CHAPTER I

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1.1 INTRODUCTION

Modern education, throughout the world, accords special attention to the development of mind. But over-emphasis on the cultivation of mental faculties ignoring the development of heart and spirit has its own drawbacks. It often leads to skepticism as well as cynicism. Teacher education cannot ignore spiritual and emotional aspects of human personality. An integrated human being can be developed only if one's mind, body and spirit develop harmoniously. Teacher education curricula should, therefore, cater to integrated development of learners' personality.

Taking pride in being a part of the nation and enriching national identity should be a prized goal of an educational system. Teachers and educators should therefore, inculcate these feelings among students ensuring that it does not come into conflict with love of humanity. A good teacher is willing to expend the effort needed to find innovative and creative ways to make complicated ideas understandable to their students, and to fit new ideas into the context available to the student. A good teacher can explain complicated material in a way that students can understand and use. There is a saying, "Give me a fish and I eat for a day, teach me to fish and I eat for a lifetime." This is the philosophy of a good teacher. If the students are given an answer then they can solve one problem, but when the students are shown the techniques needed to find the answer for themselves then they can become self-sufficient in the field. Students need to be shown how to apply the new techniques taught to problem solving.

1.2 SCENARIO OF TEACHER EDUCATION

India has one of the largest systems of teacher education in the world. Besides the university departments of education and their affiliated colleges, government and government aided institutions; private and self-financing colleges and open
universities are also engaged in teacher education. Though most teacher education programmes are nearly identical their standard varies across institutions and universities. In certain areas, the supply of teachers far exceeds the demand while in others there is an acute shortage of qualified teachers which results in the appointment of under-qualified and unqualified persons. In the situation, as it obtains, manpower planning becomes an imperative.

Teacher education programmes are essentially institution-based. Their students need to be exposed more and more to the realities of school and community. Internship, practice of teaching, practical activities and supplementary educational activities need to be better planned and organized more systematically. The curriculum, pedagogy and evaluation of teacher education programmes need to be made more objective as well as comprehensive. Despite improvement of service conditions and perks, the profession is yet to attract the best talent.

1.3 CONCEPTS RELATED TO TEACHER EDUCATION

Education is the most powerful instrument for social progress. It is the greatest power yet known to man for his improvement. According to Brembeck (1966), education can heal or kill, bind up or tear apart, lift or deprave. It is the aggregate of all the processes by means of which a person develops abilities, skills and other forces of behaviour of positive (and sometimes of negative) value in the society. Education is seen as a tool used for the integration of the individual into the society so that he can achieve self-realization, develop national consciousness, promote unity and strive for social, economic, political, scientific, cultural and technological progress.

Teacher in the educational process refers to the person who instructs to provide the teaching-learning process. He/she assumes various capacities as educator, instructor, tutor, lecturer, counsellor, professor and so on. He is the mainstay or prime
mover of the educational system. According to Aghenta (1991), as an input operator into the educational system, the teacher plays a big role in the conversion of raw materials (particularly students) into finished products i.e. graduates.

Training differs from education. While the skills, knowledge and attitudes acquired in training are directed to improve performance in a specific vocation that of education is a broad knowledge, skills and attitude not directed to any particular job. Training does not take place in a vacuum. It involves people, money and material. However, there are five essential factors that affect training output, these are quality of the programme, students, teachers and instruction, equipment or facilities and overall management capacity (administrative, financial and physical).

Teaching has existed for ages so that sometimes it is difficult to trace precisely its origin. It is one of the oldest of human activities or occupations. As an activity, it consists of a body of actions intended to induce learning, through the conscious and deliberate efforts by a matured or experienced person to impart knowledge, information, skills, attitudes, beliefs, etc. to an immature or less experienced person.

Teacher Education is that component of any educational system charged with the education and training of teachers to acquire the competencies and skills of teaching for the improvement in the quality of teachers for the school system.

1.4 TEACHER COMPETENCIES

Competence is usually associated with highly professional performance and there is a direct link in the field of education between a teacher’s professional competence and pupil performance. There are two distinct meanings of competence in education. From a theoretical point of view, competence is understood as a cognitive structure that facilitates specified behaviours. From an operational point of view, competence seems to cover a broad range of higher-order skills and behaviours that
represent the ability to deal with complex, unpredictable situations. The competence of teachers entering the profession is a significant issue for providers of teacher education and the many education bodies who employ graduate teachers. At various stages of their pre-service and professional careers, teachers are formally judged on aspects of their competence.

1.5 DIMENSIONS OF TEACHER'S COMPETENCIES

Teacher Competence refers to the knowledge, abilities, and beliefs a teacher possesses brings to the teaching situation. These attributes constitute a stable characteristic of the teacher that does not change appreciably when the teacher moves from one situation to another. Teachers need to improve knowledge and skills to enhance, improve and explore their teaching practices. Many of the studies on competencies of teachers focus on the teaching role of teachers in the classroom rather than teachers’ competencies.

Teachers’ competencies have been broadening with respect to reform studies in education, development of teacher education, scientific results of educational science and other fields. Teachers are responsible for operating educational system and they need strong and efficient professional competencies. Teachers’ pedagogical and professional competencies can be composed of different dimensions as follows: a) Communication b) Content Expert c) Use of Instructional Material d) Classroom Environment e) Evaluation f) Professional Growth g) Use of Technology h) Emotional Maturity i) Guidance and j) Exemplary Model.

1.5.1 Communication

Communication competencies include communication models, interaction among teachers, students, social environment and learning topics. Good teachers possess the ability to communicate their knowledge and expertise to their students. A
good teacher can take a subject and help to make it crystal clear to the students. Teachers also have competencies in using oral, body and professional language in their fields. Communication competencies include voice, body language and words such as speaking, singing, sometimes tone of voice, sign language, paralanguage, touch, eye contact, or the use of writing. They include communication skills in intrapersonal and interpersonal processing, listening, observing, speaking, questioning, analyzing, and evaluating. Not only should teachers exhibit the skills necessary for communicating ideas clearly to students, but they must also communicate with parents, other teachers, their administrators and their communities. They must be open, approachable and diplomatic in conveying information. In a technologically oriented world, these teachers will use contemporary modes of communication like email and interactive websites in addition to traditional means of communication.

1.5.2 Content expert

Adequate knowledge in the content areas would be essential for any teacher to perform competently. While teacher's content knowledge is crucially important to the improvement of teaching and learning, attention to its development and study has been uneven. Historically, researchers have focused on many aspects of teaching, but more often no proper attention has been given to how teachers need to understand the subjects they teach. Further, when researchers, educators and policy makers have turned attention to teacher’s subject matter and knowledge, the assumption has often been that advanced study in the subject is what matters.

Reagan (1993) highlights the importance of teachers possessing a sound knowledge base, one that is clearly visible to student teachers. In this study it was generally felt that as student teachers gain experience they might begin to think
differently about subject matter, and in fact classroom practice may reshape their pedagogical content knowledge. Knowledge and experience are closely intertwined characteristics of good teachers. Teacher education is characterised by concerns with quality and professionalism, and in order to achieve quality education there is a need for high quality teachers who have sound content and subject knowledge.

1.5.3 Use of instructional material

Instructional materials are print and non-print items that are designed to impart information to students in the educational process. Instructional materials include items such as kits, textbooks, magazines, newspapers, pictures, recordings, slides, transparencies, videos, video discs, workbooks, and electronic media including but not limited to music, movies, radio, software, CD-ROMs, and online services. Instructional material plays a very important role in the teaching-learning process. It enhances the memory level of the students. At this time, education has spread wide and the entirely oral teaching cannot be the key for successful pedagogy therefore, the teacher has to use instructional material to make the teaching-learning process interesting. The use of instructional material can enhance the learning achievement.

Instructional material is used efficiently and actively to facilitate the teaching-learning process in most of the advanced countries. However, the situation is not good in most of the developing countries. Firstly, only the lower quality and the less quantity of instructional material are provided to schools. In this way, the availability of instructional material is very less. Secondly, teachers are not trained properly for using instructional material. Thirdly, teachers do not take interest in using the instructional material.
1.5.4 Classroom environment

Learning takes place within a web of social relationships as teachers and pupils interact both formally and informally. Schools are institutional spaces for communities of learners, including both students and teachers. Play and scuffle with one’s friends on the school grounds, free time to sit on the benches to chat with one’s friends during breaks, gathering together for morning assembly and other festive and significant occasions in the school, studies carried out in the classroom, anxious turning of pages before a class test, trips made with one’s classmates and teachers to places outside the school. All these are activities bringing the community together, giving it the character of a learning community. Behind the scenes, but still significant in giving the school its character, are the teachers and the headmaster, planning and carrying out daily routines, examinations and special events that mark the school calendar.

1.5.5 Evaluation

It helps teachers to develop assessment and evaluation tools to gauge how much have the children learnt and how well are they doing and guides teachers to develop effective questioning techniques that provide students opportunities to demonstrate what they can do and express what they know. Emphasis is on different feedback mechanisms that teachers can use during and after an evaluation process.

1.5.6 Professional growth

Professional development refers to skills and knowledge attained for both personal development and career advancement. Professional development encompasses all types of facilitated learning opportunities, ranging from college degrees to formal coursework, conferences and informal learning opportunities situated in practice. It has been described as intensive and collaborative, ideally
incorporating an evaluative stage. There are a variety of approaches to professional development including consultation, coaching, communities of practice, lesson study, mentoring, reflective supervision and technical assistance.

1.5.7 Use of technology

Technology competency is very important to improve the communication in learning and teaching process. Technology that helps to produce, manipulate, store, communicate and disseminate information. Technology can have a reciprocal relationship with teaching. The emergence of new technologies pushes educators to understanding and leveraging these technologies for classroom use. At the same time, the implementation of these technologies in the classroom can directly impact how these technologies continue to take shape. Throughout the past few decades, the emergence of new technologies has been paralleled by the evolution of theories on cognition and learning. As new technologies push instruction in the classroom in new ways, so to do our ability as professional educators push the evolution of educational technologies.

1.5.8 Emotional maturity

Emotional maturity is not a state in which all problems are solved but, it is a continual process of clarification and evaluation, an attempt to integrate feelings, thinking and behaviour. According to Dictionary of Psychology, emotional maturity is a state or condition of having reached an adult level of emotional development and therefore no longer displaying emotional patterns appropriate to children. Emotional Competencies are composed of teachers’ and students’ values, morals, beliefs, attitudes, anxieties, motivation, empathy and so on. They are related to the implementation of psychological consultation and curriculum of guidance in school. Teachers’ emotional maturity can help students to learn and students’ willingness to
learn can be increased if teachers know how to improve the emotional dimension of students’ learning. Emotional maturity also helps teachers become effective teachers while monitoring the students’ learning.

1.5.9 Guidance

Guided practice is an activity that provides students the opportunity to grasp and develop concepts or skills and requires teachers to monitor student progress. The teachers observe the students' level of mastery of the material in order to inform the future teaching. Additionally, they provide focused support for individuals needing extra help to reach the learning goals and correct any mistakes that observe. Guidance teachers work with students of all ages on a variety of issues. Sometimes they participate in the scheduling process, other times they counsel students who are going through difficult times.

1.5.10 Exemplary Model

Finally, as exemplary role models, teachers must always practice and insist on good manners both in and out of class, and make sure that the students are responsible. The teachers have a strong commitment to their work and to their students. These teachers not only demand achievement, but they provide opportunities for it. They select appropriate materials, teach the material thoroughly, monitor frequently, provide much feedback to each student, re-teach if necessary, and are especially careful to ensure student success on new materials or individual work. They express expectations verbally and clearly. The teachers are committed to students' activities outside the class. Not only do they get involved in students' activities, but they sacrifice their personal time in order to be accessible to their students who need more guided instruction.
The teachers establish personal goals and determine a course of action for attaining them. They hold role models to be very important to them. Also, the teachers stay professionally enthusiastic through a reward orientation. They are rewarded when students exhibit understanding and achieve their goals. It appears that great teaching is inspired by the simple, yet beautiful act of one human being touching another through the learning process. As an excellent role model, teachers have the responsibility to be honest, hard-working, have an enthusiasm for teaching and learning, be punctual, display cooperation and compromise in the classroom. Students do pay attention to the behavior of their teachers. If teachers are seen to be honest, hard-working and enthusiastic in class, their students will be less likely to cheat. Classes will be livelier with a quest for learning, and students will work harder to be recognized on the teachers' wall of fame in the classroom.

1.6 PERSONALITY

A large number of thinkers, philosophers and psychologists have given different definitions but most agree with the definition of Gordon Allport, "Personality is the dynamic organization within an individual of those psychological systems that determine his unique adjustment to his environment". Unique ways of responding to day-to-day life situations is at the heart of human behaviour. Personality is a very important factor in the adjustment of individuals in their work environment. Many lives have been ruined and many organizations have suffered because of the mismatch of the individual with the organisation.

1.7 MEANING OF PERSONALITY

The term 'personality' has been derived from the Latin root 'persona' which referred to the facial mask. It was the masked face, that the actor presented to the audience and perhaps this mask determined how a person is perceived by others and
how he/she affects other people. But the term “personality” today means many things to many people. Many people look upon personality in a narrow sense as implying bodily or physical attractiveness. Also, anyone who displays in a superlative degree certain commendable traits is designated as a great personality, indirectly implying that ordinary and average men and women do not have personalities. But psychologically every individual, whatever be his/her status in society, is a personality or has a distinct personality. Each person has a unique and relatively stable, persisting organization of characteristics that go to make up his/her individual personality.

Personality refers to the “totality of what a person is” which includes all traits blended or organized within him/her in a characteristically unique manner that determines his/her modes of behaviour and his/her adjustments to the environment. It is a well known fact that all individuals, more than six and half billion on planet earth, are unique physiologically and more importantly psychologically.

1.8 PERSONALITY TRAITS OF A TEACHER

Personality is the total being of a person. It is quite important for teachers to be friendly and approachable so that pupils feel that they can go to teacher for advice. Pupils should be encouraged to ask questions and get involved in classroom debates and discussions. The teacher should be able to communicate with lots of different types of people because they will be teaching a range of pupils with different personalities. A great teacher will always be firm but fair. Many teachers can be great deal of respect from them. They need to find the right balance between being kind and fun and being tough and strict.

Many people don’t realize that a fun loving personality is fairly important for a teacher. Pupils need to learn and work hard, but they won’t be interest in doing this
if both the work and the teacher are boring and not very engaging. Another great
personality trait for a teacher is imagination and the ability to be creative and try new
things. Teacher’s need to come up with new and interactive ways of teaching their
subject that is both educational and interesting. Teachers have to follow very strict
structure but there is certainly a room for a bit of flexibility and creativity when
meeting objectives.

1.9 DIMENSIONS OF PERSONALITY

Every human being is so unique that no ‘duplicate’ or true clone is really
possible. In any case, the clone though technically possible is not desirable. It is the
uniqueness and differences in the behaviour of individuals, which make the world
worth-living. Following are some of the dimensions of personality.

1.9.1 Introvert and Extrovert

Introverts refer to the maladjusted behaviour of withdrawing oneself totally
from the social world and remaining aloof. Some pupils in the class may remain
‘isolate’. Severe introversion may lead to antisocial behaviour. Introverts have the
opposite trait such as highly reserved, shy, like to be aloof, attracted by solitary
pursuits like study, rigid, highly reliable, persistent, and realistic.

Extroverts are described by Eysenck as “outgoing” relatively uninhibited, fond
for activities which bring them into contract with other people, not attracted by
solitary pursuits like study, crave for excitement, aggressive, unreliable, easy going
and optimistic.

1.9.2 Self concepts

Self-concept may be defined as the totality of a complex, organized and
dynamic system of learned beliefs, attitudes and opinions that each person holds to be
ture about his/her personal existence. Self-concept is the image of oneself we formed
in mind. It's similar to self-image. Its how one perceives self in terms of strengths and weaknesses. People are not born with a self-concept. The values and opinions of others influence the formation self-concept, especially in the early childhood. It is important that one should have an ideal self-concept because it determines behaviour, and thus interactions with others. How one perceives on the inside influences the actions, feelings and behaviour on the outside. If the self-concept is one of being a friendly person, one will consistently adopt a friendly attitude towards other people. The term self-concept is a general term used to refer how someone thinks about or perceives oneself. It is an important term for both social psychology and humanism.

1.9.3 Dependence and Independence

Dependence is defined as dependence on a psychoactive substance for the reinforcement it provides. A person becomes dependent on something to help alleviate specific emotions. Psychological dependence begins after the first trial which a person then becomes satisfied and the satisfaction increases with each use. This constant feeling leads to psychological reinforcement which eventually leads to dependence.

Independent is defined as not relying heavily upon other people, not being controlled by other people and desiring personal freedom. No one is fully and completely independent all of the time, but some individuals exhibit more independence than others.

The level of independence or dependence in our personality is often shaped from the experiences starting at a very young age. The events in life will trigger certain emotional responses and will reinforce personality to move in the direction of dependence and independence. Often, people are more independent or dependent at different times or in different situations, so it is not static and is possible to change over time.
1.9.4 Temperament

Temperament is sometimes considered the biological or physiological component of personality, which refers to the sum total of the physical, emotional, mental, spiritual, and social dimensions of an individual. Temperament has referred to an individual's or a group's consistent and stable pattern of behaviour or reaction, one that persists across time, activity and space. As an individual develops, it is his/her temperament that helps to orient that development, influencing the growth of both intellect and character along particular lines.

1.9.5 Adjustment

The term adjustment refers to the extent to which an individual's personality functions effectively in the world of people. It refers to the harmonious relationship between the person and the environment. In other words, it is the relationship that comes among the organisms, the environment and the personality. A well adjusted personality is well prepared to play the roles which are expected of the status assigned to him within given environment. Adjustment is the relationship which comes to be established between the individual and the environment.

1.9.6 Anxiety

Anxiety is a sensation of intense nervousness or worry that most people experience on occasion. In moderate amounts, anxiety helps motivate to succeed or follow through responsibilities. No one wants to fail and a certain amount of worry about potential consequences helps push along. However, sometimes the level of concern about a particular situation is irrational or not proportional to the actual threat. In these cases, anxiety may actually prevent action and lead to failure. Anxiety is a multisystem response to a perceived threat or danger. It reflects a combination of
biochemical changes in the body, the patient's personal history, memory and the social situation. Generally, anxiety is a uniquely human experience.

1.10 ACHIEVEMENT

According to Carter V. Good (1973), achievement means accomplishment of proficiency or performance in a given skill or body of knowledge, help in declaring the examiner successful or unsuccessful choosing the students for various professional and academic courses and selecting the candidates for different jobs.

Evaluation of learning outcomes of the students by measuring their academic achievement, the appropriateness of the methods of imparting knowledge may be judged. In the present social economic and cultural context, academic achievement is of paramount importance and the college place great emphasis on it. At all college there exist enormous differences in the academic attainment of students ranging from high to low. Progress in future to a great extent depends upon the academic attainment of the secondary teacher trainee.

1.11 SECONDARY TEACHER EDUCATION

In India, Bachelor of Education (B.Ed.) is a course offered for those interested in pursuing career in teaching. The B.Ed. degree is mandatory for teaching in higher primary schools and high schools. The minimum qualification required for entry into B.Ed. course is Bachelor of Arts (B.A.), Bachelor of Science (B.Sc.) or Bachelor of Commerce (B.Com). While students from arts stream are trained to teach subjects like history, civics, geography and languages. The students from science stream are trained to teach mathematics, physics, chemistry and biology. After B.Ed. students can pursue Master in Education (M.Ed.) in Indian universities. National Council for Teacher Education is statutory body which regulates courses in teaching in India.
Teacher’s competency, which is very much associated with achievement, is considered as the main spring for all educational innovations. Although an educational system has excellent resources, or if the teachers are incompetent or indifferent to their responsibilities, the whole programme is likely to be ineffective and largely wasteful. Since the future of our nation is moulded in our classrooms, teachers are the real makers. Though education was considered as paediocentric, it is a bigger process in which the personality of one person influences on others with a view to modify his behaviour in order to bring about his/her all-round development in thought, feeling and action. A continuous inter-play or exchange of ideas between the teacher and the taught, central this, interaction process is the teacher.

1.12 STATEMENT OF THE PROBLEM

Nowadays teaching goes beyond traditional classroom instruction. Competent teachers embrace the extra tasks and strive to improve their knowledge and skills in teaching while working to make significant contributions to their school and community. They work to become true professionals. They implement new instructional techniques that will captivate the interest of students and motivate them to learn. The effective teaching learning strategies should be centered on the needs and dispositions of the learners. That is why methodology of teaching has undergone drastic changes.

In the past, teaching was centered on the teacher only. Now, it is changed to learner centered and learning centered. Learning objectives are remoulded into curricular statements. Lecture method become activity oriented. Behaviouristic teaching techniques give way to constructivist teaching-learning strategies. Content-related, critical pedagogy is now, our choice. The present day world belongs to science and technology in which greater emphasis is laid on the research to improve
the existing knowledge; hence research in the field of teacher education is of vital connection for the educators, students, teaching, etc. Basic intention of the investigation is to find out the various proficiencies of a teacher and personality and the personality of the secondary teacher trainees.

In such a situation, teachers and teacher trainees are to undergo rigorous training to develop their capacity in teaching profession and to enrich their pedagogy skills. Then only they can cope up with the emerging changes occurring in the field of education. Which are the psychological variables that have significant relationship with teacher competencies? Does academic achievement of teacher trainees have any relation with their teacher competencies? Do there exist any significant difference in criterion variables and predictor variables? These are some of the questions the investigator is in search for answers, through this investigation. So the investigator intended to study the teacher competency and personality of secondary teacher trainees.

The problem is thus entitled, “Study on Teacher’s Competencies, Personality and Achievement of Secondary Teacher Trainees”.

1.13 OPERATIONAL DEFINITION OF KEY TERMS

Teacher

Teacher means a person giving instruction to know or be able to do something which means to help the students to learn by imparting knowledge to them and by setting up a situation in which students can and will learn effectively.

In this study a teacher is a person who has develop knowledge and skills in variety of subjects areas and should penetrate to whatever is vital in his pupil and develop that by the light and heart of his own intelligence.
Teacher competencies

Teacher competencies means the ability to use knowledge, understanding and practical skills to perform effectively, for instance at national standards required in employment. (Dictionary of Education 2008).

In this study teacher competency means the particular abilities and skills of a teacher that have been determined as relevant for educating teacher trainees studying in the B.Ed programme.

Personality

Allport defines the personality as a ‘dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment. Later on he changed the last phrase ‘adjustment to the environment’ to ‘characteristics behaviour and thought’.

In this study personality of a teacher trainee means the teacher should multi-dimensions responsibility to initiate desired learning and outcomes to suit the needs of people in this rapid scientific and technological era, that determines his/her unique characteristic behaviour and thought.

Achievement

Means a measure of knowledge gained in formal education generally indicated by test scores – Dictionary of Education 2008.

Knowledge acquired and skills developed in school subjects, generally indicated by marks obtained tests – Encyclopedic Dictionary of Education 1998.

In this study achievement is a tests are often called educational tests that measures the extent to which a person has acquired certain information or mastered certain skills and knowledge acquired in B.Ed course, especially in education indicated by the marks obtained tests.
Secondary Teacher Trainees

They are the student teachers who undergo a pre-service training on learning process that provides experience for development towards good teaching.

In this study secondary teacher trainees refers to the student teacher undergoing teacher training, professional preparation of teachers, usually through formal course work and practice teaching during B.Ed course to become the teachers at high or higher secondary level.

1.14 OBJECTIVES OF THE STUDY

The following are the objectives of the study

1. To construct and validate the tools to assess the teacher's competencies and achievement of secondary teacher trainees.

2. To find out the level of teacher's competencies and its dimensions of secondary teacher trainees with respect to background variables such as gender, age, qualification, religion, marital status, type of college, nativity of the learner, type of management, optional subject in B.Ed. and zone.

3. To find out the level of personality and its dimensions of secondary teacher trainees with respect to background variables such as gender, age, qualification, religion, marital status, type of college, nativity of the learner, type of management, optional subject in B.Ed. and zone.

4. To find out the level of achievement of secondary teacher trainees with respect to background variables such as gender, age, qualification, religion, marital status, type of college, nativity of the learner, type of management, optional subject in B.Ed. and zone.

5. To find out if there is any significant difference, in the teacher's competencies and its dimensions of secondary teacher trainees with respect to background
variables such as gender, age, qualification, religion, marital status, type of college, nativity of the learner, type of management, optional subject in B.Ed. and zone.

6. To find out if there is any significant difference, in the personality and its dimensions of secondary teacher trainees with respect to background variables such as gender, age, qualification, religion, marital status, type of college, nativity of the learner, type of management, optional subject in B.Ed. and zone.

7. To find out if there is any significant difference, in the achievement of secondary teacher trainees with respect to background variables such as gender, age, qualification, religion, marital status, type of college, nativity of the learner, type of management, optional subject in B.Ed. and zone.

8. To find out if there is any significant correlation between the teacher’s competencies and personality of secondary teacher trainees.

9. To find out if there is any significant correlation between teacher’s competencies and achievement of secondary teacher trainees.

10. To find out if there is any significant correlation between personality and achievements of secondary teacher trainees.

11. To find out if there is any significant factors with positive factor loading related to teacher’s competencies and personality.

1.15 DELIMITATIONS OF THE STUDY

The following are some of the delimitations of the study

1. The study was conducted only for the secondary teacher trainees those who are studying in a regular B.Ed programme.

2. The investigator has selected only few colleges of education in Tamil Nadu to collect data.
3. The data was collected only from the available teacher trainees at the time, when the investigator visits to the respective colleges of education.

1.16 CHAPTER SCHEME

Chapter - I deals with conceptual frame work and introduction.

Chapter - II gives the survey of related literature related to the variables of the study.

Chapter - III gives the method and procedure followed by the investigator.

Chapter - IV deals with the analysis and interpretation of the data.

Chapter - V gives the summary, findings and recommendations of the study.

1.17 CONCLUSION

Teachers can shape the views of the people more directly than they can of the public in general. A teacher is constantly under the scrutiny of his students and the society at large. Therefore, every teacher should see that there is no incompatibility between his precepts and practice. The profession further requires that the teachers should be calm, patient and communicative by temperament and amiable in disposition. In any educational system, teachers are the source of existence, energy and enrichment. All policies gave due importance to pre-service education, that they are the tomorrow's stake holders. A better understanding of the determinants of effective teaching should enable education professionals, curriculum developers, and policy makers to adapt suitable changes in the field of pre-service teacher education and they can think of the measures that can be taken for improving the quality of pre-service training.