CHAPTER I

INTRODUCTION AND CONCEPTUAL FRAMEWORK

1. INTRODUCTION

Education is a synthetic discipline, which brings about the development of an integrated personality through sustained influence which is considerably positive in its appeal. Adams said, “Education is a conscious and deliberate process by which one’s personality acts upon another in order to modify the development of the other by the communication and manipulation of knowledge”. According to Ross, “The aim of education is the development of valuable personality and spiritual individuality.”

Teachers form the nucleus of the educational system. The success of the educational system depends upon the quality of the teachers. William Longman points out “A teacher like an artist unconsciously designs the child as his own image”. To develop highly qualified, skilled and committed teaching force, the quality of initial training of teachers has to be improved. The Secondary Education Commission (1952-53) stressed the need for educational reconstruction by emphasizing the personal qualities, qualifications and professional training of teachers. Mahatma Gandhi states, ‘Teacher must be a well-trained professional, possessing knowledge, faith, zeal and enthusiasm, man of action and direction, character and naturalistic feelings’.

PART I

1.01 CONCEPTUAL FRAMEWORK

Education is the fundamental right to all members of the society. It is the ultimate of life. Modern education aims at the harmonious development of the personality of an individual. Every individual is an active participant in the process of education. Continuous efforts have been made to extent education to all children. Education is the most important input for the development of an individual, society and nation in wider perspective. It provides the basic right type
of values, adequate knowledge and essential skills. In promoting such objectives in the field of education, there is need to have teachers who can communicate certain basic information, develop some basic specific skills, inculcate independent study habits and skill of self expression among the students. Thus effective School education anticipates effective Teacher education

Education is the process by which the individual is helped to develop his innate potentialities so that he is well equipped for a gracious and harmonious life in the world. Education has to contribute the development, enhance mutual understanding between the people and communities and prepare citizens to understand and face the realities of globalization. ‘Education is the transmission of civilization’ says Will Durant. All these challenges would require teachers to be the communicators of change. It is rightly said that the teacher is the heart of any system of education. No reform in education has ever succeeded without the participation of teachers. Perhaps the single most crucial factor for promoting quality and efficiency in educational system is the professional development of a teacher. Professional knowledge of teachers needs continuous improvement and updating. “A teacher affects eternity; he can never tell where his influence stops” Henry Brooks Adams. ‘Teachers are expected to reach unattainable goals with inadequate tools. The miracle is that at times they accomplish this impossible task’, Haim G. Ginott.

1.02 EDUCATION

All kinds of activities which aims at developing the knowledge, moral values and understandings required in the work of life constitute what we mean to be education. The word “Education” has been derived from the Latin word “nourish” which means “to bring up” or “to nourish”. It has its origin in another word “Educare” which means, “to bring forth”. The world book Encyclopedia (1989) describes education as a process by which people acquire knowledge, skill, habits, values and attitudes. Education helps people to adjust to changes.
The purpose of education is to develop well informed, well intensive and well equipped-citizen of the society. Education emphasizes general, important and refinement in behaviour, development of a personality, development of a person who has interest in wider aspect of his environment. Education emphasizes development of knowledge, understanding values and behaviour which are required in all walks of life. Dr. Daulat S. Kothari (1964-66) says “The destiny of India is now being shaped in the class-room”. (Dr. V. Dayakara Reddy and Dr. Digumarti Bhaskara Rao, 2006). Education is often regarded as synonymous with learning. It proceeds from birth to death and the school is not the only agency that imparts education. School exerts greater influence in educating the child and other social agencies like home, religion, press, radio, library, cinema, television, computer, Internet etc., supplement its work.

1.03 STRUCTURE OF EDUCATION

After independence, it was considered imperative to bring about radical changes in the prevalent educational system so as to make it an effective instrument for the development and achievement of new ideals and values in the changed circumstances. The Structure of Education in India consists of

Elementary Education (Primary Education)

Secondary Education

Higher Secondary Education and

Higher Education

The success of any educational reforms depends on the quality of the teacher, which in turn depends on the quality of the teacher education programme. Effective pre-service training is needed to instill confidence and develop competence in the future teachers.
1.04 TYPES OF EDUCATION

1. General Education

As it is evident from the name itself, general education is the minimal education required by an individual to satisfy all his various needs. It aims at developing the general qualities of the child, so that its personality can be developed and it can become capable of adjusting to its environment.

2. Specific Education

General education, which is outlined above, is a supplement to specific education, which is evident, trains the child to pursue some specific profession or job. The modern age is a period of specialization. As long as an individual cannot perform some particular task better than any other person, he will find it difficult to make a place for him in society. It is for this reason that now-a-days individuals are given vocational guidance in order to help them to take up a profession for which their abilities are best suited.

3. Formal Education

In another classification, education is divided into formal and informal education. The formal education comprehends that type of education which is provided in educational institutions according to a particular pattern. In the schools, the educators educate the educands according to a specific programme aiming at a particular goal. They follow a pre-determined syllabus. In this formal education, the time and place of teaching are fixed and the educand has to arrive at that place and at that specific time to receive education. The length of such education is also fixed in terms of years. Both types of education mentioned earlier can be included under the formal education because both are often provided in schools.

4. Informal Education

Informal education complements the formal education. Education of this kind has no specific time or place at which it is provided. Even the educator is not
fixed. All fixed syllabi, rules and formalities are absent. Education of this kind is the education one receives while playing in the field, talking to family members in the house, roaming around somewhere, in fact, everywhere. This kind of education never comes to an end and it teaches the individual more than he can ever learn through his formal education.

5. **Direct Education**

In another classification, education is divided into the direct and indirect education. Direct education is the equivalent of formal education and specific education. In this form of education, the educator and the educand are in direct contact where education on a specific subject is disseminated. Its chief advantage lies in the material learnt by the educand more by the example of the educator’s personality and character than by the formal material he seeks to impart.

6. **Indirect Education**

Direct education was efficacious and practicable in the past when the population was not too large and life had not become as complex as it is today. With the present increase in population, it is not longer possible to provide direct education to all the people. In the past, this kind of education was so popular because of the comparative primitive forms of communication. Modern developments like the printing press, radio, television, etc., have made it possible to communicate the ideas of the greatest thinkers to those people who have never come into direct contact with thinkers themselves. For this reason, in the present context, indirect education has come to acquire greater significance than direct education.

7. **Individual Education**

Education is also classified into the individual and the collective education. Many of the modern educational psychologists have stressed the importance of individual difference between people and suggested that the educator should pay individual attention to each educand to remove his difficulties and if necessary, modify the syllabi and the teaching programme to suit the specific abilities and
traits of the educand. Scientifically considered, this advice is very good and if arrangements can be made to provide individual education at this level, nothing could be better. Modern methods of child education such as Kindergarten, Montessori, Project method etc make the highest degree of individual attention possible.

8. Collective Education

Collective education is provided to a group of individuals collected at one place. Formal education is also often collective education. Keeping in mind the obvious advantages of individual education, efforts are made to restrict the size of groups of educates. The very meaning of education will be lost if the educator loses all his contact with the educates, who are too large in number. This form of education is comparatively economical in view of time, money, the present size of population and of the possibilities of its growing further. Collective education is the only practicable answer to the need for universal education.

9. Conscious Education

Education is also divided into conscious and unconscious education. Conscious education is that education which is provided with a full knowledge of the objectives to be achieved through it. College education is of this kind. It is intended to fulfill certain pre-determined objectives. Conscious education is arranged for the child by her parents and the state.

10. Unconscious Education

An individual does not learn all the things he actually knows consciously. Many of the important facts that a child learns are absorbed unconsciously from his natural and social environment which surrounds him. This kind of education is informal and since it supplements the education received consciously, neither can be said to be more or less important than the other.

Teacher education incorporates all these types of education in it.
1.05 TEACHER EDUCATION

The world book Encyclopedia (1989) describes teaching, as the process by which a person helps other people learn. Teaching helps people gain the knowledge and attitudes they need to be responsible citizens, to earn a living, and to lead a useful and rewarding life. It also provides the chief means of passing knowledge to the next generation. The world would change greatly as humanity lost the knowledge, skills, and ideals inherited from past generation”

Gupta, V.K (1995) defined teaching as, “An interaction process between the learner and the contents, the learner and the teacher, the learner and other learners, the learner and the community and the learner and the home”. According to Terri Guillemots, ‘A teacher is a compass that activates the magnets of curiosity, knowledge, and wisdom in the pupils’. A teacher has to play the role of a manager, creator, sustainer, evaluator and facilitator of an emotional and intellectual climate for teaching and learning.

Society has insisted that teachers are to be known for their high character, honesty, integrity and virtues as well as for their knowledge and skill. So the teacher is the single most important factor in the success of any educational programme. The schools / colleges may have excellent building, curriculum, text books and other facilities but if the teachers are not competent and are indifferent to their responsibilities no educational programme can ever be effective.

‘Education shapes a person. It is a hidden wealth. It bestows prestige, happiness and enjoyment. Education is a paramatma and it brings honour and recognition’. In imparting education, the role of a teacher assumes special significance. Teachers are instrumental in making many illustrious persons. Teachers give off their best in the best tradition of Guru-Sishya parampara without anticipating any rewards. Teachers act as kingpins in molding and shaping his students. The success of a teacher and the progress and achievement of his students largely depend on how well the human relations are handled.
Teacher education is not teaching the teacher how to teach. It is to kindle his initiative, to keep it alive, to minimize the evils of the “hit and miss” process and to save time, energy, money and trouble of the teacher and the taught. The necessity of the teacher to perceive that the course in Teacher Education would help him to minimize his trouble, and to appreciate that it would save the children from much of the painful process through which he has himself passed. Teacher education is needed for developing a purpose and for formation of a positive attitude for the profession.

So there is an increasing emphasis on enhancing the professional skill of teachers. Only a competent teacher enables students to be the good citizens. Systematic and sincere efforts eventually lead a non competent teacher to enter into the privileged group of competent teachers. In this competitive world, a mere academic qualification does not generate any job opportunity in the educational institution. Teacher education refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom, school and wider community. Teacher education is often divided into these stages:

- Initial teacher training / education (a pre-service course before entering the classroom as a fully responsible teacher);
- Induction (the process of providing training and support during the first few years of teaching or the first year in a particular school);
- Teacher development or continuing professional development (CPD)

A course in teacher education should seek to reshape the attitudes, remodel the habits and in a way to reconstitute the personality of a teacher.
OBJECTIVES OF TEACHER EDUCATION

1. Development of the ability to take care of himself:
   • Adjustment with the physical conditions.
   • Healthy adjustment with the social environment, so as to strike his roots into the soil, wherever he is posted.
   • Adjustment with himself, so as not only to feel reconciled with his lot as a teacher but to appreciate the peculiar advantage of the position as compared with persons in other vocations and to derive emotional satisfaction with his life as evinced by his prevailing natural activity and cheerfulness which should be infectious.

2. Development of the ability to be a child with children, an adult with the adults, a responsible citizen among the heterogeneous individuals and group as the community he has to deal with.

3. Development of a good command of the subject content of the assignment “given” to him in the school.

4. Development of a skill developed as an instinctive activity, to stimulate experience in the taught, under an artificially created environment, less with material resources and more by creation of an emotional atmosphere.

5. Development of an eye on maximizing the achievements from the resources, both material and human, (human resources to include children, colleagues, parents, etc.).

6. Development of an appreciation of difficulties experienced by children and parents and a sympathetic response, so as to bring about new modes and methods of achieving the goals in consonance with the reactions of the children and parents.

7. Development of a proper perception of the problems of universal enrollment, regular attendance, year to year promotion and holding capacity of the school till the end of the stage of education.
8. Development of the capacity to extend the resources of the school by means of improvisation and cooperation.

9. Development of the ability to give direct satisfaction to parents from the achievement of children in terms of:
   i. Proper habits of taking care of the body
   ii. Proper attitudes reflected in the behaviour of the children at home, in the school, in the streets, at the farms and fields etc; and
   iii. Progress in the class

1.06 TYPES OF TEACHER EDUCATION

Quality education is our cherished goal which mainly depends on quality of teacher education. Teacher’s performance mainly depends upon the nature and type of pre-service teacher training that they have received before entering into teaching profession and in-service training after entering into teaching profession. In the document “Challenges of Education – a Policy Framework”, it is envisaged that the teacher education programme should be able to prepare self-directed, professionally motivated and creative teachers who will be fully equipped with all necessary skills and techniques to be efficient in pursuance to provisions of NPE-1986. DIETs, CTEs and IASEs have come up to provide academic and resource support to achieve laudable objective of providing education for all.

Further, the NPE-1986 and the POA 1992 envisaged a National Council for Teacher Education with statutory status and necessary powers as a first step for overhauling the system of teacher education. The National council for Teacher Education (NCTE) has been established under the National council for Teacher Education Act, 1993 as a statutory body with effect from August 17, 1995, with the objectives of achieving planned and coordinated development of teacher education system, regulation and proper maintenance of norms and standards of teacher education and for matters connected there with. As per provisions of the
Act, four Regional Committees for the northern, southern, eastern and western regions have been set up at Jaipur, Bangalore, Bhubaneswar and Bhopal respectively. These Committees consider the applications of institutions of teacher education for recognition of institutions of teacher education in accordance with the provision of the NCTE Act.

The Council has laid down norms and standards for pre-primary, elementary, secondary level teacher education institutions and for B.Ed. through correspondence/distance education mode. During the year 1997-98 the NCTE has held a number of seminars, workshops, symposia, awareness meeting etc. The NCTE has also taken up a number of projects and studies for the development of teacher education in the Country.

Teacher Education has been divided into two types

a. Pre-service Teacher Education and
b. In-service Teacher Education

a. PRE-SERVICE TEACHER EDUCATION

Education of professional training that a student teacher gets before joining the profession of teaching is called Pre-service Teacher Education. At present two types of Pre-service Training Education programmes are available leading to a certificate course called Diploma in Teacher Education and B.Ed Degree course. The essential entry qualification for diploma and degree courses and other details are as follows.

1. Diploma in Teacher Education in DIETS and TTIs

DTEd course is of two years duration being conducted in the DIETS and TTIs. The two year course which is competency based and performance oriented, aims at enabling the prospective teacher trainees to understand the aims and perspectives of elementary education including pre-school education. In addition to the theoretical and pedagogical orientation, the course is predominantly school
experience based with due emphasis on information technology and pre-school education. The DIETs and TTIs work for 220 working days in each year. Entry qualification is a pass in the +2 examination. Admission into DIETs is based on the counseling conducted by DTERT, Chennai.

The curriculum is competency based, commitment-oriented and performance-related. The two-year course content includes content up to class I to VIII and all methodology subjects.

2. B.Ed Programme

It is a one-year programme. Entry qualification is graduation with 45% of marks. No qualifying mark is fixed for SC and ST candidates. Admission into B.Ed programme is based on the counseling conducted by State Government in Tamil Nadu.

The development of teacher does not cease when the teacher leaves the training college. “He begins to learn from experiences”. Concept of life long education has necessitated the continuation of teacher education. Rabindranath Tagore rightly remarked, “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 flames.”

b. IN-SERVICE TEACHER EDUCATION

The term is self explanatory. It refers to the education a teacher receives after he has entered the teaching profession. The teacher may have to keep himself abreast of latest developments relating to a) Academic field 2) Pedagogy and 3) classroom interaction, analysis and application. NCERT, SCERT, NIEPA, NCTE, DIETS and university departments of education are some of the agencies which are organizing in-service programmes for teachers.

Importance of in-service training programme dates back to 1904. It was Lord Curzon who made a special mention of in-service education in his resolution on “Educational Philosophy in 1904. The Government of India’s resolution on
Educational Philosophy, 1953 also stressed the importance of in-service education of teachers. It reads as follows.

“As teachers left to themselves are liable to deteriorate. There are great advantages in periodical repetition and improved course during school vacation.” says V.Krishnamacharyulu,

As a result some attempts have been made to provide in-service education in the form of refresher courses, summer camps, short intensive courses in special subjects, orientation programmes and workshop etc.

1.07 TEACHER EDUCATION IN THE PRESENT SCENARIO.

A serious attempt is being made to improve the quality of education in our country since Kapil Sibal took over as the HRD minister. The Yeshpal Committee which was set up in 2008 to study and suggest measures to revamp the higher education system in the country submitted its final report titled ‘Renovation and rejuvenation of Higher education’ in June 2009. One of the important recommendations made by the Yeshpal Committee include establishing a regulator called National Commission for Higher Education and Research(NCHER) replacing regulatory bodies like the University Grants Commission(UGC), All India Council for Technical Education(AICTE), Medical council of India(MCI), Nationall Council for Teacher Education etc.

The education sector in the country is expected to witness some momentous changes in 2010. Around 350 private equity funds are waiting to invest in the education sector in the country. The year 2010 may also concretize Indian Education Service (IES). At a round table on teachers education held in new Delhi on 21 December 2009, the HRD minister has directed a group of experts to study and suggest how to start IES. Currently the education administers do not have in-depth insight into education and are not well versed with the subject. Once the IES is created, they are expected to be better equipped to handle the challenging job.
The epithet “only a great teacher can mould a great student” portrays the role of teacher in shaping the young of today into worthy citizens of tomorrow. In the Modern scenario, the role of teacher has been changing due to the pressure of social and economic changes. The expected role of teacher has assumed a new dimensions and the society expects her leadership in the task of making education an effective instrument in the process of nation building.

Training is necessary for efficient work in a particular job. In teacher education, training emphasizes specific attitude, specific knowledge, and specific skills. Efficient performance of the job depends upon the training, and the objectives of training programme. Training emphasizes on development of specific knowledge, attitude, skills and behaviour patterns which an individual requires to perform a job adequately. The purpose of training is to bring excellence in the specific job for which the individual is being trained.

There are more than 2000 Elementary Teacher Education Institutions, Colleges of Education and University Departments of Education in our state. There are 643 Colleges of Education which are affiliated to the newly established Teachers’ Education University, Chennai, Tamilnadu.

The tragedy is that many teachers training institutions are producing humanly illiterate teachers who are not able to cope up with the aspirations of rising generation of youth who will be required to meet human encounters. The only means of strengthening one’s intellect, Keats has said, is to let the mind be a thoroughfare for all thoughts – open-mindedness, sympathy, tolerance, intellectual adaptability and that width of interest will spring the attributes which are essential for successful living and to deal with children. The need of today’s teacher is such a philosophy which is primarily concerned with human beings to interact with each other.
1.08 TYPES OF TEACHER TRAINING INSTITUTIONS

1. Pre-Primary Teacher Training Institutions
   
   Catering to the needs of teachers of kindergarten, Montessori etc, minimum qualifications for admission to this course is higher secondary and the duration of the course is of one year. Many institutes impart training for two years.

2. Training Schools for Elementary Teachers
   
   In general the course lasts for two years and the minimum qualification for entrance is matriculation. The present trend is to prescribe higher secondary as the minimum qualification for entrance.

3. Training Schools for Middle and Secondary Teachers
   
   These schools provide teachers for the middle and junior secondary schools and are gradually disappearing.

4. Training Colleges or Colleges of Education
   
   The minimum qualification for entrance is graduation. The duration of the course is of one year. Degrees awarded are B.T or L.T or B.Ed. These colleges provide teachers for secondary and senior secondary schools.

5. Training Colleges or Colleges of Education for higher degrees
   
   These provide opportunities to take up Master of Education, M.phil and Ph.D courses.

6. Training Colleges for special subjects
   
   These are the colleges for preparing teachers in certain subjects like physical education, home science, crafts, languages, etc.

7. State Institutes of Education
   
   In 1964, a chain of State Institutes of Education was set up in all the major States with the assistance of the Union Government. The main purpose and functions of the institutes are to provide various training courses for the supervisors of schools or teacher educators, organize conferences and seminars
for senior state education officers, or non-official office-bearers of local bodies connected with education, organize research to provide correspondence courses for teachers, improve the programme of teacher education in the state and to assist the State Education Departments in the preparation and implementation of educational plans.

8. Regional Institutes of Education

Another important project for teacher education in the diversified system of secondary education relates to the setting up of the Regional Colleges of Education and their attached demonstration multipurpose schools at Ajmer, Bhubaneshwar, Mysore and Bhopal. The first three were started in 1963 while the latter in 1964. These colleges are designed to represent a new enterprise in teacher education to train competent teachers and teacher educators in certain critical areas like science, technology, industrial crafts, commerce and agriculture so that they can function in their selected subject fields, in any system of education like technical, commerce and agricultural schools, and not only in multipurpose schools. These programmes are: four year bachelor’s degree programmes in science, technology, commerce, agriculture and English; one year training programmes in science, commerce and agriculture; industrial crafts programmes of one, two and three year duration; and two year master’s degree Programme.

9. Comprehensive Colleges

A comprehensive college of education prepares teachers for several stages of education and / or for a number of special fields. Some institutions of this type already exist and have shown good results. The Education Commission recommends that planned attempt should be made to develop more institutions of this type and add sections for training primary and / or pre-primary teachers to training colleges that now prepare teachers for secondary schools only.
10. Summer Schools-cum-Correspondence Course

An important step taken in this direction has been the organizing of summer schools-cum-correspondence courses leading to B.Ed degree at all the four Regional Colleges Education. This course includes full time training at the summer vacations (4 months) and instruction through correspondence during the ten months period between the two summer vacations.

The new features of education and the present status of teacher education form a partial but significant basis for working out some guidelines for the next century. The guidelines are general in nature and may not apply in general (though they may in spirit) to all levels of education, but they can serve as the skeleton to work out details for different levels (pre-school, primary, secondary, tertiary, continuing, distance etc.)

Some of the features of teacher education in the next century will be as follows.

Aptitude Test

For admission to a teacher training institution, the candidates should clear a well designed aptitude test; this may replace the existing set of questions in the entrance test paper of some states.

Associated schools

Teacher training institutions have to develop special relationships with one or more schools in the area to ensure effective work experience for the teacher trainees. A small group (4 to 5) of pupil teachers should be associated with the teaching of some subjects in some classes normally taught by a single professional teacher (referred to as senior teacher hereafter). The pupil teachers can undertake.

- Assisting the senior teacher as desired
- Developing laboratory, teaching aids, projects etc.
• Helping weak or gifted children on individual / group basis.

• Supervise activities of children which are best done in small groups or individually e.g. problem solving, laboratory work, creative group work etc.

• Associate with co-curricular activities in the school.

• Teach some lessons when he is ready.

1.09 ROLE OF ASSOCIATED SCHOOLS IN TEACHER EDUCATION

To have a meaningful work experience for teacher trainees and an effective association between the teacher training institution and associated schools and to ensure professional nature of training, the trainees should utilize most (say 75%) of the formal contact time in interaction with students/parents and associated activities.

i. Communication and Language

The trainees should be provided reasonably good communication skills through Hindi, English and a regional language without which the effectiveness as a teacher will be compromised. Some knowledge of mass communication and appreciation of audience, media and mode in the context of presentation will be an added asset. Writing scripts for audio and video presentations should also be a part of the programme.

ii. Computer and Informatics

In knowledge based society, characterizing the next century there will be a premium on storage, retrieval, processing and display of information using computers. In fact computers and informatics will penetrate all spheres of human endeavour and hence all trainees should have working familiarity with computers; use of software packages in the subject of specialization and use of computer, internet etc., for library search will also become essential. In view of computer applications, being taught as a subject at schools, specialization in this field
should also be available in teacher training institutions; may be some basic work on teaching Computer Science / Applications.

**iv Knowledge of subject**

The knowledge of the subject of specialization, its application and relevance should receive the same priority as acquisition of teaching skills. This may best be done by carefully designed homework, tutorial sessions and problem sessions. Formulating new questions, problems, experiments, projects, fieldwork etc., may be part of the training.

**iii. Rejection of obsolete part of syllabus**

To make room for emerging areas of importance, adequate time for teaching practice should be provided and the teaching should be made more interactive to enhance professionalism. Items of syllabus, having little bearing on the making of an effective teacher should be dropped.

**iv. Relevance**

To make the teacher training programme relevant in the context of changing patterns in society, education and technology a few topics have to be emphasized viz.

- Educational Technology (Hardware and Software)
- Programmes (including Computer Aided) Learning, Self Learning and Distance Learning
- Organization anti Pedagogy of Literacy (to enable a teacher to provide leadership to students in the Literacy Drive)
- Formulation of Projects for research community and students (Individual/group) their implementation, documentation and evaluation.
- Different modes of evaluation/grading and their use as teaching learning aid.
- Programmes for weak, gifted and problem students.
• Social and pedagogical problems associated with a class having students with wide range of preparation/ability; alternative approaches to solution.

• Elements of management to let a teacher make best use of existing resources, and appreciate constraints of management.

• Co-curricular activities with specialization in at least one activity.

viii Choice

The teacher education programmes should not be rigidly structured but should have a core, as small as possible, leaving enough scope for the trainee to undertake studies in areas of particular interest to him/her. This will help to develop the most important aspect of teacher education via the habit of life long learning and ability to look up and collate needed information.

1.10 MEANING OF SECONDARY EDUCATION

Secondary education is considered as the secondary stage of the entire super structure of educational set up in India. It is the secondary stage of education where foundation of child’s physical, mental, emotional, intellectual and social development is laid. It can not be denies that the nation’s strength rests on the sound foundation of its people. But it is secondary education, which plays the most significant role in laying that foundation. It is secondary education, which helps in removing mass illiteracy, thus making the most significant contribution to the efficient functioning of democratic institutions. India has entered 21st century and modernization of social structure and development of science and technology is a must.

i) Primary Education

Beginning of formal education is called primary education. This is the stage when a child gets admission into primary schools and learns regularly according to set curriculum. The term primary refers to fundamental/basic and for the sake of convenience it is equated with the initial number of years of schooling.
It refers to the first four or five years of schooling. In most States it includes classes I-V covering children in the age group of 5-10 or 6-11 years.

ii) Secondary Education

The phase of secondary education usually refers to the first ten years of schooling. In most states including the newly carved states, this stage is divided into two stages. i.e. Primary classes (1-5) and upper primary classes (6-8) covering children in the age group of 11-12 years.

Janardhan Reddy in his report also gave a classic definition of secondary education. In his report he has suggested that the education given to the children in the group of 6-11 should be called primary education and the education that covers 7 or 8 years and up to 14 years should be regarded as secondary education.

Based on the above, elementary education is the first stage of education in the ladder of education of every individual. And Secondary education thus covers.

- Children in the age group of 6-14 years.
- Classes I to X

In India, free and compulsory education is provided to all the children through the scheme Sarva Shiksha Abhiyan

1.11 IMPORTANCE OF B.ED, PROGRAMMES

The Indian Education Commission (1964-66) said, “a sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measures against the resulting improvements in the education of millions”. Teachers occupy a place of paramount importance in any system of education. Dr, RadhaKrishnan aptly remarked, “the teacher’s place in society is of vital importance. He acts as the point for the transmission of intellectual tradition and technical skill from
generations to generations and helps to keep the camp of civilization burning. But only those teachers who are well trained can play a vital part in education as well as in society. The Secondary Education Commission has rightly stated, “We are however, convinced that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community.” (Prof. K. Nagarajan, (2007), P.93)

Hunter commission (1882) recommended that “separate training course for graduate and under-graduate teachers should be introduced. As a result of these recommendations, the government of India Resolution 1904 emphasized that the training course for under-graduates should be of two years and theory and practice of teaching should be included in the training course.

1.12 TEACHING PROFESSION

Teaching is the process by which a person helps other people learn. It is one of our most important activities. Teaching helps people gain the knowledge and attitudes they need to be responsible citizens, earn a living, and lead a useful, rewarding life. It also provides the chief means of passing knowledge to the next generation. Without teachers, people would have to learn everything by themselves. Few people could learn enough on their own to get along in the world. The world would change greatly as humanity lost the knowledge, skills, and ideals inherited from past generations.

Much teaching takes place informally that is outside school. In the home, for example, parents teach their children everyday skills, as well as values and habits. Business and industries often teach their employee’s necessary job skills. But when people speak of teaching, they usually mean formal teaching the kind provided in schools by professional teachers.
1.13 THE EFFECTIVENESS OF TEACHING – PROFESSIONAL PORTFOLIO

During the 1960’s and 1970’s many tax payers urged that teachers be required to improve the quality of their teaching before being granted pay raises. As a result, cost-control system called accountability has gained much public favour in the field of education. These systems were originally designed to hold workers in business and industry responsible for meeting production goals. In education, accountability systems hold teachers responsible for their student’s level of achievement. The systems try to ensure that a certain amount of learning results from a certain level of expenditure.

By the mid-1970’s more than 25 states had passed laws setting up educational accountability systems. In many other states, state education agencies or local school districts had established such systems. The various systems differ somewhat, but most require a method of teacher evaluation. Some methods of evaluating teachers require the testing of students to see if they have achieved the desired learning goals. Others require the evaluation of teachers by administrators or supervisors. In most accountability systems, a teacher who continually receives a poor evaluation faces dismissal.

Many teachers oppose accountability. They argue that some of the most important results of teaching are difficult to measure. Such results include the acquiring of values and attitudes and the development of mental skills. Also, accountability systems indirectly result in the loss of tenure. Without a system of tenure, administrators can refuse to renew the contracts of teachers whose work they consider unsatisfactory. But many teachers consider tenure a right to which they are entitled. as ‘Teaching Professional’

“Professionalism is ordinarily defined as adequacy for a task or as possession of required knowledge, skills and abilities. It emphasizes on the ability to do, rather on the ability to demonstrate knowledge” (S. N Sharma, 2001)
Professional identify of a teacher in a single level of proficiency or a range of levels determined through theoretical or empirical process at which a teacher must perform. Competency and performance are therefore inversely related.

The professional portfolio of a teacher can be judged from the teacher’s desirability of intended changes in the learner’s behaviour and the extent and nature of the actual change in the learner’s behaviour. Competent or effective teaching occurs when the intended changes, selected by the teacher, are both desirable and constructive for the learner and the intended changes are actualized as a result of teaching.

Teaching competency is relative to 1) the social and cultural group in which the teacher operates 2) the grade level and subject matter taught, 3) the intellectual and personal characteristics of the pupils and 4) instructional procedure evolved and used by the teacher.

The factors that affect teaching competency are measures of teacher aptitudes, attitudes, subject mastery, expertise in teaching methodology and the characteristics of the environment of teaching. Also a teacher’s positive attitude towards teaching and higher aspiration level determines his positive perception of the environment.

A competent teacher must acquire an awareness of and control over his behaviour which is a pre-requisite to teaching competency. Many people have complained that teacher-training programmes concentrate too heavily on educational theory. They propose a competency-based, or performance-based, programme. Such a programme would develop specific skills, or competencies. These competencies might include the ability to make decisions, provide leadership, and deal with disciplinary problems. To acquire such skills, teachers in training would spend more time gaining teaching experience and less time attending lectures.

By the early 1970’s a number of teacher training programmes were experimenting with competency-based training. To complete such a programme,
students must master the particular skills required by the programme. They do so in most cases by working with groups of elementary or high school students. The students’ achievements supposedly reflect the student teachers’ degree of skill. In the mid-1970’s, Texas and Washington approved granting teaching certificates to persons who have completed a competency-based programme. Other states plan similar moves.

Such educators believe that professional portfolio concentrate so heavily on teaching skills that they neglect to train future teachers adequately in the subjects they plan to teach. Critics also argue that teachers who have mastered the required teaching skills might be just as effective as they mastered other teaching methods.

1.14 PERSONALITY

We make statements about personality all the time and prefer to be around people with certain types of personality. Let’s examine just what the term personality means. Personality refers to distinctive thoughts, emotions, and behaviours that characterize the way an individual adapts to the world. Think about yourself for a moment. What is your personality like? Are you outgoing or shy? Considerate or caring? Friendly or hostile? These are some of the characteristics involved in personality. There are five main factors that make up personality.

1. The “BIG FIVE” Personality Factors

As with intelligence, psychologists are interested in identifying the main dimensions of personality (Feist & Feist, 2002). Some personality researchers believe they have identified the “big five” factors of personality, the “super traits” that are thought to describe the main dimensions of personality, openness, conscientiousness, extraversion, agreeableness, and neuroticism (emotional stability). Thinking about personality in terms of the “big five” factors can give a framework for thinking about the personalities of the students. The students will differ in their emotional stability, how extraverted or introverted they are, how
open to experience they are, how agreeable they are, and how consciousness they are. However, some experts believe that the “five big” factors do not capture all of personality. They argue that the range of personality also should include such factors as how positive (joyous, happy) or negative (angry, sad) students are as well as how self-assertive they are.

2. Development of Personality

The personality of an individual is all that what a person is in his totality. It includes everything about a person, his internal body system and outward appearance, his covert as well as overt behaviour, his conative, cognitive and unconscious layers of behaviour. What the human beings are today as the persons, is the result of a constant process of growth and development. Both heredity and environment play their interactive role in pushing up at the present personality make up. Man’s life starts with the conception in the mother’s womb and right then, the game of shaping his personality is played covertly as well as overtly by so many forces, the key of which lies in the hereditary contributions, biological factors, the psychological make up and the various social and cultural factors present in the environment. All of these factors which try to shape the personality make up from the conception till death are termed as determinants of one’s personality. These factors determine the course of the personality make up and influence its development in so many ways. A personality characterized as good or bad, poor or magnificent, weak or strong, extrovert or introvert, social or unsocial, normal or abnormal is the result and outcome of these determinants.

3. Personality of Teachers

Personality may be viewed as the dynamic organization of those traits and characteristic patterns of behaviour that are unique to the individual. The effective use of a teacher’s personality is essential in conducting most classroom activities. Personality projection aids teaching, for communication takes place between persons even in the absence of the spoken word.
The teacher whose personality helps to create and maintain a classroom environment in which students feel comfortable and want to learn is said to have a desirable teaching personality. Scientific examination of the teacher’s personality, however, does not warrant the statement that he effective teacher possesses specific personality traits to a definite known degree. There is often a marked variation in personal characteristics among many teachers rated as excellent. The teacher’s adjustment to individual circumstances, the school, and the community may further modify his personality.

Numerous attempts have been made to provide personality checklists, rating scales, and other devices to assist the teacher in improving his personality. Wellington and Willington (1962), for example, provide a series of ten basic questions and sub questions aimed at helping the teacher discover his personality type. The authors assume that if the teacher is aware of the type of person he is, he can then employ his unique characteristics to the best advantage in teaching.

Many devices have been developed to enable the teacher to rate himself on such personality characteristics as helpfulness, approachability, friendliness, fairness, sincerity, etc. Batchelder, McGlasson and Schorling (1978) provide a checklist of ten basic questions, each with accompanying descriptive statements that may be checked by the teacher. Other checklists might consist of several basic divisions of traits on which teachers can grade themselves.

In spite of limited progress made in attempting to relate teacher personality to effective teaching, few educators would deny that such a relationship exists. Consideration of others, ability to react quickly in emergencies, creativeness, intelligence, and willingness to defer judgment are qualities that should be periodically reappraised by the conscientious teacher. Admittedly, current research evidence may not enable the teacher to know the precise traits he should concentrate on, but those characteristics generally accepted as influencing teaching effectiveness will justifiably serve as the objects of attention until such evidence is presented.
1.15 DIMENSIONS OF TEACHERS’ PERSONALITY

The different dimensions of teacher’s personality may be described in the following way:-

1. Physical Aspect

The physical aspect of the teacher’s personality may be described as follows:

- His physical appearance should be pleasing and appealing so that it will arouse feelings of respect in the minds of his students.
- He should possess an imposing personality physically so that he may have a commanding appearance over his students, who will be kept under his custody for educational development over a period, even if for a year.
- He should be devoid of obvious physical defects, as far as possible.

2. Intellectual Aspect

- Intellectually teachers must be normal, if not very superior, so they can show off their intellectual superiority above their students, who may have even higher I.Q.S Even though, they happen to be normal intellectually, and they can yet be leaders of students having higher I.Q.S in the classroom and in the school situations, because of their higher education and experience, which their students lack.
- Academically they should keep abreast of the latest development in the fields of their specializations to be able to cater to the intellectual needs of students of superior intelligence. If they fail in this, there is the danger of their losing their academic leadership.
- In the matter of teaching methods also, they must be up-to-date in their knowledge and skills to be able to later their teaching techniques in the classroom in accordance with the mental level of their student’s inferior, average and superior.
3. Emotional aspect

- Teachers should be emotionally stable and well-balanced, emotionally unstable teachers will not prove to be good teachers for they may project their imbalances on to their students, in turn, causing such imbalances in their development too.

- Teachers should also be well-adjusted individuals. Their maladjustments will have impact on their classroom behaviours and their mental health. Which, in turn, have hazards effects on the growth and development of young children.

4. Social Aspect

- Teachers should be sociable
- They should have fair social attitudes, interests and values
- They should be capable of contributing to the development of the society in their own way through creative and productive activities.
- They should have constructive thinking and not destructive ideas.
- They should be worth while parents, worthy citizens having respect for law, order, and authority.
- They should have the traits of social leaders to win the children of both the community members and school children.
- They should have good character for they act as the symbols of identification for the students, who either willingly or unwittingly attempt to imbibe the characteristics of their teachers through the mechanism of introjections. Their characters should reflect both national values and moral values.

Fitness or talent (English and English, 1958) related to drive, considerateness emotionally stability, objectivity, intelligence and the like (Monroe, 1952) required for teaching in terms of discovering and defining pupil
needs, setting goals, stimulating interest, choosing learning experiences, guiding learning activities, appraising results, (Monroe. 1952) defusing and drawing powers of youth to be disciplined according to cultural acts and guiding for the optimum development of personality and socio-cultural usefulness (The commission on Teacher Education, 1944), by organizing and creating desirable situations (Trow, 1944; Mursoll, 1968). Teaching Aptitude is not only related to the efficiency of the teacher in teaching in the classroom but is related to several factors as co-operative nature of the teachers, teacher’s moral character and discipline, dynamic personality, optimistic attitude, fair mindedness, impartial behaviour of the teacher etc.

During the past several decades, sustained efforts have been made to evolve a viable system of education. It was Shri Aurobindo who first of all, in the year 1910, visualized a national system of education. Its main emphasis was on the nature and power of the human mind, the nature of simultaneous and successive teaching and training of mental and logical faculty. Gandhiji’s Buniyadi Taleem (Basic Education) as envisaged in the wardha scheme was another powerful indigenous model rooted firmly in the Indian soil. The curriculum developed under this scheme aimed at total development of the child’s personality, that is, the development of Body, Mind and Sprit. However, it suffered from an implementation gap due to the magnitude and complexities of the problems involved in changing the established structure of education and the existing pattern of curriculum.

For any change, every nation has expectations from its teachers and the citizens in general. Education ought, therefore, need to aim at the development of power of adaptation to an ever changing social environment. It is believed that every individual is born with latent potentials and education helps in its further development. Moreover, education is considered to be a process which contributes to the natural and harmonious development of man’s innate power, brings out complete development of his individuality, results into desirable behavioural changes and ultimately prepares him for happy and responsible life.
In the words of “Dewey” education helps us in anticipating certain salvations and consequences. We, therefore, plan our future experiences in such a way that we secure their beneficial consequences and avert the undesirable ones”.

Obviously, schools and teachers are the crucial agents for bringing out desirable changes in the system. Therefore, teachers have the fundamental concerns and moral responsibilities to gear all the activities of the school in the positive direction. For this, they have to attain the aptitude, and certain competencies of the teaching profession to ensure the fulfillment of the expected outcomes. Keeping in view this objective, teacher-training institutions are providing training to pupil-teachers or the prospective teachers.

1.16 PERSONALITY TYPES

Jung, a Swiss psychiatrist, attempted to classify human beings on two behavioural dimensions: extrovert and introvert. His typology is widely known and is most influential among professional workers.

The major characteristics of two types are as follows.

1. Introvert

A person who tends to withdraw into himself, especially, when faced by emotional conflicts and stress in his environment is an introvert. Introvert individual is shy, avoids people and enjoys being alone. Scientists and philosophers may be termed as introverts.

2. Extravert

In contrast to the introvert type, extrovert person’s orientation is towards the external world. He deals with people intelligently in social situations. He is conventional, outgoing, social, friendly and free from worries. Social workers, politicians, business executives etc. may be typed as extroverts. These two broad categories have been further classified on the basis of rational and irrational process.
Jung’s system of classification of human beings is eight-fold and not two-fold as is popularly known. A person, according to Jung, may be extrovert for one function, for example, feeling and the same person may be introvert in intuition. All persons can be divided into eight types based on the dominance of one of the above factors. The eight – fold division of personality types are:-

1. The Introverted Thinking Type.
2. The Extroverted Thinking Type.
3. The Introverted Feeling Type.
4. The Extroverted Feeling Type
5. The Introverted Sensational Type.
6. The Extroverted Sensation Type.
7. The Introverted Intuitive Type.
8. The Extroverted Intuitive Type

Modern writers have introduced ambivert another type in between two extreme poles of extroversion and introversion. Ambivert refers to those persons who could be classified as neither extroverts nor introverts.

### 1.17 PERSONALITY PROFILE AND PROFESSIONAL PORTFOLIO

Jung (1933) identified two complementary attitudes or orientations towards life. These he described as extraversion (E) and introversion (I). Extraversion is an attitude in which the person is oriented to the outer world of people and things. Introversion is an attitude in which the person is drawn to the inner world of thoughts and ideas. Jung believed that the attitudes and the functions combine to affect how individuals relate to the world and to other people.

Studies have shown that individuals identified as having particular combinations of these functions (E) or (I); (S) or (N); (T) or (F); exhibit predictable preferences towards certain occupational or academic choices (Kuder, 1968; Campbell & Hansen, 1981; Barrett, Sorensen & Hartung, 1985)
John Jones (1989) conducted a study on Teacher personality and Teaching profession.

The validity of student rating of teaching is discussed in terms of the effect that students’ perceptions of teacher personality might have on that rating. A procedure for using student feedback to evaluate teaching was trialed which sought to minimize the effect of teacher personality on students’ ratings of teaching quality. A total of fifteen rating exercises, using ten teachers over a two year period, were carried out. Results indicate that teacher personality, as perceived by students, is still very significantly related to their ratings of teaching quality. It is argued that this is a proper state of affairs which does not undermine the validity of student ratings.

In this study, teacher competence is classified into two main categories: “Interpersonal Skills” and “Classroom Procedures”. Although the present study does not wish to imply that teacher competence can be explained solely and exclusively by means of these two factors. These two dimensions are the most essential and important for assessing teacher professionalism. The importance of these two categories of teacher competence can be justified by the fact that large number of previous studies on the assessment of teacher competence also included these two aspects of teacher competence.

The results of this study showed that teacher competence in classroom procedures contributed more to teachers’ abilities to infer students’ self-concept. Therefore, teachers should improve their competence in classroom procedures. For example, teachers may increase the use of instructional techniques, methods and media related to the teaching objectives, communicate more frequently with students in the classroom, reinforce and encourage students’ involvement in instruction and organize time, materials and equipment appropriate for instructions. If teachers can improve their communications and performance inside classroom they would be in a better position to communicate and understand their students as well as infer their self-concept. Since students believe that they are supposed to receive knowledge presented by teacher, they
would be more expressive and willing to communicate with teacher during teaching-learning process inside the classroom. And understanding of students is a pre-requisite for effective teaching and learning. Thus, teacher’s improvement in their teacher competence of classroom procedures can to a certain extent contribute to academic improvement of students.

In this study, student-teachers agreement in the ratings of students’ self-concept is higher in specific domain where teachers can make daily observation in schools. However, for those domains of students’ self-concept where teachers can not observe in school teachers are more difficult and unable to have any information. In this way, for those students who have low academic self-concept but high non-academic self-concept, some teachers may underestimate the overall performances and abilities of these students. Then teachers may have low expectations on these students and the subsequent actual performance of the student may be affected and it is clear that it is detrimental to effective learning of the students. Therefore, teachers should have more communications with students and obtain a more comprehensive picture of the students’ abilities in non-academic domains of self-concept as well. In other word, the present study suggests that teacher’ judgments of their students’ abilities and competence should not be biased towards the academic domains or those domains that teachers can observe in schools. On the other hand, teachers should base their judgments of students’ abilities on broader bases.

From the perspective of teacher education, more emphasis should be placed on the study of the structure of students’ multidimensional self-concept. A number of recent studies (Jackson, 1988, Shulman, 1986, 1987) criticized the teacher training programmes and suggested new directions to improve the effectiveness of teacher training in relation to student learning in schools. Understanding of the structure of students’ self-concept, to a certain extent, can help to improve students’ learning, especially the multidimensional structure of students’ self concept.
In teacher training program more efforts have to be placed on teaching student teachers in presenting knowledge in a systematic way, creating a good learning atmosphere for students, encouraging students’ participation in class activities and eventually establishing a good teacher-student relationship. All these are related to teacher competence in classroom procedures in the present study and the result showed that teacher competence in classroom procedures has contributed more to teachers’ abilities to infer students’ self concept.

On the part of teachers, they can make use of the information obtained from students about their competence for self-evaluation. Teachers can understand themselves more clearly and improvements in their teaching can be made. Evaluation of teacher competence by students enables teachers to develop multiple perspectives about teaching and learning and to become more flexible, adaptive and creative (Floden & Femian, 1981). Since students spend most of the day with teachers and thus students are supposed to know more about their teachers in the learning context. Feedback from students can help teachers identify their weaknesses and inadequacies and improvements in teaching can be made.

1.18 STATEMENT OF THE PROBLEM.

“PERSONALITY PROFILE AND PROFESSIONAL PORTFOLIO OF STUDENT-TEACHERS IN COLLEGES OF EDUCATION IN MANONMANIAM SUNDARANAR UNIVERSITY AREA”.

1.19 OPERATIONAL DEFINITIONS OF KEY TERMS

Personality Profile

Personality profile is an assessment guide to help individuals to understand their unique personality. It can help to define one’s personal characteristics.

In this study by Personality Profile, the investigator means the scores of Inertia, Activation and Stability scale by George Mathew (1986).
Professional Portfolio

Professional portfolio is a tangible collection of items that provides a visual representation of the professionals’ relevant skills and experiences and charts the professional growth.

In this study by Professional Portfolio, the investigator means the scores of rating scale for analyzing the Personality Profile by Beaulah Jeyanthy (2009)

Student Teachers

The students undergoing training programme at the B.Ed level.

Colleges of Education

The institutions which provide one year teacher training programme at the secondary level (B.Ed)

Manonmaniam Sundaranar University Area

The Colleges of education which were once affiliated to Manonmaniam Sundaranar University later in 2008 are affiliated to Tamil nadu Teachers Education University are included manonmaniam Sundaranar University area consists of three districts Kanyakumari, Tirunelveli and Tutucorin in Tamilnadu.

1.20 SIGNIFICANCE FOR THE STUDY

Some investigations related to teaching competency and personality factors have already been carried out. A review of studies done earlier shows that attempts have been made to study the influence of personality factors on the professional portfolio of prospective teachers and working teachers. Sahaya mary R, and Manorama Samuel (2011) conducted a study on ‘Attitude of the B.Ed Student Teachers towards teaching and Academic Achievement’ Anita Rastogi and Chanchal Goel (2010) conducted a study on.’ Effectiveness of school

Kothari Commission (1964-66) aptly specified in its report that the destiny of India is being shaped in its classrooms. This entirely revolves around the personality of teachers. The way the teacher teaches and handles the students has effect on the future personality of children. Only a teacher of high personality can produce children of matured personality.

The home is the first and foremost educational institution that the child attends and the parents are the first teachers. But the training that the children
receive at home may be spontaneous, unconscious, unsystematic, haphazard, sporadic and perfunctory. In order to give confidence, systematic training, the schools have come into existence in shaping the personality of the child. This has led not only to the establishment of the school but also the training of teachers who are specially qualified and trained besides having the expertise in teaching competency. Competent teacher is one who can cope successfully with any professional problem. Competency - based education gives training to teachers in the acquisition of basic teaching competencies. The Common Wealth Report (1974), explains “In order to be competent, the teacher must have a knowledge of child development, of the material to be taught and suitable methods. His skills must enable him to teach advice and guide his pupils, community and culture with which he is involved and his attitudes should be positive without being aggressive, so that his example is likely to be followed as he transmits explicitly and implicitly the national aims and moral and social values”. So the investigator understands that teaching profession is influenced by personality factors. A review of related studies shows that there are only very few studies on the relationship between teaching profession and personality factors. Hence the present study has been undertaken.

Further the results of the present study will be helpful to the student teachers as it focuses on the various skills of teaching and also the personality dimensions. A teacher plays a significant role not only in class teaching learning situation but also in molding the personality of the students. Hence the present study will help the student teachers to analyze their status in professional and personal skills.

The results of the study will also be useful for the teacher educators. The various skills of the student teachers can be rated meticulously and thereby individual attention can be given.

The study also will be useful to the administrators of the Colleges of Education. The colleges of education provide the basic platform for teacher education. All types of education acknowledge teacher education. Hence a
thorough revamp of educational administration is the need of the hour. This will be possible with the results of the present study.

Education is the unique investment in the present and also the future. Teachers are the most important factors contributing to the national development. He is the pivot around all the educational programs. Hence the system of teacher education should have certain desired curriculum, syllabus and evaluation system. This can be possible only with the Policy makers and the educational authorities. This study will help the Government and Policy makers in framing the structure of Curriculum and Syllabus

1.21 **OBJECTIVES**

**PART -1 PERCENTAGE ANALYSIS**

1. To find out the level of Inertia of the Student Teachers in Colleges of Education in terms of
   a. Personal factors such as gender and age.
   b. Social factors such as locality.
   c. Educational factors such as qualification and optional subject.
   d. Institutional factors such as nature, and type of management.

2. To find out the level of Activation of the Student Teachers in Colleges of Education in terms of
   a. Personal factors such as gender and age.
   b. Social factors such as locality.
   c. Educational factors such as qualification and optional subject.
   d. Institutional factors such as nature, and type of management.

3. To find out the level of Stability of the Student Teachers in Colleges of Education in terms of
   a. Personal factors such as gender and age.
b. Social factors such as locality.

c. Educational factors such as qualification and optional subject.

d. Institutional factors such as nature, and type of management.

4. To find out the level of Professional Portfolio and its dimensions such as Preparation of lesson plans, Execution, Questioning, Illustrating with examples, Variation of stimuli, Reinforcement, Pupil participation and interaction, Teacher efforts in teaching, Class management and Closure of the Student Teachers in Colleges of Education in terms of

   a. Personal factors such as gender and age.
   
   b. Social factors such as locality.
   
   c. Educational factors such as qualification and optional subject.
   
   d. Institutional factors such as nature, and type of management.

PART II DIFFERENTIAL ANALYSIS

1. To find out the Significant difference between the Student Teachers in Colleges of Education in the Personality profile and its dimensions with reference to

   a. Personal factors such as gender
   
   b. Social factors such as locality.
   
   c. Institutional factors such as nature, and type of management.

2. To find out the Significant difference among the Student Teachers in Colleges of Education in the Personality profile and its dimensions with reference to

   a. Personal factors such as Age
   
   b. Educational factors such as qualification and optional subject.
3. To find out the significant difference between the Student teachers in Colleges of Education in the Professional Portfolio and its dimensions with reference to
   a. Personal factors such as gender.
   b. Social factors such as locality.
   c. Institutional factors such as nature, and type of management

4. To find out the significant difference among the Student teachers in Colleges of Education in the Professional Portfolio and its dimensions with reference to
   a. Personal factors such as age.
   b. Educational factors such as qualification and optional subject.

**PART III CORRELATION**

1. To find out the significant relationship between the Student Teachers of Colleges of Education in their personality profile and professional portfolio in terms of,
   a) . Personal factors such as gender
   b) Social factors such as locality.
   c) Institutional factors such as nature, and type of management

2. To find out the significant relationship among the Student Teachers of Colleges of Education in their personality profile and professional portfolio in terms of,
   a. . Personal factors such as age.
   b. .Educational factors such as qualification and optional subject.
PART IV FACTOR ANALYSIS

1. To find out the factors involved in the various dimensions of Professional Portfolio

1.22 HYPOTHESES

1. The level of Personality Profile of the Student Teachers in Colleges of Education

   is average in terms of,

   a) Personal factors such as gender and age.

   b) Social factors such as locality.

   c) Educational factors such as qualification and optional subject.

   d) Institutional factors such as nature, and type of management.

3. The level of Professional Portfolio of the Student Teachers in Colleges of Education is average in terms of

   a) Personal factors such as gender and age.

   b) Social factors such as locality.

   c) Educational factors such as qualification and optional subject.

   d) Institutional factors such as nature, and type of management

5. There is no significant difference between the Student Teachers in Colleges of Education in the Personality profile and its dimensions with reference to
a. Personal factors such as gender.

b. Social factors such as locality.

c. Institutional factors such as nature, and type of management.

6. There is no significant difference among the Student Teachers in Colleges of Education in the Personality profile and its dimensions with reference to

a. Personal factors such as age.

b. Educational factors such as qualification and optional subject.

7. There is no significant difference between the Student teachers in Colleges of Education in the Professional Portfolio and its dimensions with reference to

a. Personal factors such as gender

b. Social factors such as locality.

c. Institutional factors such as nature, and type of institution

8. There is no significant difference among the Student teachers in Colleges of Education in the Professional Portfolio and its dimensions with reference to

a. Personal factors such as age.

b. Educational factors such as qualification and optional subject

9. There is no significant relationship between the Student Teachers of Colleges of Education in personality profile and professional portfolio in terms of,

a. Personal factors such as gender

b. Social factors such as locality.
c. Institutional factors such as nature and type of management.

10. There is no significant relationship among the Student Teachers of Colleges of Education in personality profile and professional portfolio in terms of

   a. Personal factors such as age.
   
   b. Educational factors such as qualification and optional subject.

11. There is no significant positive loading of various dimensions of professional portfolio.

1.23 DELIMITATIONS

1. The present study has been confined to Tirunelveli, Thoothukudi and Kanyakumari districts with a sample of 600 student teachers from 10 Colleges of Education,

2. The present study covers only three dimensions of personality profile and ten dimensions of professional portfolio.

1.24 LIMITATIONS

1. The investigator has tested the significance at 0.05 level of degrees of freedom.

2. The study has been limited by using only two tools.
CONCLUSION

The professional portfolio of a student-teacher can be evaluated by ten dimensions. They are Preparation of lesson plans, Execution, Questioning, Illustrating with examples, Variation of stimuli, Reinforcement, Pupil participation and interaction, Teacher efforts in teaching, Class management and Closure.

From the review, it is evident that different aspects of teaching and teacher behaviours have been explored in the context of personality factors. It also appears that researchers have tried to arrive at general descriptions of student-teachers and to identify the skills of the student teachers in various disciplines namely Language, Arts and Science There is a need to conduct such studies related to these subjects as well as others at various levels, so that one can arrive at a generalization. Hence the investigator raises the following questions to be answered in the present study.

i. What is the level of professional portfolio of student-teachers in Colleges of Education?

ii. Does the personality profile of student-teachers affect the teaching profession?

iii. Is there any correlation between teaching profession and personality profile of student-teachers in Colleges of Education?