PREFACE

The last five decades have witnessed several attempts to change, modify and indigenise the inherited system of teacher education. In our modern society which is changing day-to-day teachers happen to be the important (key) persons to motivate, initiate and support change for the improvement of education. To meet today's demands of requirements, expectations on the past of teacher have been increased. As the training methods and experience are inadequate, re-education and re-training is required. To enable a teacher to become perfect, enthusiastic, scientific and to motivate pupils, the teachers must be provided with changing methods/skills and approaches for the improvement of professional growth.

Factors relating to teacher effectiveness, teaching competence,
teacher's behaviour with pupils, their attitude towards teaching as a career, teaching skills, conditions of work conducive for quality teaching, measuring teaching effectiveness, factors affecting teaching efficiency, qualities of teachers and their job satisfaction have been studied there. Studies investigating the characteristics of teachers having creative behaviour, qualities of teachers expected by pupils, qualities of teachers for socially disadvantaged children and feeling of responsibility among male and female teachers etc have been grouped under this study. The observations and suggestions made in this study are based on the findings.

I hope that this thesis will be helpful not only in designing the intervention programme in the teacher training programme but also provide a useful guide for the policy makers and educational administrators.
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