Its spell out details about the preparation and validation of the tools used for data collection with the type of data collected, and about the development of the IPC-ST package.
CHAPTER V – ANALYSIS AND INTERPRETATION OF DATA
This chapter is based on the data collected. Tabulation of the collected data, its analysis, presentation and its interpretation. The inferences have been spelt out in this chapter.

CHAPTER VI – SUMMARY, CONCLUSION AND SUGGESTION
In this chapter the summary of the above five chapter has been given and the conclusion of the research and the suggestions are given.

Thus the present chapter is devoted to introduce the research background, it’s significance, objectives, hypothesis, etc. and next chapter is devoted to the review of related literature.