CHAPTER I

INTRODUCTION AND CONCEPTUAL FRAMEWORK

EDUCATION

“Education is the most powerful weapon which you can use to change the world.” - (Nelson Mandela, 1940)

In the annals of history, education had many facets, nuances and understandings but it had the same aim, i.e. to make the recipient learned. The modes of operation of imparting knowledge have been different but the beneficiaries profited from what was done. In other words, the gurus, known as the teachers initiate the students to acquire wisdom which would free them from the darkness of ignorance.

According to Kothari Commission (1964-66), “The destiny of India is now being shaped in her class-rooms. This we believe is no more rhetoric. In a world based on science and technology, it is education that determines the level of prosperity, welfare and security of the people.”

The hallmark of a teacher is verified if only the potentiality of a student is converted into a well accepted behaviour. So, understanding the psychology of the learner is important and significant. The ability to inspire and motivate the students is one of the greatest assets of a teacher. The teacher, thus, is the most vital factor in education. The success of education of a student depends on his/her initiative. Therefore, other than being expert in his/her area of specialization, the teacher should be able to read the minds of students understanding the nuances of individual differences.

Emotional Intelligence (EI) is one of the tools of the teachers for understanding the tempo of learning styles of the students. It enables the teachers to meet the learning needs and environment of the students in different cultures effectively. These aspects have to be harvested by his or her own experiences to share what he or she has been learning in theory. The teachers have to impart thoughtful and inspiring values to their students in their studies.

Creativity is a corporate culture. It has the capacity to lead the institution or management to self sufficiency. It also indicates going beyond the limit in a usual way. Thinking and doing the ordinary in an extraordinary way could be another aspect of
creativity. It conceives new rational structures, new interfaces, new modes of creating and delivering values. It could also mean re-engineering and redesigning the existing process. Creativity also refers to mental orientation and capacity of persons to evolve and develop new and superior solutions to complex, ambiguous or nuclear problems. Moreover, creativity is a challenge to established organizations/institutions while it is a difficult task to ‘start-up’ in the initial stage.

Teacher effectiveness is the effectiveness of the teachers in their planning and preparation of lessons for teaching, classroom management, knowledge of subject, interpersonal relationship, attitude towards the children, usage of teaching aids and time management during their teaching – learning process.

**EDUCATION IN INDIA**

Education in India has a history stretching back to the ancient urban centers of learning at Taxila and Nalanda. Western education became ingrained into Indian society with the establishment of the British Raj. Education in India falls under the control of both the central government and the states, with some responsibilities lying with the centre and the state having autonomy for others. The various articles of the Indian constitution provide for education as a fundamental right. Most universities in India are either Central or State Government controlled.

**Structure of Education in India**

Education in India is seen as one of the ways to upward social mobility. Good education is seen as a stepping stone to a high flying career. Education system in India currently represents a great paradox. The educational structure in India is generally referred to as the ten + two + three (10+2+3) pattern. The first ten years provide undifferentiated general education for all students. The + 2 stage, also known as the higher secondary or senior secondary, provides for differentiation into academic and vocational streams and marks the end of school education. In + 3 stages, which involve college education, the student goes for higher studies in his chosen field of subject.

A uniform structure of school education, the 10+2 system has been adopted by all the states and union territories of India. However, within the states and the UTS, there remains variations in the number of classes constituting the primary, upper primary, high and higher secondary school stages, age for admission to class I, medium of instruction, public examinations, teaching of Hindi and English, number of working days in a year,
academic session, vacation periods, fee structure, compulsory education.

(i) The Primary Stage: The Primary Stage consists of Classes I-V, i.e., of five years duration, in 20 States whereas the primary stage consists of classes I-IV in Assam, Goa, Gujarat, Karnataka, Kerala, Maharashtra, Meghalaya, Mizoram, Nagaland, Dadra and Nagar Haveli, Daman and Diu, Lakshadweep and Mahe region of Pondicherry.

(ii) The Middle Stage: The Middle Stage of education comprises Classes VI-VIII in as many as 18 States and Classes VI-VII in Andhra Pradesh, Orissa and Yaman region of Pondicherry. In Nagaland Classes V-VIII constitute the upper primary stage.

(iii) The Secondary Stage: The Secondary Stage consists of Classes IX-X in 19 States/UTs. The High School stage comprises classes VIII to X in 13 States/UTs. However, the Higher Secondary / Senior Secondary stage of school comprising classes XI-XII (10+2 pattern) is available in all the States/Uts though in some States/UTs these classes are attached to Universities/Colleges. The structure of education is depicted in the figure 1.1.
FIGURE 1.1

STRUCTURE OF EDUCATION IN INDIA

SOURCE: Development of Education in India, 1990-91
Primary Education

Naik, (1966) an eminent educator of our country very rightly described the importance of primary education in these words, “The progress of primary education is one index of the general social and economic development of the country as a whole.” A well planned and properly implemented system of Education at this stage plays a very significant role in laying down the proper foundation of child’s cultural, emotional, ethical, intellectual, moral, physical, social and spiritual development. It also contributes a lot to foster values of emotional and national integration. So, it is extremely important to make a sufficient investment at this level of education.

Organization of Primary Education

Usually the terms elementary, basic education and primary education are used interchangeably. The National Policy of Education (NPE) has used elementary education for classes I to VIII. The NCERT, in its publication entitled National Curriculum for Elementary and Secondary Education: A Framework (1988) mentions elementary education (8 years) has been divided into primary stage (5 years) and upper stage (3 years). The ministry of Human Resource Development (HRD), Department of Education uses elementary education and under it includes primary classes (classes I to V) and middle classes (classes VI to VIII). Generally speaking elementary education refers to the combination of two stages of education – primary I to V (age group 6 to 11) and upper primary classes covering VI to VIII (age group 11 to 14).

The Indian government lays emphasis to primary education up to the age of fourteen years. The Indian government has also banned child labour in order to ensure that the children do not enter unsafe working conditions. However, both free education and the ban on child labour are difficult to enforce due to economic disparity and social conditions. The District Primary Education Programme (DPEP) was launched in 1994 with an aim to universalize primary education in India by reforming and vitalizing the existing primary education system. 85% of the DPEP is funded by the central government and the remaining 15 percent is funded by the state. The DPEP, which has opened 160000 new schools including 84000 alternative education schools delivering alternative education to approximately 3.5 million children, is also supported by UNICEF and other international programmes. This primary education scheme has also shown a high Gross Enrolment Ratio of 93–95% for the last three years in some states.
Significant improvement in staffing and enrolment of girls has also been made as a part of this scheme. The overall primary school conditions in India as a whole continued to lag behind internationally due to understaffing coupled with lack of developed infrastructure and sufficient financing. Education has also been made free for children up to the age of 14 or up to class IX.

**AIMS AND OBJECTIVES OF PRIMARY EDUCATION**

Primary education is shaped according to the prevailing social and philosophical milieu and is regarded as the foundation for the entire superstructure of children’s moral, spiritual, intellectual and physical development. Keeping in mind the above aspects, the following are the aims and objectives of Primary Education:-

(i) To understand and practice desirable social relationships.

(ii) To discover and develop his own desirable individual aptitudes.

(iii) To cultivate the habits of critical thinking.

(iv) To gain command of common integrated knowledge and skills.

(v) To develop a sound body and normal mental attitudes.

(vi) To discover in themselves the new and better ways of doing or making use of things.

(vii) To provide those aspects of child growth and development that is not adequately cared for by them.

(viii) To develop an inquiring or an investigating mind.

(ix) To develop human qualities in the child.

(x) To develop a right concept of work.

**KOTHARI COMMISSION ON PRIMARY EDUCATION**

The Education Commission (1964-66), known as Kothari Commission, made the following recommendations of Primary education. The constitutional directive of providing free and compulsory education for every child up to the age of 14 years is an educational objective of the highest priority and should be fulfilled in all parts of the country through the development of the following programmes :-
(i) Five years of good and effective education should be provided to all children by 1975-76.

(ii) Seven years of such education should be provided by 1985-86.

Each state and district should be required to prepare a perspective plan for the development of primary education in its area in the light of the targets stated above and its local conditions. It should be given full assistance to move forward at its best pace; and care should be taken to see that its progress is not held up for want of financial resources.

**NPE 1986 ON PRIMARY EDUCATION**

The document ‘challenge of education – a policy perspective’ provides a critical appraisal of the educational system of our country. One of the stages of which the policy described was the initial stage of education i.e. elementary education. According to the policy, the following observations and suggestions were made connected to elementary education. By and large methods of teaching are quite out-modelled.

(i) New methods of teaching science and mathematics, recommended as essential ingredients of the primary curricula are being ignored in many states.

(ii) Most of the schools do not have even the relatively inexpensive teaching kits developed by the NCERT.

(iii) The programme of Work Experience and Socially Useful Productive Work (SUPW) on which Gandhiji’s basic education laid stress has not been implemented in most schools.

(iv) Overall enrolment position is unsatisfactory.

(v) What is more disturbing is the alarming rate of dropouts.

(vi) The total expenditure per student per year by the Centre and the States has declined in real terms.

(vii) There is total dependence on Government in running the schools.
(viii) There is hardly any effort on the part of a village or the community leadership or at the level of block or district to set up or even to help the proper running of schools.

(ix) No systematic study of effectiveness on Non-Formal education is available.

**TEACHER EDUCATION IN INDIA: A HISTORICAL BACKGROUND**

A historical view of teacher educational system in India will provide us with the right perspective to understand the future which was founded upon the past. There is no second thought that the Indian educational system has had a long history starting from the Vedic period.

The education system in Vedic period (before 1400 BC) had an idealistic form. The Gurus (teachers) emphasized upon worship of God, religiousness, spirituality and formation of character, development of personality and development of culture, nation and society. These were the slogans of time then.

During the Brahminic period (1400–600 BC), the students remained with the guru for twelve years. Another significant aspect in this system was that the student was taken in as their own children and the teacher as his father. Thus, there was a father son relationship between the teacher and the student.

During the Buddhist period (600 BC–700 AD), their relationship to each other was mutual respect, faith and love. Equality was the foundation of their relationship where students and teachers fulfilled their respective obligations and duties.

During the British Period (1835–1947) Macaulay developed and modernized the old educational system in India. The educational system brought in the minds of the Indian minds the prevalent social and political system. The teachers motivated the students to be creative in every sphere especially in political leadership.

During those days there were no systematic training centres in India. The systematic educational system was a felt need during British period. In the post-independence period school education expanded rapidly. A large number of new teachers' education institutions were started by both the state and by private management. The 6th All India Educational Survey carried out by the National Council of Teacher Education (NCTE) has revealed that in 1993 there were about 900,000
schools and about 4.6 million teachers in the country. As of now about 2000 teacher education institutions are engaged in preparation of teachers for different school stages.

Schooling system in India comprises of pre-school, elementary, secondary and senior secondary stages. The elementary stage is split into primary and the upper-primary stages. Schooling is offered in formal, non-formal and distance modes. Teacher education courses, therefore, are matched with the requirements of teaching-learning for the concerned stage and mode of schooling. In addition to courses for pre-service education of teachers for teaching academic subjects specialized pre-service courses for teaching subjects such as physical education, art and aesthetics are also offered by teacher education institutions.

Face-to-face teacher education programmes could not always meet the growing demand of teachers. This situation at times was met by some universities in offering teacher education courses using correspondence mode. The correspondence courses for preparing teachers were viewed with concern. It was realized that as teaching is a professional activity those who only learnt it theoretically cannot effectively carry it out. Experts held the view that for becoming a good teacher face-to-face guidance from experts was essential. In the wake of such developments the Parliament of India through an Act set up in 1995 the National Council for Teacher Education (NCTE) and gave it statutory powers for framing regulations and norms for maintaining standards of teacher education in the country. As the NCTE has been given a broad mandate with legal powers for improving the quality of teacher education and preventing commercialization its functions have had direct bearing on teacher certification.

The NCTE performs functions that are regulatory and also concerned with academic development of teacher education. Its functions are wide ranging and include among others planning, programming, advising, and formulations of norms for different teacher education courses. In addition the NCTE is expected to undertake periodic surveys, studies, and researches for promotion of innovations in teacher education and for institutional development. The following list gives its functions in detail.

(i) To undertake surveys and studies relating to various aspects of teacher education and publish the results thereof,
(ii) To make recommendations to the Central and State Governments, Universities, and recognized institutions in the matter of preparation of suitable plans and programs in the field of teacher education,

(iii) To co-ordinate and monitor teacher education and its development in the country,

(iv) To lay down guidelines in respect of minimum qualifications for a person to be employed as a teacher in schools or in recognized institutions,

(v) To lay down norms for any specified category of courses of training in teacher education, including the minimum eligibility criteria for admission thereof, and the method of selection of candidates, duration of the courses, course contents and mode of curriculum,

(vi) To lay down guidelines for compliance by recognized institutions, for starting new courses or training and for providing physical and instructional facilities, staffing pattern and staff qualifications,

(vii) To lay down standards in respect of examinations leading to teacher education qualifications, criteria for admission to such examinations and schemes of courses of training,

(viii) To lay down guidelines regarding tuition fees and other fees chargeable by recognized institutions,

(ix) To promote and conduct innovation and research in various areas of teacher education and disseminate the results thereof,

(x) To examine and review periodically the implementation of the norms, guidelines and standards laid down by the council and to suitably advise the recognized institutions,

(xi) To evolve suitable performance appraisal systems, norms and mechanisms for enforcing accountability on recognized institutions,

(xii) To formulate schemes for various levels of teacher education and identify recognized institutions and set up new institutions for teacher development programs,
(xiii) To take all necessary steps to prevent commercialization of teacher education, and perform such other functions as may be entrusted to it by the Central Government.

**CONCEPT OF TEACHER EDUCATION**

The NCTE Act, Sec. 2(1) of 1993 states: “Teacher education means programmes of education, research or training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages in schools and includes non-formal education, part-time education, adult education and correspondence education.”

Training is a complicated and a highly technical job. In order to make teaching effective and meaningful every teacher should know not only the subject matter but also the art and science of teaching as well as the latest developments in the art of instruction and the subject matter. Professional education of teachers is essential for the improvement of the quality of education. The Education Commission (1964-65) has remarked: “A sound programme of professional education of teachers is essential for the qualitative improvement of education.”

**CONSTITUTIONAL PROVISIONS OF EDUCATION IN THE INDIAN CONSTITUTION**

Constitution is the mirror of Educational philosophy. The Constitution of a country reflects the aspiration, hopes, ideals and values of its people. It is therefore, natural that education should find an important place in this important document. It provides the concept of the economic and social order for which the youth of the country should be educated.

The preamble of the constitution is described as an identity card of the constitution. It contains the ‘epitome’ of the objectives to which the people of a country are permanently committed.

Article 45, of the Constitution of India originally stated:- “The State shall endeavor to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.”

This article was a directive principle of state policy within India, effectively meaning that it was within a set of rules that were meant to be followed in spirit and the
government could not be hauled to court if the actual letter was not followed. However, 
the enforcement of this directive principle became a matter of debate since this 
principle held obvious emotive and practical value, and was legally the only directive 
principle within the Indian constitution to have a time limit.

OBJECTIVES OF TEACHER EDUCATION FOR THE PRIMARY STAGE

(i) To possess competence in the first and second language, mathematics and in the 
topics of natural and social sciences related to environmental studies.

(ii) To develop skills is identifying selecting and organizing learning experiences for 
teaching and above subjects in formal and non-formal situations.

(iii) To possess sufficient theoretical and practical knowledge of health, physical and 
recreational activities, work experience, art and music and skills for conducting 
these activities.

(iv) To develop understandings of psychological principles underlying growth and 
development of the children of the age group 6+ to 14+.

(v) To acquire theoretical and practical knowledge about children education, 
including integrated teaching.

(vi) To develop understanding of major learning principles which help in promoting 
cognitive, psychomotor and attitudinal learning.

(vii) To understand the role of the home, the peer group and community in shaping the 
personality of the child, and help develop an amicable home school relationship 
for mutual benefit.

(viii) To conduct simple action research.

(ix) To understand the role of school and of the teacher in changing society.

TEACHER EFFECTIVENESS

An act of a teacher is teaching. It can be taken as science as well as an art. The 
teaching effectiveness of a teacher mostly depends upon to a great extent on qualities as 
aptitude, interest, practice, adaptability, initiative and above all creativity. In order to 
possess all these qualities a teacher has to strive hard. They cannot be achieved by mere
A teacher can be an effective teacher if only he has obtained the following objectives:

(i) Knowledge and Understanding: The teacher should have a good understanding and knowledge not only of the subject matter but also of the students with whom he or she should develop a rapport.

(ii) Application: Knowing the subject matter is not alone but the principles of teaching and learning to various situations in the school is to be applied.

(iii) Skill: The teacher must be equipped with various teaching skills in order to communicate his knowledge to the students.

(iv) Interest: It is the duty of the teacher to enkindle in the students a keen interest in the subject that he teaches. Along with the teaching of the subject he should have interest in the subject matter as well as the students.

(v) Attitude: The teacher should develop a positive attitude towards the students as well as in his teaching profession.

**Dimensions of Teacher Effectiveness**

Teacher effectiveness consists of many dimensions which is expected of a teacher to possess like his personality, attitudes, the process of teaching and the production variables i.e. outcome to teaching and pupil achievement. However, all these aspects could be narrowed down to the following desirable five important dimensions:-

(i) Preparation and Planning: This indicates about the ability of the teacher in preparing, planning and organizing for teaching in accordance with the course objectives using different source materials.

(ii) Classroom Management: This dimension refers to the ability of the teacher to successfully communicate, motivate the students and evaluate the teaching-learning process and also to maintain discipline in the class room within the framework of democratic set up.
(iii) Knowledge of Subject: This dimension refers to the ability of the teacher in acquiring, retaining, interpreting and making use of the contents of the subject being dealt within the classroom situation. Delivery of contents and its presentation including summary essential aspects of the teaching - learning.

(iv) Teacher Characteristics: This dimension refers to the personality make up and its behavioural manifestations that have their own level of acceptability or unacceptability in the teaching profession. Ability to arouse interest in the students and seeking active participation of pupils constitute essential characteristics of an effective teacher.

(v) Interpersonal Relationship: The ability of the teacher to adopt himself/herself to maintain cordial relations with his/her colleagues, pupils, their parents and other persons in the community with whom he/she is to interact as part and parcel of his/her profession from the basis of this dimension.

PEDAGOGICAL CONTENT KNOWLEDGE (PCK)

Lee Shulman (1986) advanced thinking about teacher knowledge by introducing the idea of Pedagogical Content Knowledge (PCK). He claimed that the emphases on teachers' subject knowledge and pedagogy were being treated as mutually exclusive domains in research concerned with these domains (1987). The practical consequence of such exclusion was production of teacher education programs in which a focus on either subject matter or pedagogy dominated. To address this dichotomy, he proposed to consider the necessary relationship between the two by introducing the notion of PCK.

This knowledge includes knowing what teaching approaches fit the content and similarly, knowing how elements of the content can be arranged for better teaching. This knowledge is different from the knowledge of a disciplinary expert and also from the general pedagogical knowledge shared by teachers across disciplines. PCK is concerned with the representation and formulation of concepts, pedagogical techniques and knowledge of what makes concepts difficult or easy to learn, knowledge of students’ prior knowledge and theories of epistemology. It also involves knowledge of teaching strategies that incorporate appropriate conceptual representations, to address learner difficulties and misconceptions and foster meaningful understanding. It includes knowledge of what the students bring to the learning situation, knowledge that might be
either facilitative or dysfunctional for the particular learning task at hand. This knowledge of students includes their strategies, prior conceptions (both "naïve" and instructionally produced); misconceptions students are likely to have about a particular domain and potential misapplications of prior knowledge.

PCK exists at the intersection of content and pedagogy. It does not refer to a simple consideration of content and pedagogy, together but in isolation; but rather to an amalgam of content and pedagogy thus enabling transformation of content into pedagogically powerful forms. PCK represents the blending of content and pedagogy into an understanding of how particular aspects of subject matter are organized, adapted, and represented for instruction. According to Shulman, (1986) having knowledge of subject matter and general pedagogical strategies, though necessary, were not sufficient for capturing the knowledge of good teachers. To characterize the complex ways in which teachers think about how particular content should be taught. Shulman further argued and said that "pedagogical content knowledge" as the content knowledge that deals with the teaching process, including the "the ways of representing and formulating the subject that makes it comprehensible to others". If teachers were to be successful they would have to confront both issues (of content and pedagogy) simultaneously, by embodying "the aspects of content most germane to its teachability" (Shulman, 1986). What is at the very heart of PCK is the manner in which subject matter is transformed for teaching. This occurs when the teacher interprets the subject matter, finding different ways to represent it and make it accessible to learners.

The notion of PCK, ever since its implementation in 1987, has permeated the scholarship that deals with teacher education in general and the subject matter education in particular (Shulman, 1987). It is valued as an epistemological concept that usefully blends together the traditionally separated knowledge bases of content and pedagogy. Diagrammatically, we can represent Shulman’s contribution to the scholarship of teacher knowledge by connecting the two circles, so that their intersection represents Pedagogical Content Knowledge as the interplay between pedagogy and content.
In the words of Shulman, this intersection contains within it, "the most regularly taught topics in one’s subject area, the most useful forms of representation of those ideas, the most powerful analogies, illustrations, examples, explanations, and demonstrations - in a word, the ways of representing and formulating the subject that make it comprehensible to others" (Shulman, 1986).

**Definition of PCK**

"Pedagogical content knowledge identifies the distinctive bodies of knowledge for teaching. It represents the blending of content and pedagogy into an understanding of how particular topics, problems or issues are organized, represented, and adapted to the diverse interests and abilities of learners, and presented for instruction. Pedagogical content knowledge is the category most likely to distinguish the understanding of the content specialist from that of the pedagogue" (Shulman, 1987).

Shulman proposed several key elements of pedagogical content knowledge:

(i) Knowledge of representations of subject matter (content knowledge)

(ii) Understanding of students’ conceptions of the subject and the learning and teaching implications that were associated with the specific subject matter.

(iii) General pedagogical knowledge (teaching strategies)
He included other elements to complete what he called the content knowledge base for teaching:-

(i) Curriculum knowledge

(ii) Knowledge of educational contexts

(iii) Knowledge of the purpose of education (Shulman, 1987)

(iv) Looking at the incredible research of Lee Shulman (1986), the following steps are clear as necessary Observable Behaviours of the teachers as they present their content to the recipients:-

(i) Comprehension: To teach is to understand. In order to actualize the plan of action purpose, subject-matter structure and ideas within and outside the discipline is to be maintained.

(ii) Transformation: Comprehended ideas must be transformed in some manner if they are to be taught. Transformations require some combinations or ordering such as preparation (of the given text material), representation of the ideas in the form of analogies, metaphors, instructional selections from among an array of teaching methods and model, adaptation to the characteristics of the students and tailoring the adaptations to the specific students in the classroom.

(iii) Instruction: The variety of teaching acts includes management of the class, presentation of the text materials, interaction with the students, group work for the students, discipline in the class, humour which avoids monotony in the class, questioning in order to whether the students are able to follow the context, and above all discovery and inquiry instruction.

(iv) Evaluation: This process ensures that the teacher checks for understanding and misunderstanding during interactive teaching. As a result, the teacher evaluates his other own performance and makes adjustments for experience.

(v) Reflection: This process includes a series of steps, including reviewing; reconstructing, re-enacting, and critically analysing one’s teaching to improve.
New comprehensions: The expectation is that through acts of teaching the teacher achieves a new understanding of purposes, subject matter, students, teaching, and self.

The research about the role of the teacher in the instructional process yielded a profile of how complex classroom teaching is with hundreds of decisions being made by the teacher each minute. Further research identified how much pedagogical knowledge came to bear on each decision. With the synthesis of many studies terms such as "expert teacher", "effective teaching" and "teacher competencies" emerged.

This area where these two overlap that the facilitation of learning in a specific subject area begins. Whereas a teacher's knowledge of the subject area may be personal and applied in many personal situations and experiences these experiences in and of themselves do not necessarily foster understanding of subject or concepts for students.

In other words, it can be said that successful teachers cannot simply have an intuitive or personal understanding of a particular concept, principle, or theory. Rather, in order to foster understanding, they must themselves understand ways of representing the concepts for students. (Shulman, 1987)

Despite a teacher's deep understanding of a subject area s/he must also be able to foster understanding of subject or concepts for students. Shulman (1987) calls this pedagogical content knowledge. Let us not by pass that a Pedagogical content knowledge includes the most regularly taught topics in one's subject area, the most useful forms of representation of those ideas, the most powerful analogies, illustrations, examples, explanations, and demonstrations - in a word, the ways of representing the subject that make it comprehensible to others. . . it also includes an understanding of what makes the learning of specific topics easy or difficult: the conceptions and preconceptions that students of different ages and backgrounds bring with them to learning. (Shulman, 1987)

Pedagogical Content Knowledge (PCK) is grounded in beliefs and practices of the teacher. It also includes conceptual and procedural knowledge, a repertoire of varied techniques or activities (which meet different learning styles or preferences) knowledge of techniques for assessing and evaluating, and knowledge of a variety of resources which can be easily accessed for use in the classroom. Pedagogical content
knowledge "represents a class of knowledge that is central to teachers' work and that would not typically be held by non-teaching subject matter experts or by teachers who know little of that subject". (Marks, 1990).

**ROLE OF ELEMENTARY EDUCATION**

According to NPE (1986) Elementary education is the most crucial stage of education spanning in the first eight years of schooling and laying the foundation for the personality, attitudes, social confidence, habits, learning skills and communicating capabilities of pupils. The basic skills of reading, writing and arithmetic are acquired at this stage. Values are internalized and environmental consciousness sharpened. This is the stage when physical growth can be assisted, interests in sports and adventure can be roused and manual dexterity can also be developed. If a child goes through good education at this stage, he never looks back in his life for he has been prepared to exercise his initiative to overcome difficulties. The universal primary education presents itself in three aspects:

(i) It concerns the education of poor children in the rural and tribal areas.

(ii) It concerns girls more than boys.

(iii) It is not only a question of the quantitative expansion of education but also of its qualitative reshaping as well.

The profession of a teacher is a highly respected and specialized field, be it teaching kindergarten, grade school, high school, college, or post-graduate courses. Teachers are necessary in all fields of education and in order to be teachers themselves, they need to be educated by experts in their desired fields.

Three themes central to teaching today—professionalism, diversity, and reform—are woven through the text to give students deeper understanding of and better preparation for the teaching profession. Two central questions frame the text: “Do I want to be a teacher?” and “What kind of teacher do I want to become?” provide students a core examination of key topics.

Teacher effectiveness leads to professionalism. Professionalism is the theme that ties together topics such as career selection, teacher working conditions, career-long development, teacher evaluation, and relationships with supervisors, peers, students, parents, and the community. The movement toward professionalism provides
a tangible goal that can guide beginning teachers as they develop and it has both short-
term and long-term potential for improving teaching. Professionalism also provides a 
framework for examining a number of important issues that developing teachers face,
such as standards, accountability and testing and merit pay.

Teacher effectiveness mostly depends upon aspects having a positive attitude, 
the development of a pleasant social / psychological climate in the classroom, having 
high expectations of what pupils can achieve, lesson clarity, effective time 
management, strong lesson structuring, the use of a variety of teaching methods, using 
and incorporating pupil ideas and using appropriate and varied questioning.

However, effective teaching methods are context specific. What is needed for a 
teacher to be effective can vary depending upon factors such as: the type of activity in 
the lesson, the subject matter, the pupil backgrounds (such as age, ability, sex, socio-
economic status and ethnicity), the pupils' personal characteristics (such as personality, 
learning style, motivation and self-esteem) and the culture / organisation of the 
department and school.

**Elementary Teacher Education (ETE) in India**

Elementary education refers to the education imparted to children between the age 
group of 4 to 14 years. The education system in India is supposed to be the second largest 
and well-developed after America but in the rural areas, the number of drop-outs at the 
elementary level is quite high. The government, however, is taking steps to enhance the 
scenario and has been creating programs that would make education easily accessible to 
everyone and also ensure that they continue with higher education. In order to strengthen 
elementary education in India it is also essential to provide proper training to the teachers 
entrusted with the duty of educating the students. There are quite a number of institutes 
that conduct elementary teacher education (ETE) in India.

Elementary level education lays the foundation of learning in a child. It is, thus, 
very important that teachers acquire proper training in order to handle children at the 
elementary level. The course includes all the major aspects of the field of study. Apart 
from the theory part, teachers also go through practical training courses. However, 
candidates willing to pursue an elementary teacher education course in India need to fulfil 
the admission criteria as mentioned by the respective institutes. Candidates who have 
qualified their 10+2 examination or equivalent from a recognized board with the
minimum percentage of marks are eligible for admission to this course. The growing need for trained teachers for the proper functioning of the schools have compelled private institutions to start various courses in elementary teacher education (ETE) in India.

Comfortable hours of working and paid vacations are considered to be the main reasons behind the popularity of teaching as a profession. However, teaching when compared to other professions is less lucrative but it is the mental satisfaction attached with the profession that draws the attention of individuals.

PERSONALITY TRAITS OF A BRILLIANT TEACHER

In order to be a good teacher, one must first understand the concept of "personality". Teacher’s personality is one of the major factors achieving quality education. To improve pupils’ achievement levels, teachers must be knowledgeable and strive harder to keep informed of the most up-to-date methods and techniques in teaching.

The personality of a teacher refers to all aspects of a person that influence his characteristics, ways of performing, thinking, and feeling. Therefore, to become an efficient and effective teacher, one must strive to be competent. One should possess the personality traits essential for good quality education. These traits are physical, intellectual, social, and emotional. A teacher must be physically, intellectually, socially and emotionally fit to teach.

It is quite important for teachers to be friendly and approachable so that pupils feel that they can come to them for advice. Pupils should be encouraged to ask questions and get involved in classroom debates and discussions.

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. They need to be the type of person that is open to trying new things and adaptive to change in the workplace.

Attainment of the objectives and goals of the school depends on its human resources especially the teachers. The teachers’ conditions and capabilities, self-perceptions, sense of worth and attitudes toward work are essential factors in the success of learning principles of the school. Most of all, the personality traits of a
teacher contribute much to the efficiency and effectiveness in teaching and for good quality education.

In order to become an efficient and effective teacher, one must strive to be competent. One should possess the personality traits essential for good quality education. These traits are physical, intellectual, social, and emotional. A teacher must be physically, intellectually, socially and emotionally fit to teach.

A teacher has to don the mantle of a fair evaluator, an adept manager, a strict disciplinarian, a healing therapist and a skilful team leader. Moreover, at times, a teacher also plays the role of a surrogate parent. Thus, a teacher should possess certain requisite qualities expected of him. This will help him elicit the best from his students and enjoy a rewarding career too.

The following few characteristics mentioned will illustrate about a good teacher:-

(i) There are moments when a teacher might feel like yelling or shouting at students, but a good teacher is one who knows how to keep the temper in check and act calmly in such situations.

(ii) A good sense of humour is another great tool that helps a teacher to simplify his task. Wit and humour, when applied in the proper manner, can form an important part of a successful teaching program.

(iii) A good teacher must have good time management skills and always value the importance of time. In fact, wise utilization of time is the hallmark of a good teacher.

(iv) A teacher should always adopt a good rapport with the students, management and the parents.

(v) A good teacher should have the necessary command over the subject matter he teaches. This way, he can be comfortable while explaining things. Besides, he will be equipped with answers of any possible questions that might crop up during the lecture sessions.

(vi) A teacher should be dedicated towards his work. He should not kill his time in the classroom and wait for the school bell to ring. Instead, taking out time and engaging in after-school meetings and activities is what suits him.
(vii) A good teacher should be meticulous and have an eye for detail. In fact, a disorganized person would find the vocation unsuitable and unfulfilling. Well thought-out plans and programs for teaching will assist the productivity of a teacher.

(viii) A good teacher should be a good leader and a good friend. He should also be a disciplinarian and the students must look up to him. However, this should not stop him from acting like an ally under certain situations.

(ix) The greater the time students work together and the greater the responsibility students take for their work, the greater the learning.

(x) Academic Learning Time (ALT): The greater the time students spend working successfully on task, the greater the student's achievement.

(xi) It is the teacher who makes the difference in what happens in the classroom.

(xii) Since there is no one best way to teach effectively, the teacher must be a decision maker able to translate the body of knowledge about teaching into increased student learning.

(xiii) By far the most important factor to school learning is the ability of the teacher. The more capable the teacher, the more successful the student.

(xiv) There is no accomplishment without risk.

(xv) The teacher is enthusiastic with standards and expectations for students and self. The teacher understands the intrinsic motivations of individuals and knows what it is that motivates students to take action in constructive ways.

(xvi) The teacher is deliberate in coming to conclusions. Strives to look at all aspects of the situation and remains highly fair and objective under most difficult circumstances. Believes that problems can be resolved if enough input and attention is given by people who are affected.

(xvii) The teacher is caring, empathetic and able to respond to people at a feeling level. Open with personal thoughts and feelings, encouraging others to do likewise. Knows and understands the feelings of students.
The teacher is honest and authentic in working with others. Consistently lives up to commitments to students and others. The teacher works with them in an open, honest, and forthright manner.

The four stages of teaching: Fantasy, Survival, Mastery, and Impact.

The use of criterion-referenced tests to evaluate the performance of the students.

CLASSIFICATION OF EFFECTIVE TEACHERS’ TRAITS

When one talks about the traits of a teacher, it is nothing but the mastery over the subject matter, motivation, dedication, cooperation, sense of humour, creativity, disciplinary ability, academic standards, promptness with reports, efficient methodology and generosity with personal time in assessing students.

Sharma (2001) in his well-known book ‘Technological Foundation of Education’ lists out fifteen components of an effective teacher. These significant components are: buoyancy, considerateness, cooperativeness, emotional stability, ethicalness, forcefulness, intelligence, judgment, objectivity, personal charm, physical energy, resourcefulness and scholastic proficiency.

SUCCESSFUL TEACHER

The most successful teachers in life have one major thing in common. They build quality relationships with their students and inspire them to what to learn. These winning teachers understand that real student achievement cannot be measured in mere test scores or even report cards but in the small day to day moments of their students’ individual triumphs. The teachers people admire most are those who remain intellectually curious and professionally vital both inside and outside the classroom for decades. They avoid stagnation at all costs and maintain an enviable passion for children and the learning process. They remain vivid in the students' memories forever because of their creativity, sense of fun, and compassion. Some inevitable qualities of a successful teacher can be enumerated in the following way:-

(i) Good communicator: successful teachers are good communicators. They do not condescend or engage in sarcasm at the expense of their students rather are focused on helping their pupils to build confidence and healthy self-esteem. They understand that how well their students are able to build on fundamental skills is largely tied to how they see themselves and how they feel about their own abilities.
(ii) Encourage students to think critically: The teachers understand that learning is a process and children absorb information differently. Therefore successful teachers are able to get results from all students, not just those who are “good”, “gifted” or well-behaved rather achieve their success by creating stimulating classroom learning environments in which students are encouraged to think critically while being developed socially and emotionally as well as academically.

(iii) Promote diversity: Successful teachers recognize the importance of honoring and acknowledging diversity and of promoting cultural literacy. They promote a positive school culture and employ the use of engaging lesson plans that provide hands on project based and experiential learning opportunities.

(iv) Enabling solving problems: All teachers who have had consistent success in the classroom understand that it is not enough merely to dispense information. They realize that in order for students to really learn beyond text books and worksheets and truly achieve they must develop the ability to be able to solve problems and find their own answers.

(v) Organization in presentation: Teaching is a major commitment and those who have had the most success with their students are patient, observant, organized and creative. They have won the battle of preparation and classroom management and can spend the appropriate time being attentive to the specific needs of all of their students.

(vi) Think beyond the boundary: Successful teachers are generally those who have the ability to think outside of the box, perhaps the most important trait of successful teachers is their own ability to continue to grow learn as individuals as well as professionals. It is this open mindedness and the seeking out of new information and practices that insures their continued success in the classroom.

(vii) Hold high expectations: The most effective teachers expect great accomplishments from their students and don't accept anything less. In education, expectations form a self-fulfilling prophecy. When teachers believe each and every student can soar beyond any imagined limits, the children will sense that confidence and work with the teacher to make it happen.
(viii) Think creatively: The best teachers think outside the box, outside the classroom, and outside the norm. They leap outside of the classroom walls and take their students with them. The top teachers try to make classroom experiences exciting and memorable for the students. They seek ways to give their students a real world application for knowledge, taking learning to the next action-packed level. They think tactile, unexpected and become movement-oriented.

(ix) Be versatile and sensitive: The best teachers live outside of their own needs and remain sensitive to the needs of others, including students, parents, colleagues, and the community. It's challenging because each individual needs something different, but the most successful teachers are a special breed who play a multitude of different roles in a given day with fluidity and grace, while remaining true to them.

(x) To be curious, confident, and evolving: The teachers people most admire are those who renew their energy by learning new ideas from younger teachers, and they aren't threatened by new ways of doing things on campus. They have strong core principles, but somehow still evolve with changing times. They embrace new technologies and confidently move forward into the future.

(xi) To be imperfectly human: The most effective educators bring their entire selves to the profession. They celebrate student successes, show compassion for struggling parents, tell stories from their own lives, laugh at their mistakes, share their unique quirks, and aren't afraid to be imperfectly human in front of their students. They understand that teachers don't just deliver curriculum, but rather the best teachers are inspiring leaders that show students how they should behave in all areas of life and in all types of situations. Top teachers admit it when they don't know the answer. They apologize when necessary and treat students with respect.

(xii) Emphasize the fun in learning and in life: The teachers people admire most are those who create light-hearted fun out of serious learning. They aren't afraid to be silly because they can snap the students back into attention at will - with just a stern look or a change in tone of voice.
(xiii) Sense of humour: A sense of humour can help you become a successful teacher. A sense of humour can relieve tense classroom situations before they become disruptions, class more enjoyable for students and possibly make students look forward to attending and paying attention. Most importantly, a sense of humour will allow seeing the joy in life and make a teacher happier person as one progress through this sometimes stressful career.

(xiv) A positive attitude: A positive attitude is a great asset in life. A teacher will be thrown many curve balls in life and especially in the teaching profession. A positive attitude will help you cope with these in the best way.

(xv) High expectations: An effective teacher must have high expectations. This is not to say that you should create unrealistic expectations. However, your expectations will be one of the key factors in helping students learn and achieve.

(xvi) Consistency: In order to create a positive learning environment your students should know what to expect from you each day. You need to be consistent. This will create a safe learning environment for the students and they will be more likely to succeed. It is amazing that students can adapt to teachers throughout the day that range from strict to easy.

(xvii) Fairness: A fair teacher treats students equally in the same situation. For example, students complain of unfairness when teachers treat one gender or group of students differently. It would be terribly unfair to go easier on the football players in a class than on the cheerleaders. Students pick up on this so quickly, so be careful of being labelled unfair.

(xviii) Flexibility: One of the tenets of teaching should be that everything is in a constant state of change. Interruptions and disruptions are the norm and very few days are 'typical'. Therefore, a flexible attitude is important not only for your stress level but also for your students who expect you to be in charge and take control of any situation.

**TEACHERS’ STATUS IN THE CONSTITUTION OF INDIA**

Traditionally, in India, teachers have always been held in high esteem. Hymns are sung in honour of teachers in religious scriptures in India. In the ancient Indian tradition, teachers have been elevated to the rank of god:
Gurur Brahma, Gurur Vishnu, Gurur Devo Maheshwarah,

Gurur Sakshat Param Brahma, Tasmai Shri Guruve Namah!

Translation:

Teacher is Brahma, Teacher is Vishnu, Teacher is Mahesh,

Teacher is God made apparent, Salutations to the Revered Teacher!

In several government documents too, teachers have been assigned a place of great distinction. The report of the education commission of 1964-66 (Kothari Commission), opens with the sentence: ‘the destiny of India is being shaped in her class rooms’, suggesting that the teachers are makers of destiny. The national policy on education (Govt. of India, 1986, Section ix) states: ‘no person in the society should raise above (sic) the status of a teacher.’

Probably in part due to this high opinion of them, teachers have also been given a special legal status by the constitution of India. Their representation in the upper house of the state legislatures has been provided for by the constitution.

This, however, also amounts to discrimination among teachers across the states as only large states in India have an upper house (legislative council). In many states where upper chambers earlier existed, they were abolished by acts of parliament.

Article 171(3) (c) of the constitution of India states that; as 1/12 of the members of the legislative council shall be elected by electorates consisting of persons who have been for at least three years engaged in teaching in such educational institutions not lower in standard than that of a secondary school, as may be provided by or under any law made by the parliament.

Besides this article 171(3)(e) of the constitution empowers the governor of the state to nominate members for the legislative council (1c) from among persons ‘having special knowledge or practical experience in respect of matters like literature, science, art, co-operative movement and social service’. The constitution grants voting rights to a limited numbers of persons to elect members of the legislative council. They are:-
(i) Members of the Legislative Assembly

(ii) Members of local bodies

(iii) Graduates of the state, and

(iv) Teachers of secondary schools and above.

Thus, no other section of government employees has been given the special status enjoyed by the teachers. The general education system in the state has three sub-sectors that are constitutionally recognized: primary, secondary and higher education. However, out of these three, teachers of only secondary and higher educational institutions are entitled to elect their representatives for the Legislative Council.

Primary teachers have been deprived of this special status. There exists a big anomaly, however. It is that:- Teachers teaching in primary and middle sections of a secondary school, if they otherwise are qualified, are eligible to vote in the election of teachers’ representatives and they are entitled to be registered in teachers’ constituency.

(Election Report: 1976)

The special status of teacher can be analyzed in two ways: (i) their status as electors of their representative, and (ii) their status as candidates in teachers’ constituencies or as representatives of teachers after they have been elected to the L.C. While there is no debate with regard to their status as described in (i) their position as mentioned in (ii) has been debatable and controversial.

A teacher has to mingle with varieties of students coming from different backgrounds. In the course of interactions, the teacher encounters different moods of the students which either positively or negatively affects him/her. The teacher will be emotionally dull or supported by different moods of the students. Therefore, let us understand what is an emotion and its effects in the day today teaching-learning process.

A human person is not made of either stone or iron rather made of flesh and blood. Therefore, a human person can feel and these feelings can be expressed in the form of words or sentences. These feelings could be both destructive as well as constructive. All the destructive feelings could be channeled to constructive endeavour only if a person is emotionally mature and is able to deal with them constructively. If an emotion is channelized to constructive behaviour learning, it could be termed as
emotional maturity. When an emotion is able to understand the emotions, feelings of another to move towards academic achievement, it could be termed as emotional intelligence.

**MULTIPLE INTELLIGENCE**

The ‘theory of multiple intelligences’ was proposed by Howard Gardner in 1983 as a model of intelligence that differentiates intelligence into various specific (primarily sensory) modalities, rather than seeing it as dominated by a single general ability.

Gardner argues that there are a wide variety of cognitive abilities which are only very weakly correlated with one another, despite the close correlations between aspects of intelligence generally measured by traditional intelligence (IQ) tests or psychometrics. For example, the theory predicts that a child who learns to multiply easily is not necessarily generally more intelligent than a child who has more difficulty on this task. The child who takes more time to master simple multiplication (i) may best learn to multiply through a different approach, (ii) may excel in a field outside of mathematics, or (iii) may even be looking at and understand the multiplication process at a fundamentally deeper level. Such a fundamentally deeper understanding can result in what looks like slowness and can hide a mathematical intelligence potentially higher than that of a child who quickly memorizes the multiplication table despite a less detailed understanding of the process of multiplication.

Gardner has articulated eight basic types of intelligence to date without claiming that this is a complete list. Gardner's original list included seven of these; in 1999 he added a naturalist intelligence. He has also considered existential intelligence and moral intelligence but does not find sufficient evidence for these based upon his articulated criteria which include:

(i) The potential for brain isolation by brain damage,

(ii) Its place in evolutionary history,

(iii) The presence of core operations,

(iv) Susceptibility to encoding (symbolic expression),
(v) A distinct developmental progression,

(vi) The existence of savants, prodigies and other exceptional people,

(vii) Support from experimental psychology and psychometric findings.

The currently accepted intelligences theory's are as follows :-

(i) Spatial: This area deals with spatial judgment and the ability to visualize with the mind's eye. Careers which suit those with this type of intelligence include artists, designers and architects. A spatial person is also good with puzzles.

(ii) Linguistic: This area has to do with words, spoken or written. People with high verbal-linguistic intelligence display a facility with words and languages. They are typically good at reading, writing, telling stories and memorizing words along with dates. They tend to learn best by reading, taking notes, listening to lectures, and by discussing and debating about what they have learned. Those with verbal-linguistic intelligence learn foreign languages very easily as they have high verbal memory and recall, and an ability to understand and manipulate syntax and structure.

(iii) Logical-Mathematical: This area has to do with logic, abstractions, reasoning and numbers. While it is often assumed that those with this intelligence naturally excel in mathematics, chess, computer programming and other logical or numerical activities, a more accurate definition places less emphasis on traditional mathematical ability and more on reasoning capabilities, recognizing abstract patterns, scientific thinking and investigation and the ability to perform complex calculations. It correlates strongly with traditional concepts of "intelligence" or IQ.

(vi) Bodily-Kinesthetic: The core elements of the bodily-kinesthetic intelligence are control of one's bodily motions and the capacity to handle objects skillfully. Gardner elaborates to say that this intelligence also includes a sense of timing, a clear sense of the goal of a physical action, along with the ability to train responses so they become like reflexes.
In theory, people who have bodily-kinesthetic intelligence should learn better by involving muscular movement (e.g. getting up and moving around into the learning experience), and are generally good at physical activities such as sports or dance. They may enjoy acting or performing, and in general they are good at building and making things. They often learn best by doing something physically, rather than by reading or hearing about it. Those with strong bodily-kinesthetic intelligence seem to use what might be termed muscle memory - they remember things through their body such as verbal memory.

Careers that suit those with this intelligence include: athletes, pilots, dancers, musicians, actors, surgeons, doctors, builders, police officers and soldiers. Although these careers can be duplicated through virtual simulation, they will not produce the actual physical learning that is needed in this intelligence.

(i) Musical: This area has to do with sensitivity to sounds, rhythms, tones and music. People with a high musical intelligence normally have good pitch and may even have absolute pitch, and are able to sing, play musical instruments, and compose music. Since there is a strong auditory component to this intelligence, those who are strongest in it may learn best via lecture. Language skills are typically highly developed in those whose base intelligence is musical. In addition, they will sometimes use songs or rhythms to learn. They have sensitivity to rhythm, pitch, meter, tone, melody or timbre.

(ii) Interpersonal: This area has to do with interaction with others. In theory, people who have a high interpersonal intelligence tend to be extroverts, characterized by their sensitivity to others' moods, feelings, temperaments and motivations, and their ability to cooperate in order to work as part of a group. They communicate effectively and empathize easily with others and may be either leaders or followers. They typically learn best by working with others and often enjoy discussion and debate.

(iii) Intrapersonal: This area has to do with introspective and self-reflective capacities. People with intrapersonal intelligence are intuitive and typically introverted. They are skillful at deciphering their own feelings and motivations. This refers to
having a deep understanding of the self; what one’s strengths/weaknesses are, what makes one unique, one can predict his/her own reactions/ emotions.

(iv) Naturalistic: This area has to do with nurturing and relating information to one’s natural surroundings. Careers which suit those with this intelligence include naturalists, farmers, and gardeners.

(v) Existential: Some proponents of multiple intelligence theory proposed spiritual or religious intelligence as a possible additional type. Gardner did not want to commit to a spiritual intelligence, but suggested that an "existential" intelligence may be a useful construct. Ability to contemplate phenomena or questions beyond sensory data, such as the infinite and infinitesimal. Careers or callings which suit those with this intelligence include shamans, priests, mathematicians, physicists, scientists, cosmologists, and philosophers. This is shown in figure 1.3.

**FIGURE 1.3**
**MULTIPLE INTELLIGENCES**

(Source: http://theoriesincareertech.wikispaces.com/file/view/Multiple_Intelligences_diagram3.jpg/101082917/Multiple_Intelligences_diagram3.jpg)
Elementary or primary school is the backbone for all people's education and so is the role of primary school teachers. Thus, these teachers have to be able to convey basic principles, such as reading, spelling, writing and arithmetic, as well as cover basic science, social studies, and sometimes foreign language courses. Of course, all of this has to be taught in an age-appropriate fashion.

A teacher or an educator is a person who provides education for pupils (children) and students (adults). The role of a teacher is often formal and ongoing, carried out at a school or other place of formal education. In many countries, a person who wishes to become a teacher must first obtain specified professional qualifications or credentials from a university or college. These professional qualifications may include the study of pedagogy, the science of teaching. Teachers, like other professionals, may have to continue their education after they qualify, a process known as continuing professional development. Teachers may use a lesson plan to facilitate student learning, providing a course of study which is called the curriculum.

A teacher's role may vary among cultures. Teachers may provide instruction in literacy and numeracy, craftsmanship or vocational training, the arts, religion, civics, community roles or life skills. A teacher who facilitates education for an individual may also be described as a personal tutor or largely historically, a governess.

The basic concept of Emotional Intelligence (EI) is how people perceive, appraise and express their own emotions, how they use emotions to facilitate and prioritize thinking, employing the emotions to aid in judgments (using the information that emotions provide), how people control their emotions rather than being at their whim – using feelings as a ‘resource’ how one is able to read other people and getting some external validation of this ability to be able to fine tune it and things like ‘visionary leadership, influence, developing others, communication, change catalysis, conflict management, building bonds, teamwork and collaboration. These basic principles are required to possess in the life of a primary school teachers to be effective.

Teaching with creativity and teaching for creativity include all the characteristics of good teaching – including high motivation, high expectations, the ability to communicate and listen and the ability to interest, engage and inspire. Creative teachers need expertise in their particular fields but they need more than this. They need techniques that stimulate curiosity and raise self esteem and confidence.
They must recognize when encouragement is needed and confidence threatened. They must balance structured learning with opportunities for self-direction; and the management of groups while giving attention to individuals.

Primary school teachers can have a huge influence on encouraging students to be creative but for creativity to flourish it needs to be built into the whole school ethos. Since they are the sailors in the first stages of intellectual formation the primary school teachers could

(i) give students extended, unhurried time to explore and do their best work and not to interfere when students are productively engaged and motivated to complete tasks in which they are fully engaged.

(ii) create an inviting and exciting classroom environment. Provide students with space to leave unfinished work for later completion and quiet space for contemplation.

(iii) provide an abundant supply of interesting and useful materials and resources and

(iv) create a classroom climate where students feel mistakes are acceptable and risk taking is encouraged. Appropriate noise, mess and autonomy are accepted.

**NATURE OF INTELLIGENCE**

We generally think of intelligence in terms of how an individual behaves. This is actually a very practical consideration for it is usually more defensible to say that a person has behaved intelligently than it is to say this person has intelligence.

Intelligence is not a “thing” which one can see, hold, touch etc. Instead, intelligence is a way of behaving. As such, then we may expect, and do find that people differ widely in this respect. They differ not only in the degree of intelligence but also they possess in the kind, i.e., the different mental abilities they have. The typical behaviour of some people is consistently at a high level, and they are said to be intelligent. Likewise, the typical behaviour of the other is consistently at a much lower level and they are said to be dull, stupid or significantly lacking in intelligence.

Two people may function intellectually at about the same level and still vary greatly in the kind of intelligence they possess. In the following paragraphs we shall discuss some of the ways in which people differ in intelligence.
One indication of intelligence is how a person learns. To grasp the meaning of intelligence we must also concern ourselves with what he learns as well as with how he learns it. Even this does not tell the whole story. Some people learn rapidly in certain areas of behaviour, while others do quite poorly in these areas but at the same time do well in others.

We think of intelligence as being composed of many abilities – or factors as psychologists choose to call them. To speak about it more in general terms, we might say that the layman frequently and perhaps usually thinks of intelligence as the ability to learn - particularly in school situations. Intelligence involves the ability to recognize relationships, to recall, to evaluate, to choose wisely or effectively and to apply parts of past experiences to present behavioural situations. Thus, in the application of the knowledge and skills which a person has acquired, we see evidence of his intelligence. When a person faces a novel situation or problem the person must make some adjustment to it. The adjustment is to be made in keeping with his level of intellectual functioning. Though he never faced a similar situation before, the intelligent person is able to deal with it more effectively than is the person who is lacking in intelligence.

At the end, it can be said that it is a factor conceived by psychologists to direct and explain individual differences among persons. It is no organic existence. It is not an object. It is a process of activity. Intelligence is an all inclusive term used to explain human thinking, reasonability and power of understanding, memory, judgment, organized activities and all such works. Accumulation and storing of knowledge may be called wisdom but practical application of accumulated knowledge in day-to-day affairs of life is true intelligence. Hence, intelligence is what intelligent persons do.

**Kinds of Intelligence**

Thurstone (1877-1955) has suggested three broad categories of intelligence:

(i) **Abstract Intelligence**: He defined this as the “ability to understand and manage symbols, such as words, number, chemical or physical formulas, legal decisions, scientific principles and the like....” In the case of students, this is very close to what is called ‘scholastic aptitude’.
(ii) Mechanical Intelligence: This includes, “The ability to learn, to understand and manage things and mechanism, such as a knife, a gun, a moving machine, an automobile, a boat, a lathe…”

(iii) Social Intelligence: “This is the ability to understand and manage men and women, boys and girls to act wisely in human relations.”

Therefore, let us understand elaborately what exactly is the meaning of emotion, emotional intelligence and how does it affect in the field of learning.

**EMOTIONAL INTELLIGENCE**

The American Heritage Dictionary (1969) defines emotion as “an intense mental state that arises subjectively rather than through conscious effort and is often accompanied by physiological changes” and as “the part of the consciousness that involves feelings; sensibility.”

The word motion is a derivative of the Latin root, *movere*, to move. Anyone who has experienced intense joy, desire, anger, or grief knows that emotions are anything but static mental states. Emotions are something we do.

Emotions draw our attention and propel us into action, rapidly organizing the responses of different biological systems – facial expression, muscle tone, voice, nerves, and hormones – and putting us in optimum condition to respond. Emotions serve to establish our position relative to our environment, pulling us toward certain people, objects, actions and ideas and pushing us away from others. They allow us to defend ourselves in dangerous situations, fall in love, and protect the things we value, mourn significant loss and overcome difficult obstacles in the pursuit of goals.

The words emotion and motivation are closely related. In order to be strongly motivated, we have to feel strongly. We are moved to do things, and moved by things. In Golman’s (2000) words, “Every strong emotion has at its roots an impulse to action; managing those impulses is basic to emotional intelligence.”

The terms emotional intelligence, emotional literacy, emotional competence and emotional competencies are used in varying contexts throughout these pages. Emotional intelligence is the capacity to acquire and apply information of an emotional nature, to feel and to respond emotionally. This capacity resides in the emotional brain/mind. Emotional literacy and emotional competence are used interchangeably to
describe the relative ability to experience and productively manage emotions. The shorthand for these terms is EQ. Emotional competencies are skills and attributes – self-awareness, empathy, impulse control, listening, decision making, and anger management – whose level of development determines the strength of our emotional intelligence and the degree of our emotional competence.

Emotional Intelligence (EI), often measured as an Emotional Quotient (EQ), is a term that describes the ability, capacity, skill or (in the case of the trait EI model) a self-perceived ability, to identify, assess, and manage the emotions of one's self, of others, and of groups. Different models have been proposed for the definition of EI and disagreement exists as to how the term should be used. Despite these disagreements, which are often highly technical, the ability EI and trait EI models (but not the mixed models) are enjoying considerable support in the literature and have successful applications in many different domains.

**Definition of Emotional Intelligence**

John D. Mayer and Peter Salovey (1995): “Emotional intelligence may be defined as the capacity to reason with emotion in four areas: to perceive emotion, to integrate it in thought, to understand it and to manage it.” A person will be termed emotionally intelligent in proportion if he/she is able to:

(i) Identify and perceive various types of emotions in others.

(ii) Sense own feeling and emotions.

(iii) Incorporate the perceived emotions in his thought.

(iv) Have proper understanding of the nature, intensity and outcome of his emotions.

(v) Exercise proper control and regulation over the expression and use of emotions in dealing with him and others so as to promote harmony, prosperity and peace.

Yetta Lautenschlager (1997) a NIP teaching fellow of Hamden, Connecticut, U.S.A. writes, “to be emotionally intelligent, I submit that you must become proficient in the four A’s of emotional intelligence i.e. Awareness, Acceptance, Attitude and Action. Awareness means knowing what you are feeling when you are feeling it. Acceptance means believing that emotions are a biological process taking place in the body and the brain and that is not always rational. It means being able to feel an emotion without judging it. Attitudes are beliefs that are attached to emotion. These are
times when the emotion follows an attitude or is colored by an attitude. Unless the attitude is challenged, the emotion will continue to be felt in the same direction. Action is the behavior you take based on emotion and attitude.”

**CHARACTERISTICS OF AN EMOTIONALLY MATUREMENT PERSON**

An emotionally matured person demonstrates the following traits and characteristics in his behaviour :-

(i) Almost all the emotions can be distinctly seen in him and their pattern of expression can be easily recognized.

(ii) Manifestation of emotions is very much refined. Usually he expresses his emotions in a socially desirable way.

(iii) He is able to exercise control over his emotions. Sudden inappropriate emotional outbursts are rarely found in him. He is able to hide his feelings and check his emotional tide.

(iv) The person perceives things in their real perspective. He is not a day-dreamer and does not possess the desire to run away from realities.

(v) His intellectual powers like thinking and reasoning are properly exercised by him in making any decision. He is guided more by his intellect than his emotions.

(vi) He does not possess the habit of rationalization i.e. He never argues in defence of his undesirable or improper conduct. He never shifts the responsibility of his mistakes on others. He is always honest in his behaviour.

(vii) He possesses adequate self-concept and self-respect. He never likes to do things or show such behaviour that can injure his self-respect and is adverse to his ideals.

(viii) He is not confined to himself. He thinks about others and is keen to maintain social relationships. He never engages himself in such behavior as in antisocial and can result in social conflicts and strain his social relationships.

(ix) He can exercise his emotions at a proper time in a proper place. If there is a danger to his self-prestige or if anyone is in distress, he can rise to the occasion by exercising his emotion of anger. If he commits a mistake and is rebuked he is equally able to check his emotion of anger. Matured emotional behavior is
characterized by greater stability. A person having such maturity does not shift from one emotion to another.

**A FRAMEWORK OF EMOTIONAL COMPETENCIES**

<table>
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<tr>
<th>Recognition</th>
<th>SELF - Personal Competencies</th>
<th>OTHER - Social Competencies</th>
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<tr>
<td></td>
<td>Self-Awareness</td>
<td>Social Awareness</td>
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<td>(i) Educational Self-Awareness</td>
<td>(i) Empathy</td>
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<td>(ii) Accurate Self-assessment</td>
<td>(ii) Service Oriented</td>
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<td>(iii) Self-confidence</td>
<td>(iii) Organizational awareness</td>
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<th>Regulation</th>
<th>Self –Management</th>
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<td>(i) Trustworthiness</td>
<td>(i) Developing others</td>
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<td>(ii) Conscientiousness</td>
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<td>(iv) Achievement drive</td>
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<td>(v) Initiative</td>
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<td>(vii) Building bonds</td>
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<td>(viii) Teamwork and Collaboration</td>
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(Cary Cherniss and Goleman, 2000)

**Three Main Aspects of Emotional Intelligence (EI)**

EI has quite many aspects altogether. There are three important aspects which have to be looked into.

(i) Emotions as conscious experience: In the life of an individual any unforgettable experience would be primarily related to the dominant feelings. These feelings are being of happiness, anger and fear. All these will constantly occur at the
conscious level. These emotions seem to be of paramount importance in our individual and social adjustment. At times these may lead us towards destruction and inclinations to anti-social element. All the same, there are personal values of many kinds in the society at large which will enable us to show loyalty to any type of social reform.

(ii) Emotions as physical response: There are two types of physical changes involved in emotional response. One is of external response of bodily or facial expression which plays a vital role in manipulating the scenario. The other important response of this sort is the internal changes. It is the fact that any strong emotion is accompanied by intensity of internal changes which involves muscular, chemical, glandular and neural activity in our physical system. The human persons express their emotional responses by facial expressions and other physical gestures.

(iii) Emotions as motives: It is through emotions that the total picture of our motivational pattern functions. If we don’t have emotions, we are equal to stone or iron. The emotions are involved in complex physiological changes in the organism. The emotions may direct an individual either towards goal or away from some unidentified situation. Therefore, emotions could be both pleasant and unpleasant.

Three Main Components of EI

(i) Emotional Perception: It is mainly the ability to identify definitely the emotions of oneself as well as of others. This also indicates the discrimination between honest and dishonest expressions of emotion.

(ii) Emotional Regulation: It is mainly the ability to monitor and alter the intensity and direction of an emotion in oneself and in others. This also includes the ability to discard negative emotions to adaptation so that an individual is socially accepted by others as a human person.

(iii) Emotional Knowledge: This is nothing but understanding of emotions and utilize it after the understanding of it for social usefulness. This also indicates that the understanding of emotions could be channelized to develop creativity in order to achieve the aim in life.
Basic Competencies of EI

There are two major types of competencies:-

(i) Intrapersonal Competence or Personal Competence: It is the capacity to manage oneself by knowing and understanding one’s own feelings, wishes, needs, desires and an individual wants intrapersonal competency.

(ii) Interpersonal Competency or Social Competency: This type of competency will drive oneself to realize the ability to be sensitive to other people’s emotions and psychological states. An individual’s feelings, wishes and needs are to be shared with other individuals.

Goleman includes a set of emotional competencies within each construct of EI. Emotional competencies are not innate talents, but rather learned capabilities that must be worked on and developed to achieve outstanding performance. Goleman posits that individuals are born with a general emotional intelligence that determines their potential for learning emotional competencies. Goleman's model of EI has been criticized in the research literature as mere "pop psychology" (Mayer, Roberts, and Barsade, 2008).

Kinds of Realm in EI

Reuven Baron (1980) arrived at the way to enthral emotional intelligence by bifurcating it into five different aspects.

1. The intrapersonal realm: it is nothing but what an individual refers to as “inner self”. This indicates that an individual is able to see through his emotions by himself. The individual becomes his own evaluator and is able to judge himself which is good or bad. It has enhances five sub aspects:-

   (i) Emotional self-awareness: it is the ability to identify how the individuals are feeling such a way and what is the impact of this behaviour to others.
   
   (ii) Assertiveness: this an ability to express clearly one’s own thought and feelings to stand on their legs and defend their position.
   
   (iii) Self-actualization: This is the ability to materialize the potentiality of an individual to achieve the goal.
(iv) Self-regard: In spite of knowing the vulnerability, strengths how an individual is able to respect oneself.

(v) Independence: It is the ability to stand in one’s own feet.

2. The interpersonal realm: This is all about the skills of people. The individuals who do well in this sphere are tending to be responsible and quite reliable. They value the interactions with others as well as relate with others in a different occasions. It could be further scaled down.

(i) Empathy: It is the ability to understand the feelings and thinking of others. A person is able to see the world through the other’s eyes.

(ii) Social responsibility: It is the ability to co-operate and contribute some of the social responsibility with some of the social group.

(iii) Interpersonal relationship: It is the ability to mingle with others and keep up mutual exchanging relationships. Give and take is the sign of interpersonal relationship.

3. The adaptability realm: It is the quality to adjust and adapt to different and difficult situations. It further includes three aspects.

(i) Reality testing: It is the ability to see things as they are instead of the way they wish to be.

(ii) Flexibility: It is the ability to adjust their feelings, thoughts and actions to changing scenario.

(iii) Problem solving: This is the ability to define problems and proceed ahead to look for appropriate and effective solutions.

4. The stress management realm: It deals with one’s ability to deal with stress without being burnt out. It has two important scales.

(i) Stress tolerance: It is the ability to remain in peaceful situation in spite of facing all kinds of odd moments of life.

(ii) Impulse control: This is one of the important abilities to control or resist a temptation to act.
5. The general mood realm: It is an important aspect of our own life. It is the general outlook of one’s own life, one’s own ability to enjoy the company of others as well as oneself. This aspect deals with the feelings of contentment or dissatisfaction of one’s own life as well as others. It has two important scales:–

(i) Optimism: It is the ability to see the future in a positive note in spite of all stress and strain.

(ii) Happiness: It is the feeling of satisfaction with life, to enjoy with others and to express enthusiasm in life in all ranges of activities.

There is a room for an individual to possess all the above defined and discussed aspects of emotional intelligence at different stages of life. It depends upon each individual how she/he deals with those aspects to be emotionally balanced to manage those upheavals of life situations for a smooth sail of life.

Any teacher who is involved in the noble profession of teaching is effective only if he/she is emotionally balanced. He/she is creative only when there is concentration of mind. This concentration is possible only when there is no constraint or disturbance whatsoever. This will enable him/her to be effective in the presentations of the subject matter in the class according to the taste, interest and liking of students. In order to make the students attentive in the class, a teacher needs to be creative in his/her approach. In this context, the researcher intends to discuss the matter extensively.

CREATIVITY

The creator of the universe is the supreme mind who possesses the finest creative abilities. He has created each one of us and all that is revealed to us in nature. All of us are elevated to be called his creation. Creativity is the most powerful resource on earth today and the most tremendous source of energy within an individual bestowed by god. Some of us are endowed with high creative talents and contribute to advancement in the fields of art; literature, science are responsible for propounding new ideas bringing about social and cultural changes.

Proper education, care and provision of opportunities for creative expression inspire, stimulate and sharpen the creative mind for a significant contribution. Therefore,
the educational process should be aimed at developing creative abilities among children. The opportunity provided to the children should nurture the minds who are potential leaders, scientists, educationists and above all the builders of the global village.

Creativity is the utility to create; a creation of one person might mean discovering a new planet to another painting usually good picture or to another playing the piano, or tennis well or to another, it might simply mean trying something new. Abraham Maslow (1970) stated first rate of soup is more creative than a second rate of painting. The studies which stimulated much of this recent interest in creativity were concentrated on its cognition aspects. Guilford chose the topic of creativity for his presidential address to APA (Guilford, 1950). Guilford and associates had careful experimental investigation subjected the distinction between convergent and divergent thinking which had much earlier been suggested briefly. Convergent thinking is the kind required to solve problem which has one definite right answer whereas divergent thinking is more open ended, less analytical, the kind of thinking needed to tackle a problem here there may be any number of more or less right answer or no right answer at all. This divergent thinking is the basis of creative problem solving for the purpose of research on thinking, creativity is often considered to have consisted of two elements. Fluency is evaluated by the ability to smoothly and rapidly produce a large number of solution ideas for a problem. On creativity tests of fluency, a person might be asked to list all possible uses of a coat, hanger, brick etc…. during fixed period of time. Flexibility generally refers to the capacity finding divergent thinking, usually solution ideas for a problem. The precise meaning of the concept of creativity is not yet agreed upon among educators possibly because it can refer to either:-

(i) a disposition, flexibility combined with well developed intelligence;
(ii) a process – exploratory behaviour with the ability to make combinations ; or
(iii) a product which elicits admiration for the originality and ingenuity of its creator.

(Brooke, 1979)
In spite of these factors, creativity has come to occupy a very prominent position in the discussion of the multi-dimensional approach to giftedness. Gown et. al. (1977) studied mood creativity as a focus for instructional planning. Creativity has come to stay as an important dimension to all intellectual functioning.

The spring of creativity exists in all children but in most cases the flow has been blocked. Like the spring, creativity is at time destructive and the young child creates and destroys almost in the same breath. The child may feel guilty over what he has created for it may not be understood, accepted or valued by others. He may be depressed or remorseful after creative efforts or even frightened by the recovery of this aspect of his being. For all of these reasons he may decide to block the spring rather than to cultivate. Thus it becomes the responsibility of the educators to obtain the benefit of creativity without its destruction results, the belief should be that we all have the potential for being creative but what is needed is its nurturing.

Creativity as a form of behaviour: Creativity as a form of behaviour, in common with other forms of behaviour is subject to the same sets of social influences. However, the persons studying creativity find time to study it in isolation from other forms of behaviour and do not state the connection clearly. For example Taylor (1975) describes five components that must be included in a theory of creativity: person, problems, process, product and climate. These are the same components that would want to consider in the analysis of any form of a problem solving. Getzels (1975) notes that creative behaviour is a function of 5 interactive elements like (i) Organismic constitution, (ii) Social institution, (iii) Personality, (iv) Group influence and (v) Cultural values.

These are the same as Parson’s (1983) four levels with the ICT level indicated by two aspects of social systems: Institutional and group influence. Stein (1974) whose main focus was on scientific and industrial examples of creativity describes the stages in the process of creativity as essentially the scientific method namely: (i) Preparatory (education) (ii) Hypothesis formulation (iii) Testing and (iv) Communication of results.  

**Concept of Creativity**

Creativity emerged to some extend as response to finding an answer to the question how human being is different from other living beings. One of the ways human being differ from other living beings is seen in his creative ability or creative
trait. This is a trait which distinguishes human being most typically from all other living creatures, a trait to which human being ever owes his/her cultures and civilization, which continuously leads him/her on his/her own evolutionary development. (Gutman, 1961)

Creative behaviour, by its very nature, is spontaneous, inner directed, ordinary and not capable of being elicited at will. Therefore, it is unpredictable and is considered to escape manipulation and control. (Gutman, 1961)

**Characteristics of a Creative Teacher**

Teachers play a significant role in identifying and developing the dormant capacities among learners. The creative teacher introduces changes and novelties on day-to-day teaching learning for making school education meaningful, enjoyable, useful and an exploratory experience for children. A creative teacher is seen as an information processor, problem finder, a problem poser and a problem solver. He/she accepts teaching as an exercise of imagination to generate number of novel ways of organizing learning experiences and ideas, think of alternative materials and medias of expression, evolves strategies of involving each child in the creative process and maintains the status of a well aware facilitator who understands and respects learning capacities and capabilities of the children. Last but not the least, he/she are a firm believer of a creative approach to learning. Major researchers devoted to the topic by Barren (1969, 1978), Kinnan (1976, 1978), Logan and Logan (1990) provide an exhaustive list of characterizes and personality traits list of characteristics and personality traits associated with creative teachers. Some of these characteristics are independent, observant, curious, spontaneous, determined, childlike and reflective, open to experiences, self confident, flexible, perceptive, introspective, expressive, adventurous, non conforming, conscientious in convictions, playful and passionate in task involvement, attracted to novelty, open to affective state, intrinsically motivated, tolerant, unconcerned with impressing others, open minded, non interfering, challenged to discover and empathetic.

**Dimensions of Creativity**

Divergent thinking is another term used for creativity. It is just opposite to convergent thinking. Convergent thinking is followed by the conventional path to arrive at a conclusion which guides one to say the correct answer, may be the correct answer which
others also arrive at. The path followed in convergent thinking is that the person goes step by step, according to the sequence, logically analyzing to find the correct answer and thus finally closes one’s thinking operation.

Divergent thinking, on the other hand, may even seek alternatives, at times goes off beyond the track, goes beyond the obvious, takes leaps, and takes risks, adventures to seek the correct solution. Divergent thinking is provocative, fluent, flexible, original and open-minded. Divergent thinking consists of five important dimensions: fluency, flexibility, originality, elaboration and evaluation.

1. Fluency: it refers to a quality of ideas of the same class and it is generated and expressed within a limited time. The number of ideas expressed is important. More ideas expressed often leads to better ideas, solutions. The quantity leads to quality.

   (i) Ideational fluency refers to the ability to produce a large number of ideas in a situation requiring few restrictions other than time. Here quantity of ideas is greater because quantity leads to quality of ideas. The ideas may be of the same category.

   (ii) Verbal fluency is the ability which a person can quickly use words that fulfill certain conditions. This is very effective in public speaking and writing and is extremely useful in public relations by managers and administrators.

   (iii) Associational fluency is the ability of being aware of relationship and a person can provide apt meanings. More often synonyms or similies are used.

   (iv) Expressional fluency: It is the ability of one who is able to combine words according to certain conditions.

2. Flexibility: It is mind easy shift from one strain of thought to another, from one category or class to another in a versatile way. The ideas may not be of the same or quality may be different.

   (i) Spontaneous flexibility is the mental ability of a person to find ideas of different classes or categories, to change track of thought, to get out of conventional mental stagnation and fixed habits of thinking.
(ii) Adaptive flexibility is the mental ability to depart from traditional methods of thinking and doing things in favor of some novel approaches which may require changing fixed positions or reversing procedures.

3. Originality: It is the quality of the mind that can produce unusual, clever, uncommon, unexpected and remote answers which depart from the conventional and standard one.

4. Elaboration: It is the mental skill to work out the implications and consequences of an idea and to produce the detailed steps in working it out. It is also known as redefinition or the ability to define or perceive in a way not common from the usual. There are occasions when a person may lack the skill to elaborate his original ideas and someone else brings out the practical ways that idea could be actualized.

5. Evaluation: It is the mental skill to judge the suitability, accurateness or adequacy of a statement or a solution to a problem proposed and to determine the consequence of results if it were implemented.

The insights gained by the teacher by means of emotional intelligence and creativity will lead him/her to be productive in his/her performance. This productiveness of the teacher will appear in the performance of the academic achievement as well as life achievement of the students. As a result, the teacher will be effective, efficient and above all a model for the students. Therefore, the researcher intends to discuss the subject matter intensively.

SIGNIFICANCE OF THE STUDY

The prime function of education is to draw out the potentialities of the child and develop them to meet the challenging situation in life. Proper education will keep the child to understand the society and to adjust with the social environment. It is in the school that positive attitude towards life and work is developed. Personality development is the concern of every individual of the society and of the world at large. The home is the first institution which forms the base for the child's character and personality. Next to school, teacher is the guardian who helps the child to mould the personality.
The life of a child is to be fashioned by the experience and talents of the teachers. The teacher is to be well equipped in order to actualize this great mission. In order to carry out this great task, the teacher is enabled by means of proper training where he/she could imbibe values, build up personality, and realize the inner qualities to tackle the challenges in educating student. Proper training is to be given so that the vacuum created by the modern world could be filled up by the enthusiasm, interest and desire to yoke the burden of the society.

The modern world is in the age of rapid change and development. Due to the inventions in the world of science and technology, there is meager chance for human concern. The human person is trying to compete with the modern technological accessories and becoming slave to these technologies. As a result, there is upheaval and turmoil in the life of a human being. On the other hand, there is immeasurable growth of population as well as the need to be fulfilled for human consumption. Emotional upheaval on the earth is due to unhealthy competitions in the market. The need to be fulfilled for human being is more than the availability of source. Thus, the source is slowly exhausted. Hence, emotional stability is the dire cry of the hour in the area of self awareness, self management and social awareness. The students need to be emotionally intelligent to settle themselves in the society.

In the words of Smith (1969) in ‘Teachers for the Real Word’ keeping in mind the present day requirements remarks, “If a student is to be prepared for the evolving world, then an essential attribute of effective teacher is awareness of the realities of the world”. Therefore, the primary School Teachers have a great role in moulding future generation. In order to be better teachers, they need to be emotionally intelligent, creative and effective in their performance. The foundational seed to reach to this state is being sown in the initial stages of schooling. The potential seed is sown by the primary school teachers. Therefore, the investigator inclines to study the variables Emotional Intelligence, creativity and teacher effectiveness of Primary School Teachers.

**STATEMENT OF THE PROBLEM**

“EMOTIONAL INTELLIGENCE, CREATIVITY AND TEACHER EFFECTIVENESS OF PRIMARY SCHOOL TEACHERS”
OPERATIONAL DEFINITIONS

The investigator adapted the following operational definitions for the terms used in this title.

*Emotional Intelligence*

Emotional Intelligence is the ability to understand the inner self of the others to be empathetic as a human person having self awareness, self management, social awareness and keeping in mind the relationship management.

Emotional Intelligence is the capacity to integrate the emotional aspect of a human person in day today teaching learning process through self awareness, self management, social awareness and keeping in mind the relationship management.

Emotional intelligence understands the feeling of others and uses these feelings for betterment of employees and organizations. Organization will grow only when employees will grow through self awareness, self management, social awareness and keeping in mind the relationship management.

*Creativity*

Creativity is a mental process involving the generation of new ideas or concepts or new association of the creative mind between existing ideas or concepts.

Creativity is an associational and ideational fluency with originality, spontaneity, flexibility and adaptable ability to make more original evaluation in the field of learning.

Creativity is the sum total of word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous flexibility, adaptive flexibility, originality and elaboration.

*Teacher Effectiveness*

Teacher effectiveness depends on the qualities of a teacher who possesses good aptitude, interest, practice, adaptability, initiative and creativity in teaching.

An effective teacher is endowed with suitable traits and behaviour in order to bring out the desired result from teaching. In other words, an effective teacher is one who is able to use the existing competencies for the achievement of the expected results.
In short, effective teachers have the “necessary intellectual skills, positive self-perception, can manage the class through methodological approach and can foster classroom interaction through careful activities” (Dandekar, 2002)

“Teacher Effectiveness is the capacity to affect on pupils positive orientation for higher academic achievements as well as establish lifelong indelible mark for greater heights having a knack of good classroom management, preparation and planning, knowledge of subject matter, teacher characteristics and interpersonal relationship with the collaborators.”

The following definition intends to focus measurement efforts on multiple components of teacher effectiveness and clarifies priorities for measuring teaching effectiveness. More comprehensive definition of Teacher Effectiveness could be summarised in the following five points:

(i) Effective teachers have high expectations for all students and help students learn, as measured by value-added or other test-based growth measures, or by alternative measures.
(ii) Effective teachers contribute to positive academic, attitudinal, and social outcomes for students such as regular attendance, on-time promotion to the next grade, on-time graduation, self-efficacy, and cooperative behavior.
(iii) Effective teachers use diverse resources to plan and structure engaging learning opportunities; monitor student progress formatively, adapting instruction as needed; and evaluate learning using multiple sources of evidence.
(iv) Effective teachers contribute to the development of classrooms and schools that value diversity and civic-mindedness.
(v) Effective teachers collaborate with other teachers, administrators, parents, and education professionals to ensure student success, particularly the success of students with special needs and those at high risk for failure.

**Primary School Teachers**

Primary school teachers are the teachers who undergo a pre-service training on teaching-learning process that provide experiences for development towards good teaching either in teacher training institutes or such training colleges to obtain Diploma or degree in primary school teaching.
Primary Teacher Education Students

Primary Teacher Education Students are the student-teachers who undergo a pre-service training on teaching learning process that provides experiences for development towards good teaching. Teacher Training Institute or Diploma in Education is skill process, undergoing training in teaching skills at the Colleges of Education.

GENERAL OBJECTIVES

1. To study the level of Emotional Intelligence of the Primary School Teachers.
2. To study the level of Creativity of the Primary School Teachers.
3. To study the level of Teacher Effectiveness of the Primary School Teachers.
4. To study the relationship between (i) Emotional Intelligence (ii) Creativity and (iii) Teacher Effectiveness of the Primary School Teachers.
5. To study the influence of Emotional Intelligence on Creativity and Teacher Effectiveness of the Primary School Teachers.

SPECIFIC OBJECTIVES

1. EMOTIONAL INTELLIGENCE OF THE PRIMARY SCHOOL TEACHERS

1.1 To find out whether there is any significant difference between male and female primary school teachers in their self awareness, self management, social awareness, relationship management and emotional intelligence.

1.2 To find out whether there is any significant difference between married and unmarried primary school teachers in their self awareness, self management, social awareness, relationship management and emotional intelligence.

1.3 To find out whether there is any significant difference between graduate and postgraduate primary school teachers in their self awareness, self management, social awareness, relationship management and emotional intelligence.

1.4 To find out whether there is any significant difference between rural and urban primary school teachers in their self awareness, self management, social awareness, relationship management and emotional intelligence.
1.5 To find out whether there is any significant difference between Hindi and English medium primary school teachers in their self awareness, self management, social awareness, relationship management and emotional intelligence.

1.6 To find out whether there is any significant difference between primary school teachers having co-curricular certificate and without having co-curricular certificate in their self awareness, self management, social awareness, relationship management and emotional intelligence.

1.7 To find out whether there is any significant difference between primary school teachers having e-pedagogy training and without having e-pedagogy training in their self awareness, self management, social awareness, relationship management and emotional intelligence.

1.8 To find out whether there is any significant difference between primary school teachers of below ten years and above ten years of teaching experience in their self awareness, self management, social awareness, relationship management and emotional intelligence.

1.9 To find out whether there is any significant difference among primary school teachers of aided, government and private in their self awareness, self management, social awareness, relationship management and emotional intelligence.

1.10 To find out whether there is any significant difference among primary school teachers handling Science and Maths, Vocational, Languages and Social Science in their self awareness, self management, social awareness, relationship management and emotional intelligence.

1.11 To find out whether there is any significant association between qualifications of primary school teachers and their self awareness, self management, social awareness, relationship management and emotional intelligence.

1.12 To find out whether there is any significant association between number of in-service training programme attended by the primary school teachers and their self awareness, self management, social awareness, relationship management and emotional intelligence.
2. CREATIVITY OF THE PRIMARY SCHOOL TEACHERS

2.1 To find out whether there is any significant difference between male and female primary school teachers in their word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous fluency, originality, elaboration and creativity.

2.2 To find out whether there is any significant difference between married and unmarried primary school teachers in their word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous fluency, originality, elaboration and creativity.

2.3 To find out whether there is any significant difference between graduate and postgraduate primary school teachers in their word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous fluency, originality, elaboration and creativity.

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2.5 To find out whether there is any significant difference between Hindi and English medium primary school teachers in their word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous fluency, originality, elaboration and creativity.

2.6 To find out whether there is any significant different between primary school teachers having co-curricular certificate and without having co-curricular certificate in their word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous fluency, originality, elaboration and creativity.

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2.8 To find out whether there is any significant difference between primary school teachers of below ten years and above ten years of teaching experience in their word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous fluency, originality, elaboration and creativity.

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2.11 To find out whether there is any significant association between qualifications of primary school teachers and their word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous fluency, originality, elaboration and creativity.

2.12 To find out whether there is any significant association between number of in-service training programme attended by the primary school teachers and their word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous fluency, originality, elaboration and creativity.

3. TEACHER EFFECTIVENESS OF THE PRIMARY SCHOOL TEACHERS

3.1 To find out whether there is any significant difference between male and female primary school teachers in their classroom management, preparation and planning, knowledge of subject matter, teacher characteristics, interpersonal relationship and teacher effectiveness.

3.2 To find out whether there is any significant difference between married and unmarried primary school teachers in their classroom management, preparation and planning, knowledge of subject matter, teacher characteristics, interpersonal relationship and teacher effectiveness.
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3.6 To find out whether there is any significant difference between primary school teachers having co-curricular certificate and without having co-curricular certificate in their classroom management, preparation and planning, knowledge of subject matter, teacher characteristics, interpersonal relationship and teacher effectiveness.

3.7 To find out whether there is any significant difference between primary school teachers having e-pedagogy training and having non e-pedagogy training in their classroom management, preparation and planning, knowledge of subject matter, teacher characteristics, interpersonal relationship and teacher effectiveness.

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3.10 To find out whether there is any significant difference among primary school teachers handling Science and Maths, Vocational, Languages and Social Science in their classroom management, preparation and planning, knowledge of subject matter, teacher characteristics, interpersonal relationship and teacher effectiveness.

3.11 To find out whether there is any significant association between qualifications of primary school teachers and their classroom management, preparation and planning, knowledge of subject matter, teacher characteristics, interpersonal relationship and teacher effectiveness.

3.12 To find out whether there is any significant association between number of in-service training programme attended by the primary school teachers and their classroom management, preparation and planning, knowledge of subject matter, teacher characteristics, interpersonal relationship and teacher effectiveness.

4.1 RELATIONSHIP BETWEEN TEACHER EFFECTIVENESS AND EMOTIONAL INTELLIGENCE OF PRIMARY SCHOOL TEACHERS

4.1.a To find out whether there is any significant relationship between teacher effectiveness of primary school teachers and their self awareness, self management, social awareness, relationship management and emotional intelligence of primary school teachers.

4.1.b To find out whether there is any significant relationship between teacher effectiveness of male primary school teachers and their self awareness, self management, social awareness, relationship management and emotional intelligence.

4.1.c To find out whether there is any significant relationship between teacher effectiveness of female primary school teachers and their self awareness, self management, social awareness, relationship management and emotional intelligence.
4.2 RELATIONSHIP BETWEEN TEACHER EFFECTIVENESS AND CREATIVITY OF PRIMARY SCHOOL TEACHERS

4.2.a To find out whether there is any significant relationship between teacher effectiveness of primary school teachers and their word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous fluency, originality, elaboration and creativity.

4.2.b To find out whether there is any significant relationship between teacher effectiveness of male primary school teachers and their word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous fluency, originality, elaboration and creativity.

4.2.c To find out whether there is any significant relationship between teacher effectiveness of female primary school teachers and their word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous fluency, originality, elaboration and creativity.

5. INFLUENCE OF EMOTIONAL INTELLIGENCE AND CREATIVITY ON TEACHER EFFECTIVENESS PRIMARY SCHOOL TEACHERS

5.1 To find out whether there is any significant influence of emotional intelligence and creativity on teacher effectiveness of primary school teachers.

5.2 To find out whether there is any significant influence of emotional intelligence and creativity on teacher effectiveness of male primary school teachers.

5.3 To find out whether there is any significant influence of emotional intelligence and creativity on teacher effectiveness of female primary school teachers.

6. FACTOR ANALYSIS FOR EMOTIONAL INTELLIGENCE, CREATIVITY AND TEACHER EFFECTIVENESS

6.1 To find out whether there is any significant factor with positive loading of the variables namely self awareness, self management, social awareness, relationship management, emotional intelligence, word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous fluency, originality and elaboration, creativity, classroom management, preparation and planning,
knowledge of subject matter, teacher characteristics, interpersonal relationship and teacher effectiveness.

**NULL HYPOTHESES**

1. **EMOTIONAL INTELLIGENCE OF PRIMARY SCHOOL TEACHERS**

1.1 There is no significant difference between male and female primary school teachers in their self awareness, self management, social awareness, relationship management and emotional intelligence.

1.2 There is no significant difference between married and unmarried primary school teachers in their self awareness, self management, social awareness, relationship management and emotional intelligence.

1.3 There is no significant difference between graduate and postgraduate primary school teachers in their self awareness, self management, social awareness, relationship management and emotional intelligence.

1.4 There is no significant difference between rural and urban primary school teachers in their self awareness, self management, social awareness, relationship management and emotional intelligence.

1.5 There is no significant difference between Hindi and English medium primary school teachers in their self awareness, self management, social awareness, relationship management and emotional intelligence.

1.6 There is no significant difference between primary school teachers having co-curricular certificate and without having co-curricular certificate in their self awareness, self management, social awareness, relationship management and emotional intelligence.

1.7 There is no significant difference between primary school teachers having e-pedagogy training and without having e-pedagogy training in their self awareness, self management, social awareness, relationship management and emotional intelligence.
1.8 There is no significant difference between primary school teachers of below ten years and above ten years of teaching experience in their self awareness, self management, social awareness, relationship management and emotional intelligence.

1.9 There is no significant difference among aided, government and private primary school teachers in their self awareness, self management, social awareness, relationship management and emotional intelligence.

1.10 There is no significant difference among primary school teachers handling Science and Maths, Vocational, Languages and Social Science in their self awareness, self management, social awareness, relationship management and emotional intelligence.

1.11 There is no significant association between qualifications of primary school teachers and their self awareness, self management, social awareness, relationship management and emotional intelligence.

1.12 There is no significant association between number of in-service training programme attended by the primary school teachers and their self awareness, self management, social awareness, relationship management and emotional intelligence.

2. CREATIVITY OF PRIMARY SCHOOL TEACHERS

2.1 There is no significant difference between male and female primary school teachers in their word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous fluency, originality, elaboration and creativity.

2.2 There is no significant difference between married and unmarried primary school teachers in their word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous fluency, originality, elaboration and creativity.

2.3 There is no significant difference between graduate and postgraduate primary school teachers in their word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous fluency, originality, elaboration and creativity.
2.4 There is no significant difference between rural and urban primary school teachers in their word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous fluency, originality, elaboration and creativity.

2.5 There is no significant difference between Hindi and English medium primary school teachers in their word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous fluency, originality, elaboration and creativity.

2.6 There is no significant difference between primary school teachers having co-curricular certificate and without having co-curricular certificate in their word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous fluency, originality, elaboration and creativity.

2.7 There is no significant difference between primary school teachers having e-pedagogy training and without having e-pedagogy training in their word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous fluency, originality, elaboration and creativity.

2.8 There is no significant difference between primary school teachers of below ten years and above ten years of teaching experience in their word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous fluency, originality, elaboration and creativity.

2.9 There is no significant difference among aided, government and private primary school teachers in their word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous fluency, originality, elaboration and creativity.

2.10 There is no significant difference among primary school teachers handling Science and Maths, Vocational, Languages and Social Science in their word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous fluency, originality, elaboration and creativity.

2.11 There is no significant association between qualifications of primary school teachers and their word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous fluency, originality, elaboration and creativity.
2.12 There is no significant association between number of in-service training programme attended by the primary school teachers and their word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous fluency, originality, elaboration and creativity.

3. TEACHER EFFECTIVENESS OF PRIMARY SCHOOL TEACHERS

3.1 There is no significant difference between male and female primary school teachers in their classroom management, preparation and planning, knowledge of subject matter, teacher characteristics, interpersonal relationship and teacher effectiveness.

3.2 There is no significant difference between married and unmarried primary school teachers in their classroom management, preparation and planning, knowledge of subject matter, teacher characteristics, interpersonal relationship and teacher effectiveness.

3.3 There is no significant difference between graduate and postgraduate primary school teachers in their classroom management, preparation and planning, knowledge of subject matter, teacher characteristics, interpersonal relationship and teacher effectiveness.

3.4 There is no significant difference between rural and urban primary school teachers in their classroom management, preparation and planning, knowledge of subject matter, teacher characteristics, interpersonal relationship and teacher effectiveness.

3.5 There is no significant difference between Hindi and English medium primary school teachers in their classroom management, preparation and planning, knowledge of subject matter, teacher characteristics, interpersonal relationship and teacher effectiveness.

3.6 There is no significant difference between primary school teachers having co-curricular certificate and without having co-curricular certificate in their classroom management, preparation and planning, knowledge of subject matter, teacher characteristics, interpersonal relationship and teacher effectiveness.
3.7 There is no significant difference between primary school teachers having e-pedagogy training and without having e-pedagogy training in their classroom management, preparation and planning, knowledge of subject matter, teacher characteristics, interpersonal relationship and teacher effectiveness.

3.8 There is no significant difference between primary school teachers of below ten years and above ten years of teaching experience in their classroom management, preparation and planning, knowledge of subject matter, teacher characteristics, interpersonal relationship and teacher effectiveness.

3.9 There is no significant difference among aided, government and private primary school teachers in their classroom management, preparation and planning, knowledge of subject matter, teacher characteristics, interpersonal relationship and teacher effectiveness.

3.10 There is no significant difference among primary school teachers handling Science and Maths, Vocational, Languages and Social Science in their classroom management, preparation and planning, knowledge of subject matter, teacher characteristics, interpersonal relationship and teacher effectiveness.

3.11 There is no significant association between qualifications of primary school teachers and their classroom management, preparation and planning, knowledge of subject matter, teacher characteristics, interpersonal relationship and teacher effectiveness.

3.12 There is no significant association between number of in-service training programme attended by the primary school teachers and their classroom management, preparation and planning, knowledge of subject matter, teacher characteristics, interpersonal relationship and teacher effectiveness.

4.1 RELATIONSHIP BETWEEN TEACHER EFFECTIVENESS AND EMOTIONAL INTELLIGENCE OF PRIMARY SCHOOL TEACHERS

4.1.a There is no significant relationship between teacher effectiveness of primary school teachers and their self awareness, self management, social awareness and relationship management and emotional intelligence.
4.1.b There is no significant relationship between teacher effectiveness of male primary school teachers and their self awareness, self management, social awareness and relationship management and emotional intelligence.

4.1.c There is no significant relationship between teacher effectiveness of female primary school teachers and their self awareness, self management, social awareness and relationship management and emotional intelligence.

4.2 RELATIONSHIP BETWEEN TEACHER EFFECTIVENESS AND CREATIVITY OF PRIMARY SCHOOL TEACHERS

4.2.a There is no significant relationship between teacher effectiveness of primary school teachers and their word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous fluency, originality, elaboration and creativity.

4.2.b There is no significant relationship between teacher effectiveness of male teachers and their word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous fluency, originality, elaboration and creativity.

4.2.c There is no significant relationship between teacher effectiveness of female teachers and their word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous fluency, originality, elaboration and creativity.

5. INFLUENCE OF EMOTIONAL INTELLIGENCE AND CREATIVITY ON TEACHERS EFFECTIVENESS OF PRIMARY SCHOOL TEACHERS

5.1.a There is no significant influence of emotional intelligence and creativity of primary school teachers on teacher effectiveness.

5.1.b There is no significant influence of emotional intelligence and creativity of male primary school teachers on teacher effectiveness.

5.1.c There is no significant influence of emotional intelligence and creativity of female primary school teachers on teacher effectiveness.

6.1 There is no significant factor with positive loading of the variables namely; self awareness, self management, social awareness, relationship management, emotional intelligence, word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous fluency, originality, elaboration, creativity, classroom management, preparation and planning, knowledge of subject matter, teacher characteristics, interpersonal relationship and teacher effectiveness.
DELIMITATIONS OF THE STUDY

1. The present study is limited to Patna, Aurangabad, Muzaffarpur and West Champaran districts of Bihar.

2. Emotional Intelligence score is taken by adding the scores of all the four dimensions of emotional intelligence namely, self awareness, self management, social awareness and relationship management.

3. Creativity score is taken by adding the scores of all the eight dimensions of creativity namely, word fluency, ideational fluency, associational fluency, expressional fluency, spontaneous flexibility, adaptive flexibility, originality and elaboration.

4. Teacher Effectiveness score is taken by adding the scores of all the six dimensions of creativity tool included only five dimensions namely, classroom management, preparation and planning, knowledge of subject matter and interpersonal relationship.