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INTRODUCTION
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INTRODUCTION

"If a country is to be corruption free and become a nation of beautiful minds, I strongly feel there are three key societal members who can make a difference. They are the father, the mother and the teacher". 

- A. P. J. ABDUL KALAM

1.1 INTRODUCTION

Teachers play an important role in moulding the lives and careers of students and through them the destiny of the Nation. It is they who develop in their pupils, the qualities to lead disciplined lives with a spirit of service. Reverence for teachers is a part of our tradition. Their responsibility is beyond imparting the knowledge and training the mind. A complete human being is the product of a good education, both in home and in school.

Teachers are saviours of the society and redeemers of the race. It is in this respect, the role of the teachers, acquires significance in shaping the society and in bringing revolutionary changes in the development of the country. So the teachers are held in high esteem and respect.

Dr. Radha Krishnan, himself as a teacher said 'An ordinary teacher teaches; An average teacher explains; A good teacher demonstrates, but A great teacher inspires'.

Dr. Radha Krishnan's life as a teacher inspired every one and he has been a shinning example to prove that a teacher can rise to the expected heights in life. A teacher should love his profession and develop right type of attitude and zeal towards the profession. Half hearted teachers are as bad as half baked bread. The paramount duty of a teacher is to disseminate learning and impart correct information to the students.

Teaching is an important part of the process of Education. Its special function is to impart knowledge, develop understanding and skill. Teaching is usually associated with 3 R's i.e. Reading, Writing and Arithmetic - imparting knowledge of school subjects. Education on the other hand, has a wider connotation in terms 7R's i.e.,
Reading, Writing, Arithmetic (denoting school subjects) and Rights, Responsibilities, Relationships and Recreation.

Teaching is a relationship which is established among three focal points in Education; the teacher, the student and the subject matter. Teaching is the process by which the teacher brings the student and the subject matter together. The teacher and the taught are active, the former in teaching and the latter in learning.

Modern teaching is not a mechanical process. It is exacting and intricate as well. Teaching is not telling and testing. Teaching is the complex art of guiding students through a variety of selected experiences towards the attainment of appropriate teaching learning goals.

Academic achievement has been playing an important role since formal education decides the level of learning of different students in different subjects of all classes. Achievement can be defined as total marks or score obtained by a student in a particular subject. Achievement differs from student to student and from subject to subject. Factors for this difference also vary from person to person. Various factors play their role for this difference in the achievement. It has been observed that in subjects like Mathematics, Science and English, the achievement is considerably low; when compared to the other subjects, in the case of majority of students at secondary level, due to various factors.

Academic achievement is a multi-dimensional phenomenon and may be effected by three main types of factors viz. subjective, objective and personality factors. Subjective factors are related to the individual himself, his intelligence, learning ability, aptitude, self-concept, perception of school, study habits and level of aspiration; Objective factors lie with in the environment, socio-economic status, family traits, education system, system of evaluation, school situation, type of the school, number of students in the class etc. Personality Factors are related to the individuals' adjustment with the school environment, his attitude towards the subject, attitude towards the teachers, adjustment with his peers and emotional adjustment.

Academic achievement has raised several important questions for educational researchers. What factors promote achievement in students? How far do the different
factors contribute towards academic achievement? Many factors have been hypothesized and researched upon.

Scholastic / academic achievement is of paramount importance, particularly in the present socio-economic and cultural contexts. Great emphasis is placed on achievement right from the beginning of formal education. A considerable number of students from schools go to the colleges and institutions of higher learning. It is very important to ensure that such students acquire the requisite competence so as to benefit more out of higher education. Setting the stage for achievement of youth is thus a fundamental obligation of the educational system.

In schools / colleges, great emphasis is placed on the achievement right from the beginning of the formal education. The school / college performs, the function of selection and differentiation among students on the basis of their scholastic and other attainments and open out avenues for advancement, primarily in terms of achievement.

The central aim of all formal educational efforts is academic achievement, on the part of the students. Even though, it is desirable to have all-round development as a goal of educational process, where academic achievement would be just one of the dimensions; but in most of the educational institutions, academic achievement continues to be the exclusive concern, narrowing down the very concept of educational process. Nevertheless it is important to note that achievement in curricular subjects is not an independent phenomenon. Rather, it is directly influenced by a number of factors, some of which are personal to the individual while many others are located in the environment in which learning process takes place. Thus in order to fully understand the concept, as well as, the process of academic achievement, it is imperative to identify and explore various factors related to the academic achievement.

1.2 MEANING AND DEFINITIONS OF EDUCATION

Education is as old as the human race. Its importance has been realized since times immemorial and it continues right up to this day. It has been accepted as one of the primary needs of every civilized person. This is the only reason why philosophers and leaders of human thought have so eloquently sung its praises in all ages.
Education is a conscious purpose to train the children for fulfilling the responsibilities of adult life. Since, the children have to enter a complicated society when they grow adults, education gives them training for adult life. It develops in them, thinking and reasoning power to fit them to rise to the occasion, when they are forced with the pressing problems of home, community and world. An individual needs training to use his own reason so that thereby he may learn to live orderly life or moral life. True education means training the individual to discriminate between ‘good and evil’, both on the level of physical responses as well as mental response. In short, education is the training of the intellect, body and spirit; it is training in co-operation, love and sympathy. It is training in correct responses to environmental conditions.

Education in narrower sense is confined to school and college instruction. It believes that education starts when the child enters the school and ends with the departure from the school or college. The amount of education received by the child is measured in terms of passing the examination and securing a job.

Education in its broader sense includes all knowledge and experience, which tries to develop the child as an integrated and full-blooded human being. As such, education is not teaching of 3 R's (Reading, Writing and Arithmetic), but it is training of 4 H’s (Head, Heart, Hand and Health). It is not limited to school instruction only. It is sum total of experiences that the child receives inside and outside the school by different persons and through variety of subjects in the laboratory, library, playground and in the home and society.

In modern times also, education is a great irresistible force, which has taken the entire world in its fold. Education is an activity or a process, which transforms the behaviour of a person from ‘instinctive behaviour’ to ‘human behaviour’. Man instead of acting impulsively, acts rationally.

Some of the definitions on education:

1. The Rig Veda regards education as a force, which makes an individual self-reliant as well as selfless.
2. The end product of education, according to UPANISHADS is Salvation.

3. An all round drawing out of the best in child and man – body, mind and spirit

--- MAHATMA GANDHI

4. The development of all those capacities in the individual, which will enable him to control his environment and fulfil his possibilities --- JOHN DEWEY

5. Education develops man’s faculty, especially his mind so that he may be able to enjoy the contemplation of supreme truth, goodness and beauty in which perfect happiness essentially consists --- ARISTOTLE

6. Education should aim at ‘man making’. Man making – it means that the formation of character, increase in the powers of mind and expansion of the intellectual capacities.--- SWAMI VIVEKANANDA

7. Education, according to Indian tradition is not merely a means to earn a living; nor is it only a nursery of thought or a school for citizenship. It is initiation into the life of spirit, training of human souls in pursuits of truth and the practice of virtue. It is a second birth, ‘Dvitiya Jananam’ – Education for liberation.

--- THE INDIAN EDUCATION COMMISSION

1.3 NEED AND IMPORTANCE OF EDUCATION

The importance of Education in human life can best be seen from Educational values. The Educational values are individual as well as social.

The Educational values have the following advantages for individuals’ social life.

They are:

- Development of a healthy and balanced personality
- Capacity to earn livelihood and acquire material prosperity
- Development of Vocational efficiency
- Creation of good citizenship
- Development of good character
Adjustment with environment and its' modification

Fulfillment of needs

National integration and national development

Promotion of social efficiency

Preserving cultural values

Utilization of leisure time

The above Educational values play an important role in human life. Through them one is able to lead his personal and social life successfully.

The overall development of a nation depends on the proper utilization of its natural as well as human resources. The opinion of the planning commission in the 7th five year plan (1985-90) may be mentioned in this context. "Human resources development has necessarily to be assigned a key role in any development strategy particularly, in a country with a large population. Trained and educated on sound lines, a large population can itself become an asset in accelerating economic growth and in ensuring social change in designed directions. Education develops basic skills and abilities and fosters a value system conducive to and in support of national development goals, both long term and immediate".

Hence the development of human resource is a must for any modern society. As M.S. Swaminathan remarks "Human resource is the most valuable global resource and any short or long term development strategy should be oriented towards the continued well being of human race".

Education plays a significant role in the development of human resources. "If this change on a grand scale is to be achieved without violent revolution, there is one instrument only that is: Education".

Other agencies may help and indeed some times have a more apparent impact. But the national system of education is the only instrument that can reach all the people.
The school can help in manpower planning though, it has no direct role in the matter. It is a social agency and it has social accountability. Education is a social process and so it has a significant role in manpower planning in the light of individual as well as social needs.

In all the countries of the world, it may be seen that high per-capita incomes are associated with high rates of literacy. Education is valued because; it contributes to a better life. Alfred Marshall emphasized the importance of education as a national investment – it is the most valuable of all capital, invested in human beings. Economic growth in any society is dependent on the existence of a high level need, for achievement among people in that society.

In a democratic country, education can be used for giving training in a good citizenship. It can produce leaders who are capable of independent thought, Judgment, self expression, originality and initiative emphasizing the importance of education. The Kothari commission's report on Indian Education (1964-66) says, "In a world based on science and technology, it is the education that determines the level of prosperity, welfare and security of the people and the quality and number of persons coming out of our schools and colleges, will depend on our success in a great enterprise of national reconstruction, whose principal objective is to raise the standards of living of our people".

The development of a country is primarily determined by the quality of its human resources, which depend on the level of knowledge, skills, attitudes etc. Therefore, creating the right minds through the right process of education requires the top-most priority.

From the above discussion, it is clear that Education leads to the overall personality development (Spiritual, moral social, cultural, mental and economic etc). Therefore ‘Education’ is a must for any individual and for the development of one’s country.
**Aims of Education**

The aim of education is two-fold (i) Development of the individual in society and (ii) Consequent development of the society. The aim of education in relation to individual may be spelt out as follows:

- To produce full human personality with courage, conviction, vitality, sensitivity and intelligence so that men and women may live in harmony with the universe;
- To bring out the fullest potential of child and prepare him for life and its varied situations so that he becomes a cultured and responsible citizen dedicated in the service of community.

In relation to the society, the aim of education is to create:

- A sane and learning society where made of material production will be such that no section of the society remains unemployed. In the Indian context such a made of production will be necessarily based on a decentralised economy utilising all available manpower;
- A society, where the conditions of work and general environment will offer psychic satisfactions and effective motivations to its members.
- A society reconciling technological and scientific advancement with general well-being and security of its members, enhancing joy of life and eliminating all forms of exploitation.

The broad objective of education should, therefore, be to look beyond the existing society and to develop men and women amenable to the advent of a sane and healthier society of tomorrow.

While summing up, it may be pointed out that various dimensions individual and social development, social transformation, value- acquisition etc. have been well identified in the memoranda documents. The following words briefly summarise the various dimensions which are considered important indeed for marching into the 21st century:
We are of the opinion that Indian education should aim at producing men and women of knowledge, character and cultural values and trained skills to achieve excellence in their career and life. Let us make it clear that we wish to prepare youth to march into the 21st century on the ideals of truth and non-violence as shown to us by our great leaders.

1.4 TEACHER

A teacher is a friend, philosopher and guide to the students. He does not teach, but makes the students learn. The teachers are to sow knowledge in the form of education. And so the profession calls for dedicated people, who will willingly accept the changes of building up generations. Any profession is noble but the teaching profession is the noblest. But today, people do not think of the teacher as a professional worker in the same sense, status and reverence in which they consider the doctor, the lawyer, the police or the engineer. What may be the reason? It may be because that the majority of the teachers are from poorer sections of the society, or they are poorly paid, or their income is lower than other professionals, or they failed to impress the society with their work.

The teacher in the past was a symbol of authority, held with awe by students and respected by parents. As long as he was present in the class, whether teaching or biding his time, students struck to their seats, silent and sober. No student dared to whisper or move from his seat in his presence. He was a monarch of all that he surveyed.

Today, the teacher is constantly under close observation of both the parents and the students. He is neither feared nor respected. He enters the class nervously apprehending trouble at any moment, as even a small lapse on his part can land him into serious trouble. A minor classroom incident may turn into a protest march, a demonstration or a strike. The teacher should, therefore, be very cautious in dealing with everyday disciplinary problems. Under these circumstances, it is desirable that today the teachers should earnestly rededicate themselves to the service of the nation, not only by re-evaluating themselves, but also by re-orienting themselves to their new and changing roles in the society.
Teachers of the olden age were men of the highest caliber in society from the point of knowledge and spiritual progress. He (the teacher) has been considered equal to Absolute (BRAHMA) himself and only that person is authorized to be a ‘GURU’ who has gained Absolute Knowledge. But today the teacher occupies a relatively low social status. He, as an individual or as a member of the group does not enjoy prestige accorded to the medical, law and engineering professionals. On the contrary, teachers are typically recorded as impracticalists, idealists and ill-equipped persons to deal with the realities of the world affairs. Hence, they carry no weight in the present community.

The teacher in India today “suffers from poverty, neglect, indifference, and insecurity”. Financially they are poor; socially their status is low; professionally their task is a drudgery and administratively they are the worst affected. The Secondary Education Commission (1954) was painfully impressed by the fact that the social status, the salaries and the general service conditions of teachers are far from satisfactory.

A large number of teachers of the present day has no interest in their profession. They continue to work only as mechanical wage earners. Many of the teachers are made to work in schools without even the minimum requirements of accommodation and equipment. Therefore, it is needless to say that teachers of the present day have no interest in their profession. The most important point is the lack of recognition for the teachers in the society, compared to the police, doctors, revenue employees or any other government servants. The teachers are being neglected from recognition, indifference and insecurity both from the government and the society. Thus, the noble profession is receiving ignorable comments.

Thus, the teacher has to play a major role in implementing the policies and schemes formulated to achieve a breakthrough in the quantitative expansion and qualitative improvement of education which is highly essential for the national development. In fact, the quality of teachers depends upon the training they receive during their pre-service teacher training course. In other words the quality of teachers largely depends upon the education programme, selection procedure followed for the admission of trainees, instructional materials and evaluation of their performance. The
best and the only way to ensure such quality of education in India is by developing professionalism in teaching.

1.5 TEACHER EDUCATION

Teacher education has been defined as - "all formal and informal activities and experiences that help to qualify a person to assume the responsibilities as a member of the teaching profession and to discharge his responsibilities more effectively". The concept of 'teacher education' is now a new one. However, scholarliness was considered the sole criterion for becoming a teacher. The concept that teachers are born and not made was also prevalent in olden days.

Teacher education is nothing but a programme of education i.e., research and training of persons for equipping them to teach at pre-primary, primary and secondary stages in schools, non-formal education, adult education and correspondence education through distance mode. This is designing to equip the prospective teachers with insight, knowledge, attitude and skills. It enables the teachers to grasp the underlying principles and critical methods of teaching, develop a mental culture to appreciate fundamental concepts, develop their own free judgment and a sense of intellectual independence. Speaking on teacher education, Kellen (1950) says - "Teachers are custodians of the nation's human capital, the guardian of the nation's youth, the keepers of the nation's most precious treasures and the shapers of the nation's future".

In India, the teacher is considered to be the least developed resource. Restructuring of teacher preparation process is highly essential for professionalization and empowerment of the teacher. As such the teacher educator has to act as a facilitator and mentor on organisationally focused active learning situation in order to keep pace with the growing needs of the society. Making teachers professionally competent and committed to the course is the responsibility of the teacher education system.

The University Grants Commission Curriculum Development Center in Education (1989) has prepared a model curriculum for the undergraduate and postgraduate levels to be adopted by all the Teacher Education institutions in the country. In order to revitalize
the content and practices in Teacher Education, different packages were prepared with ample flexibility considering regional differences.

In the preparation of teachers, the concerned authorities shall try to develop among the student-teachers, a sound knowledge of the subjects, effective classroom communication pattern, effective classroom management, technological devices and use of modern instructional strategies.

1.6 NEED AND IMPORTANCE OF TEACHER EDUCATION

Teaching is an important part of the process of Education. Teaching has been one of the oldest and most respected Professions in the world. When a systematically, the organized human society came into existence, the need to mould its children on proper lines arose requiring persons who could perform this role, that is Teacher. The talk of shaping the future citizens is a noble one and so the teacher has always occupied a place of honor and reference in the Indian Society over the ages. The preparation of Teachers has changed with the passage of time and with the changes in expectations of the Society.

The teacher occupies a pivotal position in the system of Education with good leadership and appropriate teaching aids. The teacher’s effectiveness can be enhanced but the most ingenious plans of inspired administrators and the best array of instructional devices are of little avail if the teacher is ignorant, unskilled or indifferent. Thus, the success of any educational reform depends upon the quality of teaching, depends to a large extent on the quality of teachers education. Of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and the character of teacher are undoubtedly the most right significant. Nothing is more important than securing a sufficient supply of high. Quality results to the teaching profession, providing them with the best possible professional preparation and creating, satisfactory conditions of work in which they can be fully effective. (Kothari Edu. Committee 1964 - 66)

1.7 TEACHING AND EDUCATION

Brubacher’s definition of teaching assigns more places to the learner. This approach tends to the child (or) learner-centered.
“Teaching is an arrangement and manipulation of a situation in which there are gaps and obstructions which an individual will seek to overcome and come and form which will learn in the course of doing so”.

- John Brubacher (1939)

B.O Smith seems to be more pragmatic in approach to teaching. He accepts certain limitations of the learner in the teaching learning process.

“Teaching is a system of actions involving an agent, an end in view, and a situation including two sets of factors – those over which the agent has no control (class size, size of the classroom physical characteristics of pupils etc., and those that he can modify (way of asking questions almost instruction and ways of structuring information or ideas gleaned).

1.8 ASPECTS OF TEACHING

1. Whom to Teach: - A child is to be taught therefore, while teaching, his abilities and interests must be taken care of. He should be kept active.

2. Why to Teach: - Teaching is not for storing information, but to enable the child to develop his various faculties.

3. What to Teach: - Those experiences and activities are to be provided which enable the learner acquire desirable knowledge skills and attitudes.

4. How to Teach: - This implies that the teacher must be well versed in the use of teaching technology.

5. When to Teach: - Teaching situations should be such as they develop motivation in the students to learn.

6. Where to Teach: - Classroom, library, laboratory, workshops and play-ground etc. are the various places to carry on teaching. Of course, the relative importance of each depends on the type of activity (or) experience to be provided to the learner.
Principles of teaching

1. Proceed from simple to complex.
2. Proceed from general to specific.
3. Proceed from concrete to abstract.
4. Proceed from known to unknown.
5. Proceed from induction to deduction to vice versa.
6. Arrange for frequent reinforcement.

Structure of teaching

Three Variables

The structure of teaching consists of three variables which operate the process of teaching and create learning conditions (or) situation. They are classified as

1. Teacher – an independent variable
2. Student – A dependent variable.
3. Content and the strategy of presentation as intervening variables.

Teacher as Independent Variable

The teacher plays the role of an independent variable. Students are dependent on him in the teaching process. The teacher does the planning, organizing, leading and controlling of teaching for bringing about behavioral changes in the students. He is free to perform various activities for providing learning experiences to students.

Student as Dependent Variable

The student is required to act according to the planning and organization of the teacher. Teaching Activities of the teacher influence the learning of the students.
Content and the strategy of Presentation as intervening Variable

The intervening variables lead to interaction between the teachers and the students. The content determines the mode of presentation – telling, showing and doing etc.

Functions of variables

The independent and dependent variables perform three functions. They are

1. Diagnostic function.
2. Prescriptive function and
3. Evaluative function.

Diagnostic Function

The initial task in bringing about desirable changes in the behavior of the students is to have a proper diagnose of the existing and weakness of his entering behavior.

Prescriptive Functions

Assessing him in terms of the tools of learning like power of expression, ability to think and analyze, psychomotor skills, and emotional behavior etc.

Evaluative Function

Making efforts to understand the behavior of the teacher, the type of teaching methods and strategies, and the nature of the content and instructional material for the purpose of initiation on his part. In the process of initiation, both the teacher and the student diagnose for initiation and response.

Prescriptive Functions

Prescriptive function is based on the diagnosis for achieving the stipulated objectives. In the prescriptive function, teacher is more active. He has to work for the meaningful interaction. Cooperation of the student is also very essential in carrying out the prescriptive function by the teacher. The prescriptive function involves.

1. Selecting appropriate contents and organizing them into proper sequence.
2. Selecting proper teaching methods, media and strategies and feedback situation. Accordingly a teacher has to perform the following diagnostic function.

3. Diagnosing the entering behavior of the student in terms of cognitive, psycho motor and affective abilities.

4. Formulating specifies educational objectives, the type and quality of behavioral changes to be introduced in the students in the light of the entering behavior and environmental conditions.

5. Analyzing the content, Instructional material and environmental facilities available for carrying out the task.

6. Diagnosing his own capabilities and potentialities and bringing about desirable changes in his own behaviors for achieving success in his mission of moulding the behavior of the students under his charge.

Like the teacher, a student has also to perform certain diagnostic functions as listed below.

1. Diagnosing strength

2. Devices in view of the individual differences of the students.

3. Seeking desired cooperation from the students for a purposeful interaction.

**Evaluative Function**

Evaluative function is concerned with the task of finding out the progress and outcome of the teaching process. It is doing in order to test the diagnostic and prescriptive functions of teaching. Evaluation is very important from the teacher as well as the point of view of the student. Evaluation is conducted with the aid of several measures like tests, inventories, observations, interviewing, rating scales etc. If the results are favorable, it is taken for granted that the prescriptions are made in the teaching learning process to get the desirable results. Evaluation serves as a feedback. Teaching strategies are planned in the light of the feedback obtained from evaluation.
Learning Experiences

What is learning?

Learning refers to a more (or) less permanent change in behavior which occurs as a result of proactive. The term behavior, as is used here, demands special attention. It refers to mental, emotional, and physical reactions (or) responses. So mental, emotional and physical reactions (or) responses are behaviors.

What is meant by change in behavior?

Consider an illustration. A child sees a flame. The flame is the stimulus. He puts his finger in the flame. This is the reaction (or) response. Let this be represented by the symbol \( S \Rightarrow R_1 \). As the child gets his finger burnt, when he sees a flame, next time he does not put his finger in the flame. This is again his reaction (or) response to the same stimulus. This can be represented by the symbol \( S \Rightarrow R_2 \). Here the reaction (or) the response to the same stimulus has changed. This is known as change in behavior (or) behavioral change. The permanent change in behavior is learning.

\[ R_1 \quad \text{Change in behavior is learning} \]

Classification of Change in Behavior

1. Acquiring knowledge.
2. Broadening of understanding.
3. Improvement in Physical skills.
4. Developing of attitudes.
5. Deepening of appreciation.

What is a method of Teaching?

Keeping in view the psychological needs of students, the sequence and order of containing learning activities are maintained in general so that students have a better
participation and richer after-effects (i.e., learning experiences). Such a planned and well-organized sequence of learning activities is called as method of teaching.

**Teachers Role**

When the objectives and specifications have been set, and content text books are ready, the classroom try is expected to do the following.

1. After, a thorough reading of the content he should ascertain the Units.

2. Keeping the specifications in view, he should analyze the given unit into teaching points. (Content - analysis)

3. For every teaching point, he should decide on the specifications to be suitably achieved by students.

4. Keeping specifications and the related teaching points in view, he should plan for the presentation of vicious learning activities to the students.

It is clear that, for a classroom teacher, the organization of learning activities is the only functional aspect of the concept of exaltation available.

**Place of learning activities in Learning**

The teacher's job is to provide learning activities suitable to specifications on the one hand and teaching points on the other. The provision of these learning activities helps teacher-pupil interactions, pupil-pupil interaction, and interaction within self.
This interaction learning activities results into learning experiences, which ultimately result in learning. This can be observed and judged from the change in behavior which takes place in the response (R2) from the previous one (R1).

In short, the teacher will be entirely, in charge of conducting the learning activities and will be responsible for making the whole class take part in them physically, mentally and socially. After all, teaching is an act of generating learning, and the skill on the part of the teacher lies in establishing a proper correspondence among teaching points, specifications and learning activities.

**What are learning Activities**

The term learning activities may be explained as activities which include an arrangement of teaching aids, questioning explanations, observations, visits, handling of apparatus, models, charts and specimens etc. reading, writing, drawing etc. and which ultimately lead the students to learning.

Providing learning activities in the class or even outside is known as teaching. Listening to teachers, listening to students, speaking, thinking, observing, recalling, drawing figures, locating places on the map etc., are learning activates. The classroom teacher provides these activities to his students. This is known as teacher's teaching.

**Learning Experiences**

Children learn by feeling, thinking, and acting, learning results from the active participation of children in the stimulus situation which the teacher provides in the class. Learning experience is not a part of syllabus nor is it a unit or a teaching point. It is not a traditional lesson plan or simply activity. It is the interaction of the learner and the situation provided by the teacher. Each of these learning experiences modifies the behavior of the pupil.

**Role of teacher in the society**

The role of a teacher in society is both significant and valuable. It has far-reaching influence on the society he lives in and no other personality can have an influence more profound than that of a teacher. Students are deeply affected by the teacher's love and
affection, his character, his competence, and his moral commitment. A popular teacher becomes a model for his students. The students try to follow their teacher in his manners, costumes, etiquette, style of conversation and his get up. He is their ideal.

He can lead them anywhere. During their early education, the students tend to determine their aims in life and their future plans, in consultation with their teachers. Therefore, a good and visionary teacher can play a prominent role in making the future of his students while as a corrupt teacher can only harm his students much more seriously than a class of corrupt and perverted judiciary, army, police, bureaucracy, politicians or technocrats. A corrupt and incompetent teacher in not only a bad individual, but also an embodiment of a corrupt and incompetent generation. A nation with corrupt teachers is a nation at risk; every coming day announces the advent of its approaching destruction.

The importance of a teacher as an architect of our future generations demands that only the best and the most intelligent and competent members of our intelligence be allowed to qualify for this noble profession. It is unfortunate to find that generally the worst and the most incapable people of the society find their way into this profession. Anyone who fails to find an opening in any other walk of life, gets into this profession and recklessly plays with the destiny of the nation. An important reason for this is understood to be the poor salaries of our primary and secondary teachers which are no better than that of clerks. A large number of our teachers is, therefore, frustrated and disinterested.

They have to go for part-time jobs to meet their basic needs. Again, the teaching profession also does not enjoy due respect in the society. The primary and secondary teachers are particularly at a disadvantage. Their status is lower than that of doctors, engineers, advocates, civil servants; even lower than that of semi literate and illiterate traders. It would therefore require great commitment for an intelligent individual, however fond of education and training he may be, to forsake the career of a doctor or engineer in favour of teaching. Therefore, while selecting good teachers, it must be borne in mind that better opportunities, prospects and perks are offered to the teachers.
INTERACTION BETWEEN THE TEACHER AND THE TAUGHT

Research in Teacher Education has proved to be an essential and powerful tool in leading man towards progress. Without systematic research and its application, there would have been very little progress.

The strategies taught during B.Ed. / D.Ed. by the colleges of teacher education are mere guiding principles only and not mandatory dictates. In fact every teacher is a builder of his/her own horizon. Students emulate teachers in possessing progressive ideas. Therefore effective teachers always modify their teaching styles to suit the young children who are under their care.

Promotion of Teaching – Learning Process

Teaching – Learning process is the outcome of the entire educational system, in which illuminates the interaction between the teacher and the taught. Perspicuity and Perspicacity are the positive assets which play a vital role in this interaction.

Teaching facilitates learning. Learning refers to a permanent change in behavior which occurs as a result of practice. Change in behavior means acquisition of knowledge, broadening of understanding, developing attitudes, deepening of appreciation and improvement in physical skills. To bring behavioral changes in the learner, through effective teaching, is the chief instrument of quality education. It is essentially concerned with translating the objectives of education into action and practice. It is concerned with how best to bring about pupils, learning by various activities.

The teacher radiates power, peace, joy and bless to the students in response to his thoughts. He is bathed in the powerful current of magnetism. The stream of knowledge flows steadily from the preceptor to the disciple just as oil flows from one vessel to another. The student can imbibe or draw from his teacher in proportion to his degree of faith in his master. The more the faith, the greater is the imbibing or the drawing. Any one, who has the inner astral sight, can clearly visualize a thin line of bright light between the teacher and taught, which is caused by the movement of the vibration of satwic thoughts in the ocean of mental substance.
As a result of learning activity the student gets some after effects in the form of understanding, realization, feeling or appreciation. These after effects are called learning experiences.

E.g.: - If a student is asked to locate pancreas on the chart of digestive system, he does so. This is learning activity. Now he understands or realizes that

1. Pancreas is part of digestive system.
2. It is in the form of leaf.
3. It is located in between the stomach and U shaped duodenum.
4. It secretes pancreatic juice.
5. It acts both as exocrine and endocrine gland.

Learning experiences depend upon how well the teacher organizes the learning activities. The more adequate and methodical the learning activities are, the richer will be the learning experiences.

The teacher should be not only a man of self experience but he should also have a large heart, full of kindness and sympathy for all types of students. This is an indispensable requisite, for without it, the master will not be able to go down to the level of the students and sympathetically appreciate their difficulties in understanding the things. He is an artist in thought, an idealist in belief and a dramatist on the stage.

A good teacher should be eclectic. He should have his own approach based on a synthesis of the insight he has acquired from his study of different approaches to the teaching of the subject. He is expected to make the students understand what all he teaches irrespective of the method or approach or technique he adopts.

After all, teaching is an act of generating learning and the skill on the part of teacher lies in establishing a proper correspondence among teaching points, specifications and learning activities.

The following consideration will be useful in the selection of experience.

1. Are they directly related to goals?
2. Are they meaningful and satisfying to the learner?

3. Are they appropriate to the maturity of the learner?

What occurs as a result of learning experience is termed as the learning outcome, while a stated desirable outcome before the students undergo a learning experience, is termed as specification. The type of interaction between a teacher and a learner is dependent on the choice of the method to deliver the content. A method must link up the teacher and his pupils into an organic relationship with constant mutual interaction.

Lively in temperament, laughing and joking, teacher plays deftly with ignorance in his students and seeks a pleasant way to bring light into their darkness. His judgment of their progress in class has far reaching consequences like a judge's ruling or a doctor's diagnosis. He plucks out the student from his floundering in the muck and mire of the marshes and put him on the firm metallic road to knowledge and shapes the future of his students. He invokes the talents dormant in the students by invigorating interest especially among the non-chalet and sluggish children.

Steps for better interaction

1. The development of good rapport is based on three qualities in the teacher's interaction with students: The teacher cares for student progress, the teacher has consideration for students as learners and the teacher respects students as individuals.

2. Teacher has to provide to his students learning situations composed of a variety of learning activities, so that they may have direct as well as indirect learning experience which ultimately result in learning.

3. Learning experiences should be meaningful and they have to satisfy the psychological needs of the learner and it should be appropriate to the maturity level of the learner.

4. Multi-sensory experiences will be helpful in sustaining interest in an activity.

E.g. A student who studies the digestive system of various animals will get a richer experience than one who studies the digestive system of only one animal.
5. The teacher has to provide the first hand experience for the improvement of interaction and to create interest among the taught.

6. The teacher has to provide learning by doing situations for attractive interaction and interest among the taught.

If the teacher trainees are provided plenty of learning activities during their training, they will be able to put them into practice in their class rooms. So that their students will have an adequate learning experience.

In schools/colleges, great emphasis is placed on the achievement right from the beginning of the formal education. The school has its own systematic hierarchy, which is largely based on achievement and performance rather than ascription. The school/college performs the function of selection and differentiation among students on the basis of their scholastic and other attainments and open out avenues for advancement, primarily in terms of achievement.

The central aim of all formal educational efforts is academic achievement, on the part of the students. Even though, it is desirable to have all round development as a goal of educational process, where academic achievement would be just one of the dimensions; but in most of the educational institutions, academic achievement continues to be the exclusive concern, narrowing down the very concept of educational process. Nevertheless it is important to note that achievement in curricular subjects is not an independent phenomenon. Rather, it is directly influenced by a number of factors, some of which are personal to the individual while many others are located in the environment in which learning process takes place. Thus in order to fully understand the concept, as well as, the process of academic achievement, it is imperative to identify and explore various factors related to the academic achievement.

1.10 NEED AND IMPORTANCE OF ACADEMIC ACHIEVEMENT

Achievement is considered as a key factor for personal progress. The whole system of education revolves around academic achievement. Academic achievement depends on a number of variables. Certain researchers found gender, literacy level of the family and family income as contributors significantly to academic achievement. A great
deal of research work has been done to assess the relationship of academic achievement with intelligence, anxiety, stress and other variables.

In recent years, society’s interest and concern for academic achievement has increased. In an adolescent’s social system, academic achievement is gaining a prominent value, particularly in India.

As Argyle (1967) pointed out that during adolescent and student life, there is no need to decide on a particular identity. The young are allowed to experiment with and play at various identities before they finally commit themselves. The college situation is one of the many settings in which the young people work out the problems of adolescence. The transition from school to college poses a variety of problems for the youngsters. In their struggle to maintain an academic standard and to cope with the changing environment, the adolescent experiences a high degree of anxiety. This leads to alterations in one’s behavioural patterns. The adolescence faces a few unique problems in adjustment to the college community. In addition, some of the problems are affected by special conditions in college settings.

Achievement, according to Agarwal (1980), is the inclination of an individual to be concerned with, to plan and to endeavour, for the successful acquisition of some standard of excellence in circumstances where the achievement has to be appraised positively or negatively. Achievement is the record of things that have been accomplished (test / examination scores etc.) and conceptualized as being the function of an individual’s competence.

Thus, academic achievement is the combination of ability and effort. Presumable ability being equal, those higher motivations, expertness and more effort will achieve higher grade. The need for achievement is a learned motive to compete and to strive for success. There are wide differences among individuals, their past experiences and in their motivation that is learned, which account for the need for achievement.

The academic achievement represents the outcome of a complex variety of factors and cannot be traced to the existence of only one personal attribute. Academic achievement, as currently is used a fuzzy-term that may mean any one of a dozen
unspecified things. The sum total of information a student has at his command, when he finishes a course of instructions, the getting of a passing grade in a course regardless of what may lie behind the grade or the score on a test that has ‘performance’ in its title.

Academic achievement refers to ‘identifiable operations’ a student is expected to perform on the materials of a course and refers to the difference between the number and kinds of operations the students can and does perform at the beginning or at the end of the course. It is incorrect to consider high and low achievement, synonymous with over and under achievement. Under achievement is a fact, not simply an artefact of psychological and educational measurement. An under achiever is one who performs significantly less well in school / college, than could be predicted from his performance on the measures of learning ability or intelligence. An over achiever is one who tries too hard and worries too much about his success or failure than by the hope of success. The distinction between the concepts of high and low, over and under achievement is that high and low achievement are defined in terms of an absolute standard of performance while over or under achievement involve the discrepancy between predicted and actual achievement.

For a long time in the history of educational institutions, academic achievement was conceived to be the most exclusively a function of intelligence and academic aptitude. As a result, a number of aptitude tests were developed. Since these two have not given perfect predictions, psychologists and educationalists have been required to modify their views. It is now perceived to be a much more complicated problem involving motivation factors as well as intelligence and academic skills.

Research shows that student motivation and attitudes towards school are closely linked to student – teacher relationships. Enthusiastic teachers are particularly good at creating beneficial relations with their students. Their ability to create effective learning environment that foster student achievement depends on the kind of relationship they build with their students. Useful teacher-to-student interactions are crucial in linking academic success with personal achievement. Here, personal success is a student's internal goal of improving himself, whereas academic success includes the goals he receives from his superior. A teacher must guide his student in aligning his personal goals
with his academic goals. Students who receive this positive influence show stronger self-confidence and greater personal and academic success than those without these teacher interactions.

**Academic / Scholastic achievement**

Academic achievement is very broad term which generally indicates the learning outcomes of the pupils in various subjects of curriculum. In this process of achievement changes in behaviour, one can not say that all pupils react at the same level of change during the same span of time. The level of achievement attained by the pupils in school is called academic achievement of the students.

The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Parents desire that their children should climb the ladder of performance as high as possible. This desire for a high level of achievement puts a lot of pressure on students, teachers, schools and in general on the educational system itself. In fact, it appears as if the whole system of education revolves around the academic achievement of students, though various other outcomes are also expected from the system. Thus, a lot of time and effort of the schools are used for helping students to achieve better in their academic endeavours. The academic achievement is regarded as synonym of scholastic achievement.

Academic achievement affects three major areas of behaviour of students: (i) **Cognitive**, (ii) **Affective** and (iii) **Psycho-motor**. However, it is difficult to say without proper evidence that students reach at the same level in all the three dimensions at the same time. Students may be at somewhat higher level in one dimension and at somewhat lower levels of achievement in different areas. As the areas of affective domain and psycho-motor domain are not sufficiently explored, it is generally a custom to restrict the term 'scholastic achievement' to the level of achievement of students in the cognitive areas of various school subjects. Virtually, all the teachers use some kind of tests to assess the performance of their students.

Here are some of the principles for assessing academic achievement of the students:
1. For effective education, the measurement of educational achievement is essential.

2. An educational test is no more or less than a device for facilitating, extending and refining a teacher's observation of student achievement.

3. Every outcome of education can be measured.

4. The most important educational achievement is command of useful knowledge.

5. Written tests as well suited to measure the students' command of useful knowledge.

Thus, academic achievement is the result of achievement tests which measure accomplishment in a specified area of work. The word 'achievement' is generally applied to the academic status of the students in different subjects as a whole. According to Good (1959) - 'academic achievement is accomplishment or proficiency of performance in a given skill or body of knowledge'. It means performance in school or college in a standardized series of educational tests. The term is used more generally to describe performance in the subjects of the curriculum. Achievement is the knowledge attained or skills developed by pupils in a given subject or field, measured by test scores / marks assigned by the investigators/ teachers. Hence, the academic achievement of a student may be influenced by a number of factors in the classroom environment. Factors such as anxiety, intelligence, classroom climate, etc., need attention with regard to its significance because without these factors, one cannot achieve excellence in success.

1.1 INTELLIGENCE

No two individuals are alike. Some may be bright, others are averages and some others are dull. Since man is a product of his heredity and environment, the answer lies with either of these factors or with both. Many attempts have been made to these questions from the very beginning of the knowledge. Teacher has to face such differences in the classroom and has to adjust his teaching accordingly. Therefore, it is necessary for him to know about the world of intelligence and its management. So long as controversy existed as to what was meant by intelligence, no test could truly and refined the term intelligence in different ways.
Human intelligence has evolved steadily over the course of thousands of generations without drastic change in the environment. However, the challenges we face in the modern society have the independent domain of intelligence to assume the roles that other domains would have played in the primitive environment in which we evolved. There are clear generic links that predispose people to have a larger cerebral cortex, allowing them to better deal with the challenges of the expanded workload, modern life puts on our intelligence domain. Evolution has not yet had a chance due to human circumvention of natural selection.

General intelligence can be described as the ability of an individual to acquire and apply knowledge. Since our environments are abstracted a greater importance has been placed on cognitive ability and intelligence to allow us to function in modern society. The human race provides some clues as to how this might happen. It seems that human intelligence is heavily dependent upon society for its development.

**How intelligence influence achievement?**

Among several students who write the examinations every year at every stage, it is observed that considerable number of students find it difficult to write the examinations even though their elaborate preparation, clearly justify their appearance in the examination. Though these students are bright, intelligent, they experience a feeling of uneasiness to face the examinations. It is also observed that students attending clinics always seem to increase during and immediately following high school examination periods. At such times, anxiety concerning academic background factor, students who come to clinics during examination periods complain anxiety reduced their effectiveness in studying and actively interfered with thorough processes during examinations. Many students report that although they knew the answers best to the questions, they were often unable to produce them because they were ‘blocked’ or ‘chocked-up’ the test situation. Most of the learning problems observed in the clinics are intensified by emotional turbulence resulting from the demanding pressures of the academic achievement.

Thus, we find that the efforts of a sizable number of brilliant students are wasted, since they develop ‘examination fear’ as examinations approach. During the period of
examination, anxiety sets in. It is necessary for any individual to be anxious when he is assigned a task to fulfill. Fear of failure and consequences of such a situation upset the individual. In turn he is emotionally agitated, thus reducing his performance level both qualitatively and quantitatively.

The academic achievement of the students depend on the following five individual needs viz.,

1. Need for love through a warm social-emotional mood
2. Need for security
3. Praise and recognition, which is basically a need for feedback
4. Need for new experiences to explore and to manipulate the immediate environment and
5. Need for the responsibility.

Psychologists have consistently documented a significant relationship among such things as academic achievement, intelligence, anxiety, study habits, school satisfaction, self concept and self esteem. This relationship has been reported for children as early as primary classes and as late as the college years. The academic achievement of an adolescent is hindered when one possesses poor self-esteem or negative self-concept. The self-development and academic achievement interact so as to influence each other directly and continuously. It also seems likely that this relationship is mediated by various experiences for success or failure that are established through cumulative in the institution or in other formal setting for learning.

1.12 FACTORS AFFECTING ACHIEVEMENT

Some of the important factors that affect the academic achievement of the students at all levels are given below:

1. Home is the first school for every student and parents are the first teachers. If the home environment is good automatically student's nature in the school is good. Hence, the relationship with the family members, their educational standards,
atmosphere of the home, social status, etc., will definitely influence the students' academic achievement.

2. After home, the student spends more time in the educational institution i.e. school / college. Hence, the environment of the institution should be good and attractive both academically and administratively. The teachers and the peer group will also play an important role in the achievement level. Parents should keep an eye on the friends of their children because with good friends he/she can gain better achievement levels.

3. Curriculum is also one of the factors for developing achievement. Curriculum should be constructed on the standards of the students.

4. Besides the above three, personality of the child is very important factor in developing the level of achievement. If the student gets easily adjusted with the environment, he/she develops good achievement.

5. Intelligence also plays a pivotal role in developing achievement of the students. It is general observation that intelligent students stand in top positions in their achievement.

6. Community is also an important factor for developing good achievement. Community has to provide the community centres such as library facilities, resource centres, information centers etc. A good community provides necessary facilities for a good achievement.

7. Apart from the above factors gender, caste, management of the institution, age, marital status, social environment and anxiety and stress of the students will also influence their level of academic achievement.

1.13 ACHIEVEMENT AT TEACHER EDUCATION / TEACHER TRAINING LEVEL

The quality of a nation depends upon the quality of its citizens, the quality of citizens depends upon the quality of their education, the quality of education depends
upon the quality of teachers and the quality of teachers upon the quality of teacher education and teacher training among many other factors.

Teacher education is needed for kindling the initiative of the teacher, for keeping it alive, for removing the evils or ‘hit and miss’ process, for according a process, for according a professional status to the teaching profession and above all for making the optimum use of time and energy of the teacher and taught. The link between national development and education is rooted in the concept of the educational process, essentially as ‘Human Resource Development’ accepted world wide, especially during the last few decades.

1.14 DEFINITIONS OF VALUE

The word “value” is derived from the Latin word ‘Valerie’ meaning to be strong and vigorous. To be of value is to have a certain virtue.

The sense of value is an essential attribute of the human consciousness. It is this sense that prompts and guides the unceasing quest of the common thread of goodness in the good human being, the good society and the good life. In a general way the word ‘values’ expresses the qualitative significance or importance we assign to ideas, feelings activities and experiences. We experience life in innumerable ways. Our inner self shifts and analyses these experiences sometime consciously but more often unconsciously and attaches different degrees of significance to them. The basis of the evaluation process is our system of values. Our value judgments are expressed through statements like, ‘she is a good person’, ‘he is an honest man’. ‘It is a beautiful sunset’, ‘we should respect elders’, ‘business dealings should be fair’, etc.

The connotation of term ‘Value’ is “the quality of anything that renders it desirable, or something that is prized, held in respect, deemed worthy or esteemed, worth implies ‘spiritual qualities mind and character, moral excellence’ or ‘having possession to the value of’”. This meaning of the term ‘value’ taken from the chambers 20th century dictionary identifies the dual areas which manifest human being’s options for endearment, either in the realm of moral excellence or materialism.
Mukerjee (1956) writes: “Values are socially approved desires and goals that are internalized through the process of conditioning, learning or socialization and that become subjective preferences, standards”.

Pepper (1958) conveys the same sense by writing that “Beauty” conditions both of an impersonal and personal nature must be fulfilled.

Kane (1962) writes: “Values are the ideals, beliefs, or norms which a society or the large majority of a society’s members holds. They are responsible for the definition of a problem, they may help create a problem and they may also interfere with its solution”.

Sanyal (1962) supports it by saying: “Value is, therefore, partly feeling and partly reason. The feeling part is hedonistic or material in character; it is not efficient or dynamic. The reason part is regulative both formally and finally, varying in degrees of formality and finality. A value is, therefore, the meeting ground of the regulative principle and part of the constitutive principle”.

Hoffding (1967) 'Value denotes the property possessed by a thing either of conferring immediate satisfaction or serving as a means of procuring it'.

Verma (1972) concludes that sociologists' approach to the conceptualization of value is not basically different from that of psychologists except in terms of value objects. Sociologists have chosen the value objects from the field of social traditions, practices and modes of action, which are important in the life of an individual vis-a-vis his social environment.

1.15 NEED AND IMPORTANCE OF VALUES

To guide the human beings in the right path and to inculcate the concept of 'universal brotherhood' and to achieve the absolute values of Truth, Goodness and Beauty;

➢ To guide or give direction and firmness to life and bring joy, satisfaction and peace of life, to preserve our culture and heritage and to develop morality and character;
➢ To bring the behavioural changes towards positivism;
➢ To develop the peace and harmony in the individuals and in the society;
➢ To bring quality of life and sustainable development in the society

CLASSIFICATION OF VALUES

Spranger's classification

➢ Theoretical values
➢ Economic values
➢ Aesthetic values
➢ Social values
➢ Political values
➢ Religious values

Gandhi's Classification

In order to create new social order Gandhiji introduced Nai Talim in the year 1937, which is popularly know as basic education.

➢ Truth
➢ Non-violence
➢ Freedom
➢ Democracy
➢ Sarva dharma samabhava
➢ Equality
➢ Self-realization
➢ Purity of ends and means
➢ Self-discipline

Gail, M. In – law Classification

➢ Traditional and cultural values
➢ Economic values
➢ Political values
Values in science and technology
Philosophical values
Values of the new left
Values of the black community

Plato’s Classification

- Truth
- Beauty
- Goodness.

Parker’s Classification

- Biological values
- Economic values
- Affective values
- Social values
- Intellectual values
- Aesthetic values
- Moral values
- Religion values

General classification

In general, values may be classified as personal, social, moral, spiritual and behavioral values.

Personal values

They refer to those, which are desired and cherished by the individual irrespective of his social relationship. The individual determines his own standards of achievement and attains these targets without explicit interaction with any other persons.
Social values

Social values refer to those, which are oriented and concerning to society. These values are practiced because of our association with others. Unlike personal values the practice of social values necessitates the interaction of two or more persons.

Moral values

Moral values related to individual’s character and personality conforming to what is right and virtuous. They reveal a person’s self-control.

Spiritual behavior

Spiritual values refer to ethical value. It arises from the inner depth dimension of man. It bestows the capacity to see the false and the true was the true. It is like a key to the integration of man. The ultimate ethical value is called spiritual value. Spiritual value is the awareness of itself.

Behavioral values

Behavioral values refer to all good manners that are needed to make our life successful and joyous. These are the values, which are exhibited by our conduct and behavior in our daily life. Behavioral values will adorn life and spread cordially friendliness.

Acquisition of values

Moral, cultural and spiritual values in education have been given immense importance in the Memoranda documents. One of the expressions emphatically point out that, "certain basic values as respect for others, responsibility, solidarity, creativity and integrity must be fostered in our children".

It is interesting that a number of specific values have been suggested in the documents. The values which are considered important are mentioned below:
Emphasis should be given in cultivating good qualities like cooperation, good will, forgiveness, tolerance, honesty, patience etc. in order to encourage universal brother-hood and to prepare students worthy citizens of the country.

Values of optimism and secularism, and service to the poor should be stressed on the young minds.

1.16 PERSONALITY

A planned educational action aimed at the development at proper attitudes, emotions and characters, in the learners. It covers all aspects of personality development physical, intellectual, social, economic, political, cultural, moral and spiritual.

Every action and thought of ours leaves an impression in our mind. These impressions determine in our behaviour at a given moment and our responses to a given situation. The sum total of all our impressions is what determines our character. The past has determined the present and even so our present thoughts and actions will shape our future. This is a key principle governing personality development. The human values are resolved having lasting impact necessary for bringing about change in thought and conduct, in the 21st century.

Stern observes, “We have the right and obligation to develop a concept of trait as a definitive doctrine, for in all activity of the person, there besides a variable portion, likewise a constant purposive portion, and this latter we isolate as the concept of trait”.

Allport’s contention is equally forceful. He asserts, “Traits are discovered not by deductive reasoning, not by faith, not by naming, and are themselves never directly observed. They are discovered only through an inferences made necessary by the demonstrable consistency of the separate observable acts of behaviour”.

Vernon (1963) says that a person’s behaviour in any situation depends, of course, on specific features of that situation and on his temporary feeling or state of mind, but it depends also on his more enduring characteristics abilities, habits and more general dispositions which may be called traits.
Cattell (1961) says that the source traits, as measure by the HSPQ test, are the spring of human behaviour. He defines personality as "That which permits a prediction of what the person will do in a given situation". (Cattell,1950). This definition is consistent with the contention of Marri and Hillix (1973) that the theory of personality is really identical with general theory of behaviour, for Cattell's definition would fit theories of behaviour.

1.17 NEED AND SIGNIFICANCE OF THE PRESENT STUDY

The achievement and it's arising problems may lead the student to an efficient / inefficient model in the society. They can change the total behaviour of the student. A majority of the achievement problems arises from poor standards, level of anxiety and low intelligence levels. Students spend a sizeable portion of their rime in the educational institutions, which influence their total personality, especially in the adolescent stage which is a big problem. So understanding the causes for the problems of adolescent students is needed to help them to solve their different problems aroused through the level of achievement.

If the educational endeavours are to succeed in deriving optimal benefit from the input, the capabilities of pupils need to grow constantly unhampered through the encounter of the individual with his environment. Adolescent students, who have anxiety and poor intelligence levels, cannot fit into normal situations. If one is not able to fit into normal situations, he/she cannot achieve at the expected level. The main aim of the course gets spoiled. Thus, they become a problem not only to themselves but to the home, school and community also.

So understanding the problems of low achievement among the students is needed to help them to solve their problems. It is under this background an attempt has been made to study the level of achievement of B.Ed. students in relation to their intelligence and anxiety.
If we observe in the traditional Indian system of education, the teacher and the taught devoted their time exclusively for the study. They lived together and the process of education was a continuous one carried through discourse, discussion and dissemination. We know that there is an exploration of knowledge and it is not possible to teach everyone of everything. It is also not possible to spoon-feed pupils and even if spoon-feeding is possible it does not result in good education.

As the societies come under the impact of science and technology, there are many means and many sources for achievement problems. At school level, the teachers and at the home level, the parents should be aware of the various areas of achievement problems and their impact on academic development and the total personality of the students. It is not only the responsibility of the teachers to identify the different areas of the problems of the achievement among the students but he should also take the responsibility in reducing them. It is also the responsibility of the students to utilize them properly by adopting efficient procedures.

Therefore, the main thrust of this investigation is to compare achievement levels of the B.Ed. students studying in different colleges. The influence or impact of intelligence and personality of the students was elucidated.

1.18 RESUME OF SUCCEEDING CHAPTERS

The study culminated in the presentation of a consolidated research report consisting of six chapters. They are:

Chapter – I deals with highlighting the concepts of the title with its significance, reason for selecting the present problem.

Chapter – II deals with an analytical presentation of research work conducted so far in the area, in which the investigator is interested to investigate further.

Chapter – III deals with present study, which includes: Statement of the problem, Need for the present study, Operational Definitions of various terms, Objectives of Study, Hypotheses to be tested and Variables included.
Chapter - IV deals with tools employed, methods of collecting data, and statistical techniques employed in the analysis of data.

Chapter - V deals with analysis of data, and a detailed discussion of results of the present study.

Chapter - VI deals with summary of investigation, major findings, conclusions, Educational implications, recommendations and suggestions for further research.

Bibliography and Appendices are given at the end of the thesis.