CHAPTER I
INTRODUCTION

1.1 INTRODUCTION

Education is a process of bringing or moulding a young for living a congenial and comfortable life. Since time immemorial, man has been bringing up or educating his off springs for living a same social life in all civilizations. Education was first imparted in which the mother was prime teacher of the child. True education, it must be noted at the outset, is a powerful force in bringing about desired change. It is education that alone can bring about changes in knowledge, skills, attitudes, appreciations and understanding things around us.

The definitions of Education formulated by a group of experts for the dictionary of education, stressed two important things in education. Firstly, education is a process, which should develop the required ability, attitude and other forms of behaviour for the full development of the personality. Education is very important for an individual's success in life. Education provides pupils teaching skills that prepare them physically, mentally and socially for the world of work in later life. Second, education is generally seen as the foundation of society which brings economic wealth, social prosperity and political stability. Education is major aspect of development of any modern society since if there is a deficit of educated people then society will stop its further progress. Government should pay serious attention to education and support it economically and morally all over the country.

Education is the best investment for the people because well educated people have more opportunities to get a job which gives them satisfaction. Educated individuals enjoy respect among their colleagues and they can effectively contribute to the development of their country and society by inventing new devices and discoveries. Good People sacrifice their time and money and sometimes even their health to raise educational level because they realize that education is their passport to the future and for tomorrow.

Main purpose of education is to educate individuals within society, to prepare and qualify them for work in economy as well as to integrate people into society and
teach those values and morals of society. Education is means of socializing individuals and to keep society smoothing and remain stable. It yields strong families and strong communities. Indeed, parents taking an active role in their child education produce a willingness in children to learn. Education and society provides a forum where teachers and scholars all over the world are able to evaluate problems in education and society from a balanced and comparative social and economic perspective.

Education is an important aspect of the work of society and it will raise the countryside issues and promote knowledge and understanding of all communities. Students must be equipped with knowledge and skills which are needed to participate effectively as member of society and contribute towards the development of shared values and common identity. Education has a vital role to play in assisting students to understand their cultural identity. Education acts as the distribution mechanism of the cultural values such as it more layered the society and participate in society that carries the culture.

In our culture today, there is a great emphasis on higher education. In a society, more educated you are, better off you are. Every society has specialized individuals that require extended education to fulfill certain main positions. These persons are normally known as professors, priests, doctors, mechanics or artists. Education has been a higher part of every culture on earth and education is a systemic project. Whole society should care for and support the education patriotism, cause and socialism among the young people.

Everyone must do work hard to cultivate moral conduct. Education is the key to move in the world, seek better jobs and ultimately succeed in life. The development of education and educational opportunities is built on creativity tempered by knowledge and wisdom gain through the experience of learning.

Investment in human capital, life long learning and quality education help in the development of society. Teachers are the most important factors for an innovative society because teachers’ knowledge and skills not only enhance the quality and efficiency of education, but also improve the prerequisites of research and innovation. Society plays a key role in the realization of life long learning. The improvement of
Education is divided into pre-primary, primary, middle (or intermediate), secondary (or high school), and higher levels. Article 42 of the constitution, an amendment added in 1976, transferred education from the state list of responsibilities to the central government. Prior to this assumption of direct responsibility for promoting educational facilities for all parts of society, the central government had responsibility only for the education of minorities. Article 43 of the constitution set the goal of free and compulsory education for all children through age fourteen and gave the states the power to set standards for education within their jurisdictions. Despite this joint responsibility for education by state and central governments, the central government has the preponderant role because it drafts the five-year plans, which include education policy and some funding for education. Moreover, in 1986 the implementation of the National Policy on Education initiated a long-term series of programs aimed at improving India's education system by ensuring that all children through the primary level have access to education of comparable quality irrespective of caste, creed, location, or sex. The Department of Education, part of the Ministry of Human Resource Development, implements the central government's responsibilities in educational matters. The ministry coordinates planning with the states, provides funding for experimental programs, and acts through the University Grants Commission and the National Council of Educational Research and Training. These organizations seek to improve education standards, develop and introduce instructional materials, and design textbooks in the country's numerous languages. The National Council of Educational Research and Training collects data about education and conducts educational research.

Receiving higher education, once the nearly exclusive domain of the wealthy and privileged, since independence has become the aspiration of almost every student completing high school. In the 1950-51 school year, there were some 3,60,000 students enrolled in colleges and universities; by the 1990-91 school year, the number had risen to nearly 4 million, a more than tenfold increase in four decades. At that time, there were 177 universities and university-level institutions (more than six times the number at independence), some 500 teacher training colleges, and several thousand other colleges.
The All-India Council of Technical Education is empowered to regulate the establishment of any new private professional colleges to limit their proliferation. Gaining admission to a non-professional college is not unduly difficult except in the case of some selected colleges that are particularly competitive. Students encounter greater difficulties in gaining admission to professional colleges. There was a high rate of attrition among students in higher education in the 1980s. A substantial portion failed their examinations more than once, and large numbers dropped out; only about one out of four students successfully completed the full course of studies. Even those students who were successful could not count on a university degree to assure them employment. In the early post independence years, a bachelor's degree often provided entrance to the elite, but in contemporary India, it provides a chance to become a white-collar worker at a relatively modest salary. The government traditionally has been the principal employer of educated manpower.

State governments play a powerful role in the running of all but the national universities. Political considerations, if not outright political patronage, play a significant part in appointments. Appointments are subject to political jockeying, and state governments have control over grants and other forms of recognition. Caste affiliation and regional background are recognized criteria for admission and appointments in many colleges. To offset the inequities implicit in such practices, a certain number of places are reserved for members of Scheduled Castes and Scheduled Tribes.

Historically, Indian education has been elitist. Traditional Hindu education was tailored to the needs of Brahman boys who were taught to read and write by a Brahman teacher. During Mughal rule (1526-1858), Muslim education was similarly elitist, although its orientation reflected economic factors rather than those of caste background. Under British company and crown rule (1757-1947), official education policies reinforced the preexisting elitist tendencies of South Asian education. By tying entrance and advancement in government service to academic education, colonial rule contributed to the legacy of an education system geared to preserving the position and prerogatives of the more privileged. Education served as a "gatekeeper," permitting an avenue of upward mobility to those few able to muster sufficient resources.
Early in the 1900s, the Congress called for national education, placing an emphasis on technical and vocational training. In 1920 the Congress initiated a boycott of government-aided and government-controlled schools; it founded several "National" schools and colleges, but to little avail. The rewards of British-style education were so great that the boycott was largely ignored, and the Congress schools temporarily disappeared.

Despite substantial increase in the spread of middle schools and high schools' growth in enrollment, secondary schooling is necessary for those bent on social status and mobility through acquisition of an office job. By the early twentieth century, several powerful cultivator castes had realized the advantages of education as a passport to political power and had organized to acquire formal learning. "Backward" castes (usually economically disadvantaged Shudras) who had acquired some wealth took advantage of their status to secure educational privilege. In the mid-1980s, the vast majority of students making was through middle school to high school continued to be from high-level castes and middle- to upper-class families living in urban areas. In this context, education can be seen as a tool that one social class uses to prevent the rise of another. Middle-class Indians frequently distinguish between the children of the poor as "hands," or children who must be taught to work, and their own children as "minds," or children who must be taught to learn. Although all the states have recognized that curriculum reform is needed, no comprehensive plan to link curricular changes with new ways of teaching, learning, teacher training, and examination methods has been implemented.

The non-formal education system implemented in 1979 was the major government effort to educate dropouts and other unenrolled children. Special emphasis was given to the non-formal education system in the nine states regarded by the government as having deficient education systems: Andhra Pradesh, Assam, Bihar, Jammu and Kashmir, Madhya Pradesh, Orissa, Rajasthan, Uttar Pradesh, and West Bengal. A large number of children who resided in these states could not attend formal schools because they were employed, either with or without wages. The 1986 National Policy on Education gave new impetus to the non-formal education system.
Education is an important human activity. It was born with the birth of the human race and shall continue to function as long as the human race lives. The importance of education may be summed up as under:

1. **An essential human virtue**
   
   Education is an essential human virtue. Man becomes 'man' through education. He is what education makes him. It has been rightly said that without education, man is a splendid slave, reasoning savage.

2. **A necessity for society**
   
   Education is necessary for society. Education fashions and models man for society. Man cannot be conceived merely in terms of his biological existence. Education brings into focus the social aspect of man. Education signifies man's supreme position in society.

3. **Important for the integration of separate entities**
   
   An individual is made up of different entities. Education brings about the integration of these separate entities.

4. **Gives significance of life**
   
   Education teaches what man lives and struggles for. It cultivates an integrated life. By so doing, it gives significance of life.

5. **Educated men are superior**
   
   Education is a sign of superiority. Aristotle wrote, "Educated men are as much superior to uneducated as the living are to the dead."

6. **Sign of freedom**
   
   Education is a sign of freedom. Only the educated are free.

7. **A controlling grace**
   
   Education is a controlling grace to the young, consolation to the old, wealth to the poor and ornament to the rich.

8. **Basis of good life**
   
   Education is an essential basis of good life. A man becomes a human being in the real sense when he is transformed from primarily an animal being into a human being.
In short, education is an essential concomitant of all human societies. What sculpture is to a block of marble, education is to the soul.

As the century goes, education has emerged at the forefront of the world’s concern over its own future. The challenges of the coming century to eliminate poverty and ensured sustainable development and lasting peace will fall to today’s young people. Educating the young to meet these challenges has become a priority objective for every society. The young generation is entering a world which is changing in all spheres – scientific and technological, political, economic, social and cultural. The outlines of the ‘knowledge-based’ society of the future are forming. This report considers the situation of the world’s teachers. It reviews recent trends and developments in education and educational policies affecting their status, the contexts in which they work and the pressures they face, and their education and training. It also considers the emerging challenges for teachers and teaching posed by the introduction into education of the new information and communication technologies.

A teacher’s work can be divided into three main areas: the work with students, which mean the ordinary teaching, and the work in school with other staff members, the kind of organizational work, and the work with societies at large.

The tremendous increase in the population has caused an uneven teacher to student ratio. A teacher faces 80-100 students and is sometimes burdened with 120-140 students in a class. Individual attention has become impossible and yet the teacher has to ensure that the exceptional gets her attention. These are the leaders of tomorrow’s world and their neglect will ensure poor progress of humanity and the nation. The teacher has to fight in spite of this ‘massification of education’ to assist the best, for the genius lotus to bloom in the mud of mediocrity. While the percentage grows, the workloads of the teachers grow along significantly. As we enter the era of globalization where changes take place, the work of a teacher differs from that of the past years and now in terms of economically, politically, scientifically, technologically, socially and culturally. Nowadays, advance technology is used in classrooms, for example, computers and internet, head projectors, and computerized electrical system. It requires extra ICT skill from the teacher thus contributing to the increment of workloads. In terms of social change, we may view that a teacher’s work back then is quite minimal, when students were perceived as being respectful to the
teachers and among themselves despite the diversity of background. Today, more concern is stressed on the role of the teachers to ensure and to promote the integration between students from different background. All these show that a teacher’s work is never the same as time goes by, and we will consider the factors of the changes, the highlight of the teacher’s work, challenges for the teachers and an overview of a changing world that affects teaching system.

There are simply no substitutes to having better teachers. However, the status and image of teachers accorded by society do not seem to be commensurate with these expectations. Teachers’ pay remains comparatively low and opportunities for career advancement are limited. All these are issues related to the assessment of the worth of the teaching profession. However, we should not assess education solely from the socio-economic perspective for otherwise we run into the danger of using performance indicators to appeal to economics and business sense and thus subjugate the influence of teaching professionals under the control of managerial authority. This in the end may only further limit the development of the profession and promote the development of a product-oriented rather than process-oriented view of education. (National report presented at the 45th session of the International Conference on Education, Geneva, 1996). From the role of everyday teaching process to managerial to the role as a member of the society, teachers play various roles to ensure that the education system and the society as a whole move along side by side. The movement towards monitoring and evaluation of the quality and performance of national education systems has undoubtedly begun to have an impact on the way in which education is regarded both by society at large and by the people directly involved, not least teachers. While education is opened up to democratic debate, it also becomes another ‘industry’, like mining or construction, with indicators too of inputs, process and output, as well as of ‘market conditions’ for the product. Too much pressure is on the teachers when a change in the society takes place. However, it is of their concerns that the development process of the changes went smooth. Teachers have to facilitate all the necessary means for the students (that makes up the society) to adapt to the changes. Having to require a new set of skills or perhaps knowledge, teacher’s work is indeed subjected to these changes.
Generally, it is often viewed that a societal change that has great impact on the teacher’s work centered mainly on its technological side. The development of ICT has bigger effect on a teacher’s work compare to that of the changes in political, economical, and environmental side. They made it clear that their changes in instructional approach were the result of thoughtful reasoning. Their experiences in the classroom, reflection on those experiences, and the professional culture of a school influenced this knowledge construction process about what does and does not work in the classroom. The impact of economical change however does little to the work of a teacher, at least for the time being. Teachers are facing a lot of challenges especially in the age of globalization that promises a degree of social change from time to time. When a social change takes place, challenges for teachers will increase and vary. Amenities in these schools are limited and so are the resources for teachers. Nevertheless, teachers in the urban schools are none of the exception from facing challenges. One challenge in working in an inner city school is that a lot of the children have emotional problems. Sometimes they have behavioral issues as a result of their emotional problems, and the biggest challenge is to find the key to reach that child who is very disruptive or very angry.

There were 16 million teachers in the world’s formal education systems when the Recommendation concerning the Status of Teachers was adopted, and their number was increasing rapidly. The 1960s was a period of considerable expansion of education in the most regions of the world and there were widespread shortages of teachers, especially in the newly independent developing countries. Many countries adopted temporary, ad-hoc measures to meet the shortages, notably by employing untrained teachers, while at the same time postponing the investment needed for long-term solutions. In consequence, questions concerning the status of teachers were very much in the air. In retrospect, the growth and sheer size of the teaching profession in most countries have been handicaps in obtaining improvements in the status of teachers, which was the overall aim of the education.

The 57 million teachers employed in the world’s formal education systems today constitute the largest single distinctive category of people engaged in professional and technical occupations; this fact alone makes it difficult for society to accord teachers a status similar to that of smaller professional and technical groups
such as physicians, lawyers and engineers. Many of its members are quite modestly trained before they begin their first job, while others undergo a lengthy preparation. Other characteristics too are relevant, notably the fact that in most countries a majority of teachers work in the public sector where they normally are not highly paid in comparison with persons in other occupations with similar or even less training, and long tenure in the job usually does not bring very large increase in salary. Also, a majority of teachers at the lower levels of education often are women, which has probably in the past helped to keep salaries low. Moreover, although the teaching profession attracts large numbers of academically able graduates from secondary or higher education institutions, it must also recruit large numbers of less able graduates in order to meet the enormous human resource needs of the education systems a whole. Taken together, all these factors account in large measure for the teaching profession’s uncertain status. In practice, therefore, the challenge for teachers has mostly been to ensure that their status is at least broadly comparable with that of other major professional and technical groups, while not foregoing the prospect of improvement when conditions are favourable. The situation of teachers today is different from that of thirty years ago when the recommendations concerning the Status of Teachers was adopted: there are more of them; the national education systems in which they work are very much bigger, the pupil/student populations are more diverse, and the global economic, social and cultural context has changed.

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 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 walks 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 are, 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, and 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.

When we speak of good teachers it means that a teacher must be a model of faith and piety and should have a fairly good knowledge. A teacher should consider it his duty to educate and train his students and should feel responsibility for it. He should feel that his students have been entrusted to him and he should avoid any breach of the trust the society has reposed in him. He should be a sociable person with his roots in the society. People should take him as their well-wisher and a sincere friend who cares for their children. It should be ascertained at all cost that a candidate for this profession has a natural acumen and aptitude for teaching.

He should actively participate in the social activities in a positive way. He should know the art of teaching with a deep insight into child psychology. He should always deal with the students in a just manner. He should not lose his self-control on mistakes his students may commit, and instead he should respect their feelings and
ego, and should try to understand and resolve their difficulties with grace while keeping his cool. He should be able to smile in the face of bitter criticism on his opinions, and should not feel ashamed or humiliated to accept his mistakes wholeheartedly.

He should be proud of his culture, his national dress and his national language. He should be a missionary, a mentor, a reformer and a guide besides being a dedicated tutor. In other words, he should be a perfect teacher and a perfect educationist. Teacher, Guru, Ustad is not only a person but also a symbol. A symbol of Good, of Truth, of Purity and of Beauty. Ancient India has revered teachers as almighty, the ‘Para Brahma’. He is the Creator, the Preserver and the Destroyer. He creates ideas and ideals. He preserves the sense of Truth, Justice and Fair play. He destroys evil, both intention and deeds. Though with the passage of time the modus operation of ‘Teaching’ has changed, the teacher till date has essentially remained the same. He facilitates the learning in the minds of the taught, catalyzing the chemistry of knowledge in the cauldron of intellect. S/he stimulates the growth and development of values, moral, attitudes & beliefs in body and spirit. He is the true architect of the individual, the society, the nation and the humanity.

The world is always in a state of flux, with changes taking place all around. Thus it is imperative for the teachers to modify the methods to obtain the maximum outcome of her efforts. The role of the teacher is primarily two folds:

1. The role of a person, helping to construct knowledge.
2. The role of a person transforming personality.

Knowledge is one commodity, which is expanding at a mathematical progression. To be abreast with the latest is therefore essential. Knowledge is available in books, periodical journals and nowadays in the information web. A teacher today has to read and study constantly. She should be able not only to answer the numerous queries of the students but also guide them to various resources available in a given topic. She should be able to differentiate the essential from the necessary, the necessary for the useful and the useful from the trash. This sense of prioritization of knowledge has to be the backbone of today’s teacher, to truly utilize the abundance of information at the disposal of mankind. Knowledge is the bricks
with which the building of education is constructed. However the building should also have a plan, which facilitates better living condition. This architectural plan is developed on the blue print of ‘PEACE’—truth, non conformity and acceptance. The society is fragmented in lines of caste, creed, nationality, religion, sex, colours of skin, language, political affiliation etc. The ability to tolerate the others point of view, the ability to think from another angle, the ability to realize the others perspective is another area, which the teacher should emphasize. Other things remaining, the quality of education largely learning transaction can-not be undertaken in vacuum but it is positively directed action, for which teachers are to endeavor with satisfaction towards a job and the need of possessing the quality change-prone. The keystone in the educational edifice is doubtless the teacher. On him depends much more than any other, the progress and prosperity of children. Nobody can effectively take his place or influence children in the manner and to the degree; it is possible, for him alone to do. It is strongly believed that to be a teacher is to be the member of a holy order.

With the passage of time, the human society became more complex, the other elders of the community started teaching the children of those who were unable to teach their children. So the parents, elders, peer groups, priests and wise men have been teaching the younger generation. As, Aristotle put it, the sanest sign of human wisdom is one’s ability to teach what he knows. The induction of the Young into acting, doing, feeling, thinking, reasoning, comprehending, learning and believing were the features on which social progress depended.

The Secondary Education Commission (1953) defined that ‘we are however, convinced that most important factor in the contemplated educational reconstruction is the teacher – his quality, his educational qualifications, his professional training and the place he occupies in the school as well as in the community. The reputation of a school and its influence on the life of the community invariably depend on the kind of teachers working in it.’ Similar views were expressed by the Indian Education Commission (1964 – 66) regarding the role of the teacher. The commission opined that ‘of all different factors, which influence the quality of education and its contribution to national development, the quality, competence and character of teachers are undoubtedly the most significant’. Schools are the nurseries of the Nation and Teachers are the Architeects of the future are no mere figurative expressions but
truthful statements, as significant as they are suggestive. Victories are won, peace is preserved, progress is achieved, civilization is built up and history is made in educational institutions, which are the seed beds of culture, where children in whose hands quiver the destiny of the future, are trained and from their ranks will come out when they grow up, statesman and soldiers, patriots and philosophers who will determine the progress of the land. In their attitude to life and their approach to problems they will bear the imprint and the influence of the training they received at the hands of their teachers. The teacher’s role is thus as important as his responsibility is onerous.

Prior to the 19th century a little attention was given to the teaching methods as distinct form and the text books. Now a days, the variety of educational patterns require trained teachers in all fields. The government spends a substantial amount on teacher training. There are various categories of teachers as- Nursery school teachers, Primary school teachers, Secondary and Senior Secondary school teachers, Technical teachers and Lecturers. Becoming teacher therefore is one of the most important activities in the field of education as the teacher is a nation builder. For the future development in teacher training education a lot is required to be done. The teacher training institutes must introspect into their functioning. These institutes must provide new programmes in the field of education which can prepare the teachers for acculturating the students by igniting moral, social, co-operative and epistemic values in the students. These can be developed by a competent teacher. The future of teacher training now seems to be bright as the N.C.T.E. has totally removed the commercialization from teacher training which had threatened the ingenuity and sincerity of teacher education. The teacher should be apprised about the versatility of teacher education. This can only be done by the reversal of hedonism to simple living high thinking in society. Today, the numbers of educational institutions, like schools, technical institutions and universities have enormously increased. This require a large number of teachers. So, fear of fall in the standards of teaching profession can not be ruled out. So there appeared a lot of changes in teaching profession. Now, teaching methodologies, techniques, various ways of presentation, use of various teaching aids have also emerged. But, due to over loaded curriculum and process of formal education, teaching profession became mechanized and purpose of teaching became mere of passing information, not taking out knowledge. So it is necessary to make the
future teachers awared about all perspectives of teaching profession. Therefore, during the course of teacher training, the teacher is to be made awared about all pros and cons of the teaching profession.

If the teacher is too rigid or has a doctrinaire belief of that his methods are right and those of any one who disagrees with him are wrong, then he will be depriving his children of a range of possible learning experiences, to their disadvantage and to his own. Thus, it is clear that an effective and competent teacher will achieve the desired learning outcomes, provided if he satisfied in his profession. Employee’s satisfaction and morale are attitudinal variables that reflect positive or negative feelings about particular persons or situations, satisfaction when applied to work context of teaching seems to refer to the extent to which a teacher can meet individual, personal and professional needs as an employees.

There is general agreement that learning to teach is a lifelong process, and teachers must be equipped with sufficient knowledge, skill, and awareness in order to carry out their jobs. In-service education and training (INSET)—intended to stimulate the professional competence and development of teachers (Kennedy, 1995)—improve classroom teaching practices and/or implement educational innovations decided upon at governmental level. In the present socio-economic, cultural and political scenario of the society, the teachers’ job has become very complex. The members of society are generally engrailed by hedonism, xenophiles, and acculturarism which have badly affected the emotional health of the younger generation, so the teaching has become very complex and arduous job. For effective teaching, knowledge of some of its sociological, cultural, axiological as well as epistemological aspects in historical perspective are necessary. In other words, we can say that social improvement is impossible without good teachers. Teaching is an august job. In addition to this, the teacher must know pedagogic norms, modern teaching technologies and must follow teaching professional ethics. If the teacher is not sensitive towards his responsibility, the aims of education can not be achieved. As such, teacher should keep all teaching professional requirements in mind and follow these requirements earnestly, and then only proper education can be possible. (Pennington, 1990; Roberts, 1998), and provide teachers with continuous education throughout their teaching career (Sprinthall, Reiman, & Thies-Sprinthall, 1996). The constructivist pedagogies of
today, however, emerge from an intellectual world in which knowledge is seen as constructed rather than received (Von Glasersfeld, 1991), and explored rather than remembered as a uniform set of ideas (Rorty, 1979). Influenced by Dewey’s line of inquiry, Schon (1987) believes that by questioning, discussing, and checking beliefs and practices with others, teachers make implicit knowledge explicit and progressively gain or improve control of their own teaching. Within this framework, educational research is no longer used only as a way to prescribe teachers’ actions. Instead, teacher education programs include opportunities for teachers to become aware of their own practices and the beliefs that underpin them, and teachers are encouraged to construct their knowledge and become active participants in research (Tom, 1985)

Research on teacher thinking and different views on reflective practice in teaching and teacher education. According to Cochran-Smith (1991), the only way for beginners to learn to be both educators and activists is to struggle over time in the company of experienced teachers who are themselves committed to collaboration and reform in their own classrooms. As researchers of their own practice, teachers can discover for themselves how deeply theoretical their work is and always has been. This discovery can position them in a new relation to university theory. For some teacher researchers, theory is no longer what ‘they’ do at the university, but becomes what ‘we’ do in or classrooms every day.

The part played by the teacher is most vital. The success of education is also based on the character and competence of the teachers that we are going to produce. The 21st century education stressed the need for the four pillars of education namely, learning to know, learning to do, learning to live together and learning to be. These objectives of 21st century education can be achieved only if the would be teachers are emotionally competent.

In recent years, the terms emotional intelligence, teaching competence have received much attention as a factor that is potentially useful in understanding and predicting individual performance at work. The traditional intelligence is no more a matter of concern in contemporary times when psychologists began to write and think about intelligence, they focused on cognitive aspects which were equally important. Our emotions play quite a significant role in guiding and directing our behaviour. We know that one’s intelligence is an innate as well as acquired
intellectual potential. Every child is born with some intellectual potentialities, which grow and develop with the help of maturity and experience. Similarly, one is also born with some innate emotional sensitivity, emotional memory, emotional learning and ability.

The success of an individual does not merely depend upon imbuement of knowledge information and techniques in the present scenario, but upon many aspects of one’s behavior like personality, socio-economic status, home environment, family background, academic achievement, anxiety, adjustment, emotional intelligence, competency in one’s field are the aspects that directly affect the level of success, satisfaction, ability to make relation with others, quality of life, effectiveness at work, fitness of mental and physical health by creative and positive work.

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. For the development of the child we are providing education to adjust this world. Where as the school education can be better through proper teacher education: it can be nurtured through teacher education. Teacher education is providing quality education to their prospective teachers in educational philosophy, educational psychology and educational technology apart from the techniques of teaching.

### 1.2 TEACHING COMPETENCE

Teachers have always played a pivotal role in the society; the future of the nation is being shaped in our class rooms. Not quantitative, qualitative education plays an important role in technological advancement. When we talk about qualitative education, we think of competent teachers, who impart education. Therefore, to prepare competent teachers, teaching technology has developed pre-service and in-service teacher education programmes. Now, there is a demand for competent teachers at all levels of education and the teacher education programmes, claiming production of competent teachers must be judged by the degree to which it develops competencies, skills and activities needed for successful functioning of teachers. The standard of education of a country largely depends on the quality and competence of the teachers of that country and this quality and competence of the teachers depends on the teacher education programme. Thus to make significant development of a
nation, we have to look towards the teachers. The teacher needs to be conceived as a ‘change agent’ for which they may be well acquainted and informed about day to day development because efficiency of an educational system is primarily determined by the efficiency of teachers. To prepare an efficient teacher is a challenging task today. Previously, it was thought that teacher are born not made but now recent researches in this field proved that efficient and competent teachers can be produced by modifying their behaviour. The purpose of the teacher education programmes is to prepare effective and competent teachers. The success of any educational reform depends on the quality of teacher, which in turn depends to a large extent on the quality of the teacher education programme.

The success of teacher education programme depends on developing a skill to identify different teaching objectives, attitude and patterns of teaching behavior among the college students, who have been preparing to enter the teaching profession. The success also depends on enabling the student teachers to perform certain teaching behavior patterns, string them together into strategies of class-room instruction and carry them out to compare different patterns of his own teaching behavior and different strategies of teaching in terms of its consequences. Proper training to teacher is of great importance in improving the quality of education. The process of improvement in teacher education programme is in progress in our country, but these improvements are marginal in nature.

It is now, generally realized that researches must be directed towards the improvement of present day teacher education programmes. The training of teachers demands our urgent attention. In a rapidly changing world, the old system of teacher training no longer seems to meet the requirements of our schools and the society. The problem is of quality and efficiency of our teachers. How can a teacher do a better job of teaching is the main problem. The minimum requirement of any teacher training programme is that it should enable the trainee to acquire the basic skills and competence of a good teacher. An effective teacher guides the learning activities of the children so that they may learn. A teacher as a professional develops certain skills to use his knowledge to organize, encourage and assist certain generally approved skills of learning. This involves a careful study of his own behaviour in some systematic and objective manner, so that the teacher may gain deep insight into his
own pattern of influence. There are various techniques to modify the teacher behavior, which are emphasized and implemented during teacher education programme for prospective and in-service teachers to make them competent and effective. The Education Commission (1964-1966) have stated, Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in the education of millions....... First rate teacher training institutions can thus play a crucial role in the development of education.

Various committees and commissions appointed from time to time have pointed out defects and deficiencies in the present programmes of teacher education. It is considered to be the weaker link in the educational system. Various commissions have made suggestions for the improvement of different aspects of teacher education like contacts of teacher education institutions with schools, universities and among themselves, admission procedures, organizational structure, curriculum, desirable qualifications of teacher educators, their teaching methods and the most important one, namely students' teaching. Students' teaching is the pivot of teacher education programme. But still the present situation in student teaching programme is highly disappointing. The National Commission on teachers and Central Ministry of Education in its document “Challenge of Education – A Policy perspective” have pointed out these deficiencies – ‘Much of teacher education is irrelevant even to contemporary requirements, leave alone those of the future.... The teacher training too is not planned and organized to develop the spirit of inquiry, initiative, scientific temper, manual dexterity, conceptual clarity and linguistic, skills for effective speaking and writing which teacher are expected to impart to their students. Adequate attention is also not given to develop communication skills which are crucial to the function of the teachers. The training programme also does not provide for developing receptivity to induction of modern educational aids nor does it impart skills to operate even audio-visual equipment.

The traditional teacher education programme consists of two main elements, theoretical courses and practice teaching, are mainly verbal, tend to be abstract and are sometimes vague, consequently, they affect cognitive and attitudinal rather than behavioural changes in teachers, with regards to supervised student teaching, it is
generally assured that during this period the student teacher will develop proficiency in basic teaching skills and class-room main segment, and with it, the confidence in his new role. In practice, however, in-service supervision of student teachers and teacher tends to be very limited and superficial. The supervision lacks the objective feedback on performance, essential both to motivating and directing behavioural modifications. The regular classroom situation neither encourages, nor allows the students an opportunity to best alternative methods and style essential for developing effective strategies.

According to Allen (1969) teaching consists of acts or behaviours. It is considered that attitudes, personality, intelligence and many other factors affect the success of a teacher. However, all of these factors contribute to produce certain acts or behaviour of teachers. Research in teaching and teacher behaviour in India has for long been conducted by standing outside the class-rooms and therefore study of actual classroom behaviour of teachers has been neglected. Buch (1974) has suggested that various concerted attempts will have to be made in research or teaching in general and behaviour in particular if the desired objectives of teaching are to be realized. He has further emphasized the need to conduct studies in modification of class-room behaviour of teachers. Thus experimental studies are to be carried out in order to examine the hypotheses generated in the attempt to study the potentiality of different techniques like Simulated Teaching, Micro-teaching and Interaction Analysis on various characteristics and class-room behaviour of teachers.

Teacher performance is the most crucial input in the field of education. Whatever policies may be laid down in the ultimate analysis there have to be interpreted and implemented by teachers as much through their personal example as through teaching learning process. We are on the threshold of the development of new technologies likely to revolutionize teaching in class room. But, unfortunately, the process of updating the curricula of teacher education has been very slow. Children are our future nation builders. Therefore, the teachers have great responsibility in moulding the character of children by giving quality education in the school. The performance of a good teacher depends upon the specialization of the subject to be taught, professional knowledge and skills, an understanding of educational processes and teaching skills. A teacher with training becomes more mature and confident to
perform his task more efficiently. Proper education of the teacher enables him to have
the knowledge of how children grow, develop and learn how they can be taught
effectively and how their inner potentialities can be brought out and develop. Teacher
education is needed to kindle the imagination of the teacher and to remove the error of
the ‘hit and miss’ process, to accord a professional status to the teaching profession.
Researches have identified two basic types of teachers. These are not absolute
opposites but are persons with tendencies towards one extreme or the other.

The ability to organize thought, to interpret facts, and to apply them, is more
important than the knowledge of facts or the widening of information base. Learners
are intrinsically interested and naturally inclined to explore new worlds. The teacher's
main task is to set up dialogues in which learners reshape and recognize their existing
knowledge through interaction with others. Learners are as capable of setting up the
criteria for assessment of performance as the teachers. Learners already know a great
deal and also have the ability to extend and refresh their knowledge.

These two different sets of beliefs have several implications in the teaching
style and classroom management activities. The first type of teacher, also called the
transmission teacher, will need to maintain a high degree of control over the learners
in order to create the conditions under which the subject can be taught. The other type
of teacher, called the interpretation teacher, would prefer to allocate the
responsibilities for learning learner’s Control is maintained by persuasion and by
appeal to the better judgment of the learners.

But, in actual practice one has to arrive at some synthesis of both these sets of
beliefs, depending particularly on (a) the entry behaviour of the learners- their
previous knowledge and their ability to comprehend and learn on their own, etc. and
(b) the structure of the topic that one is being introduced. A teacher deals with many
tasks in-side and out-side the class-rooms, which are given below.

Planning

Teachers' planning refers to that aspect of teaching where teachers formulate a
course of action. It is an activity that is typically carried out in the absence of students
and before the actual teaching. Teachers' plans, which serve as 'scripts' (whether they
are done on paper or in one's mind), include decisions on what to teach and how to
teach the chosen content. Long range planning or planning for a semester or a year, 
may not involve deciding what to teach- if the course of study is prescribed for a 
given level. But even here, it would still involve deciding what to teach first, and what 
next and also planning for other supplementary activities that might act as a 'bridge' or 
a "gap-filling exercise". It also includes some kind of (probably an informal) 
assessment of what students come to teachers for. This may not uniformly relate to 
the entire class.

Motivation

Even when the plan is good, an important function of the teacher in 
implementing it is to motivate those learners who are demotivated to the task of 
learning and nurture those who are already well motivated. There are several ways in 
which one can achieve this by giving students meaningful, relevant and interesting 
things to do; by adopting a positive attitude towards learners (praising and 
encouraging the positive efforts by learners will help to keep up motivation); by 
giving encouraging feedback to their responses to oral questions or written 
assignments; by involving learners in the classroom activities that demand inter-
student communication and co-operative efforts on their part.

Communication Skills

By linking the day's lesson with that of the next and also (if possible) to other 
subjects by drawing from their past experiences and proceeding at a pace that is most 
suitable to them; by building into the tasks, some amount of flexibility, so that 
learners with varying abilities and experiences find them challenging enough even 
while, not frustrating their efforts.

Presentation and Communication

After ensuring the students' interest in the learning, a teacher in the classroom 
is to transact with the students in the context of a specific subject matter. The teacher 
is expected to communicate with the students in a number of ways so that the learners 
attain various types of learning outcomes. In order to achieve this effectively, the 
teacher may have to manifest various types of skills including lecturing, explaining, 
eliciting through questions, conducting discussion, dramatizing, reading.
demonstrating; using audio-visual aids, etc. all these may be categorized into skills for effective presentation and communication in the instructional situation.

Evaluation

Evaluation of the students' achievement of a pre-specified objective is part and parcel of a teacher's function. What would these evaluation skills include? Preparing question papers? Taking viva voce? Yes, all these are included in the evaluation process. But these are only a part of the total evaluation function of a teacher. He has to observe the students in many different situations in order to judge the extent to which the expected terminal behaviours have been actually achieved by them. This includes so many activities. A teacher has to first of all, select the suitable techniques and tools of evaluation. It is obvious that one can-not measure the length of a stick by using a weighting machine. Similarly, for measuring the skills of performing experiments, one can-not have a written examination. Hence the teacher has to select the suitable techniques and tools for measurement according to what he would like to measure.

A teacher should compare the actual terminal behaviour of the students with their expected behaviour. This helps him to judge the extent to which the expected terminal behaviour has been achieved. The gap between the two indicates the areas in which the students have not learnt. The teacher should make use of this feedback to improve his teaching as well as to provide the necessary remedial help to the students.

All these activities mentioned, need competencies on the part of the teacher. We call them Evaluation Competencies.

Classroom Management

Instructional process in the class can go on effectively only when there is a healthy and conducive climate in the class. Thus, classroom management becomes a very critical function of a teacher. The teacher has to possess various skills which would help him in managing the class in such a way that a healthy and conducive climate prevails. These skills are so important that, unless a teacher possesses these to a reasonable extent, he/she will not even be able to stand up or stay for a while in a class to manifest his presentation or evaluative skills, however proficient he may be.
N.P.E. 1986 stated, of all the factors which determine the quality of education and its contribution to national development, the teacher is undoubtedly the most important. It is on his personal qualities and character, his educational qualifications and professional competence that the success of all educational endeavor must ultimately depends. The commission further noted professional competence having an edge over the economic factor was necessary to improve the status of the teacher.

Teaching constitutes one of the major tasks of a teacher. Competency over this task of teaching is the essence of a successful educational system. The concept of competence has a long history in education and training research and practice. The development of teaching competency among teachers’ necessitates a clear understanding of the term as well as the method for its assessment. However, there is no consensus on definitions of concepts or what constitutes a competence-based teacher education programme. Competence refers to the criteria that determine teacher effectiveness. As one scholar puts it quite clearly: The lack of a generally accepted operational definition of competence is generally acknowledged. Competence refers to different and sometimes even contrasting concepts. Its conceptual meaning also varies throughout different countries and cultures. Also, sometimes the term competence is employed in a generic sense, meaning the quality or state of being competent. The quality of being competent is explained by the possession of a set of ‘competencies’ (singular: competency) that together are causally related to competent performance. Often, competence has been described as being a broad capacity, and competency as a narrower atomistic concept used to label particular abilities. However, in general, in both the literature and in practice, the terms competence and competency are used interchangeably.

Gupta (1999) defines competency as knowledge, skill, attitudes, values, motivations and beliefs people need in order to be successful in a job.

Recently, research has been done on the applicability and desirability of competence standards for academic education. Competence standards have been employed for different uses, e.g. as a basis for teacher education curriculum and for programme approval; for teacher assessment, appraisal and certification; for professional teaching standard setting; and implementing differential pay scales for teachers. As such they have been said to either work as a control mechanism, or as an
empowerment tool. Also striking are the many aims of competence-based education. In the literature, we find competence-based education for sustainable development, for democratic development, for ICT, for gender justice, for sexual education and for special education. Accordingly, from the literature, a long list of different competences can be assembled, e.g. knowledge competence, civic competence, emotional competence, cultural competence, gender competence.

To add to the conceptual confusion, not only are the terms competence and competency interchanged, a variety of other terms is used to refer to related and similar concepts, such as capability, ability, capacity, attribute, quality. It falls beyond the scope of this report to discuss the different definitions and applications of the terms and their relationship to the competence concept, but for an excellent overview of conceptual issues.

Also, research indicates that competence can be presented both in the individual and in groups or organizations. When embarking in discussions about competence, one should be aware of all these issues. The basic traditional meaning of the term competence has been that of capacity: what a person can do. This does not, of course, mean that competence is about “uninformed action”. In the literature, definitions of competence vary from focusing on narrow skills to more holistic (or integrated/relational) conceptions. Defined holistically, competence is regarded as the possession and development of a complex combination of integrated skills, knowledge, attitudes and values displayed in the context of task performance. A holistic approach is normatively put forward in the more recent competence-based (teacher education) movement.

However, it is very important to keep in mind that although attempts are being made to explore and apply more holistic conceptions of competence, research suggests that, in many cases, competences are still being specified and assessed too narrowly, and as such, they can work to hinder education and training, especially if used as a curriculum document to teach discrete tasks or used to assess superficial aspects. When engaging in designing competence-based teacher education, one should thus be very aware of the epistemological foundation of their definitions.

Competence is a sound feature which shows the total knowledge and teaching skills of education. Teacher education is the preparation of teachers for a profession. It includes knowledge, maxims, values and real work in educational field.
Competence means Capability, capacity. Competency is generally defined as adequate for the purpose, suitable, sufficient or as equally qualified, admissible or capable. Competence refers to the knowledge possessed by teacher about the teaching process. Competence is specified as outcome expected from the performance of professionally related functions.

Wikipedia (2001) says that Competency is the ability to perform a specific task, action or function successfully. It is a standardized requirement for an individual to properly perform a specific job. Teaching Competencies are the expectations from the side of teacher which can lead to proper growth and development of students. This is very important strategy which can enlighten the career of future generation.

A few characteristics of a competence are as follows:

1. A competence consists of one or more skills whose mastery would influence the attainment of the competency.
2. A competence has its linkage with all the three domains under which performance can be assessed. It covers the domains of knowledge, skill and attitude.
3. Competencies, since have a performance dimension of them, are observable and demonstrable.
4. Because the competencies are observable, they are also measurable. It is possible to assess a competence from the performance of a teacher.

It is not necessary that all competencies of a teacher have the same extent of knowledge, skill and attitude. There may be some competencies of a teacher which have the same extent of knowledge, skill and attitude. There may be some competencies involving more of knowledge than skill and attitude, whereas, same competencies may be skill/performance loaded.

The term ‘Teaching Competence’ has been defined by various authors include more than mere teacher effectiveness and pupil outcome. Competence defined by Brown (1975) and Gage (1972) if we take in the essence of teaching profession, refers to the criteria that determines teaching effectiveness. The reviews of research on teacher effectiveness point to the futility of efforts in identifying teacher-effectiveness criteria. But the recent upsurge in research provides conditions and optimism.
According to some authors it includes knowledge, attitude, skill and other teacher characteristics (Haskew, 1956, Wilson, 1973). Some other perceive teacher competence as teacher behaviours that produce intended effects (Medly and Mitzel, 1973; Biddle, 1964). Arriving at more comprehensible definition, Rama (1979) defines teacher competency as the ability of a teacher manifested through a set of overt teacher classroom behaviours which is a resultant of the interaction between the presage and the product variables of teaching with in a social setting. Avery (1980) writes that most of the development of teacher’s competencies is not a process but time to time some developments can occur by chance. The Teacher’s Competencies should be reviewed constantly in parallel with the changes and reforms through scientific studies. Teacher’s main role is transferring changes into educational system and they must deal with all the changes effectively. Future will be different with past and present in certain respect, thus a teacher needs new competencies to cope with all these changes and it is necessary to redefine the teacher’s competencies.

There are a large number of instructional and related activities to be performed by the teacher inside and outside the classroom. These activities are of varied types. The effective organization of these activities would require that a teacher possesses a certain amount of knowledge and also certain attitudes and skills. This is known as teaching competence. In other words, teaching competence refers to the right way of conveying units of knowledge, application and skills to students. It includes knowledge of content, processes, methods and means of conveying content.

Any definition of teacher competence depends on teaching in a particular setting, the culture and values held in the community. It also depends on the innumerable teacher and student characteristics and the classroom context. Nevertheless, in order to know if we possess the necessary competencies in a given situation, we have to be judged on the basis of our ability to produce certain effects. But, there are as many ways of being effective as there are effects. Moreover, there could be disagreement even amongst ourselves over the effects that a teacher is expected to produce. It calls for value judgments and decisions as to how we view teaching. The research studies conducted so far indicate that there does not exist a single set of competencies which all the effective teachers possess or all the ineffective ones lack.
Who is a Competent Teacher?

Before instituting minimum standards of competence or assessing teaching staff, administrators must carefully define competence. According to Pearson (1980), three judgments must be made to identify a person as a competent teacher:

- What standards must a teacher meet to teach satisfactorily rather than minimally?
- What skills are required in general for a person to perform at this level?
- Does the person in question have these requisite skills?

Researchers, who must rely on measurable outcomes, tend to define effective teachers as those whose students show statistically significant gains on reading and mathematics achievement tests. The researchers then identify teaching behaviors correlated with these gains. Other, more subjective qualities have been associated with effective teaching. These include positive expectations, inspirational leadership, and a wide repertoire of teaching skills and motivational techniques (since no one instructional technique or model will work with all students all the time). An essential attribute of good teaching is therefore sound judgment and good sense—qualities that cannot be reduced to finite, measurable skills. Established criteria for teacher competence can at best delineate what is necessary, but not sufficient, for effective teaching.

Classification of Teaching Competencies

There seem to be different ways of classifying teaching competencies. One has to look at it in terms of teacher functions. Essentially, teachers have two major roles in the classroom:

i) To create the conditions under which learning can take place i.e. the social side of teaching.

ii) To impart, by a variety of means, 'knowledge' to their learners - the task oriented side of teaching.

The first we could term as the 'enabling' or management function and the second, the instructional function. These complement each other as the latter would be, more or less impossible without the former. In practice, it is very difficult to separate the two and often, one performs both functions simultaneously.
Management function:

What does the management of the learning group entail? While setting up learning activities in the classroom, the teacher is often required to play a managerial role which includes motivating, organizing the learning group, classroom management (control and discipline) and evaluation.

Instructional function:

The instructional side of a teacher's role includes different presentations and Communication skills like lecturing, questioning, explaining, dramatizing, using audio-visual aids, etc.

Another way of classifying teacher competencies is to look at teaching essentially as something that is obtained in the classroom, i.e. classroom interaction involving the teacher, the students and the different contexts/opportunities that are set up for facilitating learning. These contexts/opportunities include the different teaching modes (discussions, demonstrations, lectures, etc.), evaluation, motivation, classroom management, and constitute the process aspect of teaching. These have certain antecedents to it that mainly include planning and knowledge of subject matter. Table 1 provides further detailing of the functioning of planning and interaction in classroom.

Table 1: Function of Planning and Interaction in classroom

<table>
<thead>
<tr>
<th>Planning</th>
<th>Interaction in classroom</th>
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<tbody>
<tr>
<td>Setting objectives</td>
<td>Diagnosing</td>
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<tr>
<td>Need analysis</td>
<td>Motivating</td>
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<tr>
<td>Content selection</td>
<td>Presenting</td>
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<td></td>
<td>Questioning</td>
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<tr>
<td>Selecting method</td>
<td>Controlling</td>
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<tr>
<td>Preparing teaching materials</td>
<td>Discussing</td>
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<tr>
<td>Preparing evaluation tools</td>
<td>Evaluating</td>
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<td></td>
<td>Providing feedback</td>
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<tr>
<td></td>
<td>Answering</td>
</tr>
</tbody>
</table>
One-more way of classifying teacher competencies, according to the National Council for Teacher Education (NCTE) is as follows:

a  Contextual Competencies
b  Conceptual Competencies
c  Content Competencies
d  Transactional Competencies,
e  Competencies Related to other Educational Activities
f  Evaluation Competencies
g  Management Competencies
h  Competencies Related to working with Parents
i  Competencies related to working with Community and other Agencies

REPERTOIRE OF TEACHING COMPETENCIES

Which ever way we would like to classify teacher competencies, the teacher's repertoire would seem to constitute the following:

i)  Knowledge of subject matter

ii) Planning for the course lesson including teaching strategies, teaching materials and classroom organization.

iii) Presentation and communication skills including lecturing, explaining, eliciting response, questioning, discussing, dramatizing, reading, demonstrating, using audio-visual aids, etc.

iv) Evaluation includes informal observations of student progress, diagnosing learning difficulties, encouraging peer-self-evaluation, handling evaluative discussions, etc.

Different units in this course have dealt some of these competencies in detail. In the following we shall look more closely at some of the competencies, which have not been discussed elsewhere in this course. Adequate knowledge in the content areas would be essential for any teacher to perform competently. The acquisition of knowledge and understanding of any subject would not be just a matter of collecting
facts and information about the subject, more importantly, it is learning to think in a
way that is characteristic of that discipline be it Mathematics, Physics or History.
Furthermore, the way a teacher 'handles' a subject or a discipline is influenced by his
or her beliefs and attitudes with regard to the subject. The Commonwealth report
(1974) explains teacher competency. In order to be competent, the teacher must have
a knowledge of child development, of the material to be taught and suitable methods;
his skills must enable him to teach, advise and guide his pupils, community and
culture with which he is involved; his attitudes should be positive without being
aggressive, so that his example is likely to be followed as he transmits explicitly and
implicitly the national aims and moral and social values.

Thus, the concept of teaching competency includes accountability and
responsibility as a teacher. It is generally considered as the ability of a teacher to
behave in specified ways within the classroom situation. It makes the teacher more
efficient and more confident. Due to explosion in knowledge and expectations, the
present educational strategies have seen many changes as like performance based
teacher education, competency based teacher education, and field based education.
These strategies are affecting teacher education to a large extent.

The curriculum for teachers’ training needs to be revised in the light of the
new policy thrusts. In particular, there should be an emphasis on integration of
education and culture, work experience, physical education and sports, the study of
Indian culture and problems of the unity and integration of India. Planning and
management are emerging areas and curriculum should bring out the importance of
these areas. Education technology will influence not only methodology of teaching
learning process but also the contents and their design. These aspects should also be
taken into account while framing the curriculum. National Policy on Education
(1986) has stressed the need for a wider perspective in education and resource based
learning strategies. It has broadened the scope of curriculum and enriched learning
skills. This enhanced responsibility can be adequately performed only when teachers
are equipped with requisite professional competencies. The teacher education
programms, as they are, do not adequately develop the mastery of such competencies.
It has, therefore, been emphasized that innovative approaches may be induced into
teacher training to sharpen the teaching competencies in both pre-service and in-
service teachers.
The goals of education cannot be achieved unless teachers have the necessary skills and competencies. The skills and competencies can be developed through systematic approach to revitalize and modernize teacher education. The revitalization and modernization of teacher education programmes involve not only curriculum reforms but process reforms; curriculum remains only a mute document unless it is translated into performance through appropriate transactions. It has been observed that teachers are over-loaded with theoretical portions but do not have the necessary competencies to translate these into action. The gap between theory and practice is proverbial.

In recent years, several innovations have been developed to equip teachers with the requisite competencies and skills to teach effectively. Interaction analysis based on practice teaching training in teaching skills using micro-teaching approach and simulated teaching exercise are some of innovative technologies through which effective training program can be transacted. The present mode also pointed out each one of these technologies, its major emphasis on the use of micro-teaching in Indian situation for developing the required skills of teaching at the mastery level.

The concept of teaching competence includes different teaching abilities and skills itself, as like Micro teaching, Mini course, Interaction analysis etc. The concept of competency based teacher education is attracting the world eye, so that teacher may develop the educational competencies among his students. To increase the teaching competencies and skills many technologies have been innovated.

**Dimensions of Teacher's Competencies.**

Out of many dimensions of Teacher Professional Competence, five dimensions are considered. They are – (1) Activity based teaching, (2) Child Centered practices, (3) Teaching Learning material and display, (4) Evaluation strategies and remedial teaching and (5) Novel strategies.

Activity based teaching includes concept teaching abilities, illustrations, practical approach etc. Child centered practices refer to pupil needs, individual differences, interpretations, child participation etc., is included. Teaching Learning material refers to selection and presentation of teaching learning material preparation, display etc., are included. Evaluation strategies include remedial measures,
construction of test items different types of evaluation etc. Novel strategies refer to interpretations, teaching strategies creative ideas etc.

**How Should the Competence of Prospective Teachers be Assessed?**

Until recently, the assumption has been that state certification requirements, as implemented by colleges of education, were sufficient to ensure an adequate level of teacher competence. In response to widely publicized reports of teachers deficient in basic skills, two more rigorous methods of screening prospective teachers have been proposed: standardized tests for teachers and internship programs (or probationary appointments). Proponents of teacher testing draw an analogy between education and other professions such as law or medicine to suggest that entrance examinations are an appropriate way to maintain professional standards, to weed out incompetent teachers, and to attract higher quality applicants.

Opponents of teacher testing question whether it will lead to higher quality applicants. As Hyman (1984) has observed, people are attracted to a given field by improved working conditions and higher salaries—not simply by more stringent entrance requirements. If such tests are to be adopted, most educators maintain that they should be criterion-referenced and validated against performance requirements, rather than against training programs.

**What Policies are Conducive for Improving Teaching Competence?**

According to Joki (1982), school boards can help improve the quality of teaching by writing strong, clear policies on administrative accountability (including provisions for instructional leadership); on teacher recruitment, supervision, and evaluation; on an instructional model keyed to specific objectives; and on in-service training for administrators and teachers. Superintendents also might provide principals with clerical assistance to free more time for classroom observation, clinical supervision, demonstration teaching, and staff development. Teacher evaluation, in addition to its customary function of establishing a basis for promotion, retention, or dismissal of teachers, can also be a valuable tool for improving instructional effectiveness. A good evaluation program should emerge from the cooperative efforts of teachers and their evaluators in identifying broad areas of responsibility and
specific objectives. Thus teachers will "own" an evaluation program, rather than have one arbitrarily imposed. Besides monitoring teacher performance, a specific objective of teacher evaluation should be to set measurable job improvement targets (Sweeney and Manatt 1982). Once targets are set, the principal and teacher work out a specific plan of action within a given time frame, and then review the teacher's progress in conference. Such clinical supervision promotes a school climate in which continuous improvement becomes an essential part of every teacher's job.

In addition to setting and clarifying expectations, one can also employ incentives to induce teachers to excel in their profession. These include merit pay plans, career options (including career ladders), enhanced professional responsibilities (for example, master teacher plans), and non-monetary recognition such as annual awards, and improved working conditions. Nevertheless, by combining clinical supervision, teacher evaluation, and in-service education, on one hand, and incentive programs and innovative instructional leadership, on the other, administrators can increase the likelihood of attracting and retaining competent and devoted professionals in their classrooms.

At present in teacher training institutions, the student teachers are trained through traditional approach of teaching and measurement of the extent to which the trainee acquires a skill in particular and general teaching competence is very vague and unscientific. Hence, in order to make teacher education programme effective and to bring qualitative improvement, some other technique or approach should be adopted so that the opportunity for the development of various skills among teachers may be increased. Micro-teaching which is one of the recent innovations in teacher education may be an answer of our problem.

A good teacher is at first a good individual. He is also learned and trained individual. We are, however, convinced that the most important factors in the contemplated educational reconstruction is the teacher – his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in community. The reputation of a school and its influence on the life of the community invariably depends on the kind of teachers working in it.
1.3 EMOTIONAL INTELLIGENCE

In this cyber age, all societies and its members are facing tough competition. People want too much, and too quickly. Education is not the goal; it has become the media to gain materialistic aspects of the world. This has led to the belief that intellect and success are synonymous.

Decades of research has now confirmed what many people have suspected all along: it is E.Q., not I.Q., that determines how well someone will perform on the job. While this does not mean that technical skills and general intelligence should be ignored, some studies have indicated that emotional intelligence is twice as important. When it comes to leadership, Emotional Intelligence emerged out of two words, Emotion and Intelligence. Hence, Emotion refers to a feeling state (including physiological responses and cognitions) that conveys information about relationships. For example, happiness is a feeling state that also conveys information about relationships — typically, that one would like to join with others. Similarly, fear is a feeling state that corresponds to a relationship—the urge to flee others.

Intelligence refers to the capacity to reason validly about information. Emotional Intelligence is a type of social intelligence that involves the ability to monitor one’s own and other’s emotions, to discriminate among them and to use the information to guide one’s thinking and actions. E.I. is incredibly important, making the difference between effective and mediocre leaders. To understand this, we have to think of some of the traits that have historically been associated with high quality leadership. Some of the words used to describe these traits include listening, inspiring, guiding, vision, and motivation. None of these words are connected to technical skills or general intelligence. Instead, they are better associated with emotional intelligence. Those who have these traits in abundance are referred to as being emotionally competent. If one wants to become a better employee, the first thing you will need to do is assess yourself to find out if you are deficient in any of these areas, because if you are, this means you can improve by enhancing E.I. Emotional Intelligence is in fact a critical part of delivering consistent quality customer service to internal and external customers. While technology has become integral throughout society, and a critical tool for nearly all business endeavors, the fact remains technology is primarily a means to an end. When a client cannot complete important tasks or find necessary
information for lack of appropriate or functional technology they become upset by the barrier encountered. We equate information systems to cars in that these critical tools are such relied upon technologies that when they fail to deliver the needed outcome clients quickly become frustrated and expect quality service in a short time period to resolve their issue.

Until very recently, a lot of emphasis was laid on the role of intelligent quotient. But with the dawn of the new century, great stress has been laid on the emotions, working behind the intellect. By neglecting the emotional lessons, we risk largely wasting the window of opportunity presented by the slow maturation of the brain to help children activate a healthy emotional repertoire. So with the changing times, the student as a whole has become the centre of concern- not only his reasoning capacities, but also his creativity, emotions and interpersonal skills. The terms “Emotional Intelligence” and “Emotional Quotient (E.Q.)” were first coined by Dr. Daniel Goleman in his worldwide best-selling book “Emotional Intelligence: Why It Can Matter More Than I.Q”. Goleman argued that there is a shift in the paradigm, a redefinition of being smart, and that success is longer about I.Q. alone but about having emotionally intelligence skills to backup your knowledge, technical skills and experience. According to Primal Leadership, productive performance in organizations is driven by three capabilities:

Technical Skills- knowledge and proficiency in a certain field
Cognitive Skills- ability to think and conceptualize about complex situations.
Emotional Intelligence Skills- traits like self-control, self-management, empathy and social skills. Before Emotional Intelligence, technical and cognitive skills, which resemble I.Q., were traditionally the mere method to predict success in business and life.

Though Emotional Intelligence is still a vague concept for many people, partly because the topic has garnered numerous definitions. In Goleman’s view (1998:5), emotional intelligence matters for success.

Payne (1985) defined Emotional Intelligence as it involves relating creativity to fear, pain and desire. It has nevertheless been identified over the last couple of decades as a contributing factor for project, business and career success. Some researchers have
theorized that Emotional Intelligence is a better indicator for career success than traditional I.Q.

Salovey and Mayer (1993) defined Emotional Intelligence as the ability to monitor one’s own and other’s feelings and emotions to discriminate among them and to use this information to guide one’s thinking and action. Emotional Intelligence involves the ability to perceive accurately, appraise and express emotions; the ability to access and generate feelings when they facilitate thoughts; the ability to understand emotions and emotional knowledge and intellectual growth.

Goleman (1998) defines emotional intelligence as the ability to manage feelings so that they are expressed appropriately and effectively enabling people to work together smoothly toward common goals. Parents and teachers around the world are waking up to the need for emotional literacy programs as a practical investment.

Goleman (1998) considered school as a place which can turn to compensate children’s deficiencies in emotional and school competence. As such schools face the challenge to teach as well as nurturing emotional skills of children.

Stein and Book(2001) defined emotional Intelligence as a set of skills that enable us to make our way in complex world-The personal, social and survival aspect of overall intelligence, elusive common sense and sensitivity that are essential to effective daily functioning.

Singh (2003) defined Emotional Intelligence as the ability of an individual to appropriately and successfully respond to a variety of emotional stimuli elicited from the inner self and immediate environment.

Tiwari and Srivastva (2004) defined that Emotional Intelligence is made up of a set of skills and these skills can be improved through education. School serves as prime location for the promotion of Emotional Intelligence.

Above definitions reveal that Emotional Intelligence is ability and willingness to empathize with these groups of people, to genuinely understand and care about their unique priorities, needs and challenges is the foundation of quality customer service and continuous improvement. Emotional Intelligence is about managing emotions and directing them towards something productive, motivating, developing productive relationships, and understanding the inner minds of people and working
cooperatively with them to reach organizational goals effectively and efficiently. It is defined as a combination of emotional and interpersonal competencies that influence our behavior and interaction with others.

**E.Q. vs. I.Q.**

Why do smart people fail? Why people with a high E.Q. succeed while those with merely a moderate I.Q. considerably fail? First we need to understand that the emotional quotient (E.Q.) is not the opposite of the intelligence quotient (I.Q.); E.Q. is actually complementary to I.Q. resembled in academic intelligence and cognitive skills, and studies actually show that our emotional states affect the way our brain functions as well as its processing speed. Studies have even shown that Albert Einstein’s superior intellectual ability may have been linked to the part of the brain that supports psychological functions, dubbed the amygdala. The natures of E.Q. and I.Q. differ however in the ability to learn and develop them. I.Q. is a genetic potential that is established at birth and happens to be fixed after a certain age (pre-puberty) and can not be developed nor increased after then. E.Q. on the contrary can be learned, developed and improved at any age, and studies have actually shown that our ability to learn emotional intelligence increases as we get older.

Another difference is that I.Q. is a threshold capability that can only show you the road to your career and gets you working in a certain field but it is E.Q. that walks through that road and gets you promoted in that field. Therefore, striking a balance between I.Q. and E.Q. is an important element of managerial success. For some extent, IQ is a driver of productive performance; however I.Q. based competencies are considered “threshold abilities” i.e. the skills needed for you to do an average job. On the other hand, E.Q-based competencies and skills are by far more effective, especially at higher levels of organizations where I.Q. differences are negligible. When a comparative study matched star performers against average ones in top organizational levels, 85% was attributed to E.Q-based competencies rather than I.Q. (250). Dr. Goleman says that even though organizations are different, have different needs, it was found that E.Q. contributed by 80-90% of predicting success in organizations in general (251).

Here comes emotional intelligence. Basically, intelligence related to interpersonal and intrapersonal areas (last two components of multiple intelligence
referred to as 'Emotional Intelligence'. Is a person's ability to understand his or her own emotions and the emotions of others and to act appropriately based on this understanding? It was in the mid-nineties that the term Emotional Intelligence took the business world by a storm. The term emotional intelligence (E.I.) was popularized by Goleman (1995) who claimed that emotional intelligence can be as powerful, and at times more powerful, than I.Q. According to the studies conducted by Goleman, it was found that I.Q. can only predict 10 – 20% of a person's potential for success, while E.Q. predicted from 80% up to 90% of his/her potential for success. Emotional intelligence was first referred to in academic literature in 1990 and was defined as the ability to monitor one's own and others' feelings and emotions, to discriminate among them and to use this information to guide one's thinking and actions (Salovey & Mayer, 1993). That year an empirical study demonstrated that aspects of emotional intelligence appear to be abilities, in the traditional sense, which can be measured (Mayer, DiPaolo & Salovey, 1997). It is said that I.Q. alone is no more the measure for success; it only accounts for 20% emotional, social intelligence and luck accounts for the rest. It was also found that where as people with high I.Q. were real flop in real life, in their families or in the community, people with high E.I. have proved themselves successful in these areas. One reason the E.Q. concept caught on so quickly is the belief. E.Q. is an acquisitive skill. I.Q and E.Q. are complementary parts of a whole and healthy person. Great intellect does not diminish emotional capacity and “Emotionality” is not at odds with rational thought. People with high I.Q. and low E.Q., do not function well. Emotional intelligence is not the opposite of heart over head. It is the unique intersection of both.

Emotional Intelligence is helping to focus on what it means to be complete human beings. Mayer, Salovey, Caruso & Sitarenios (2001) later refined their definition to state that emotional intelligence is an ability to recognize the meanings of emotions and their relationships and to reason and problem-solving on the basis of them.

A frequently faced situation is the loss of memory during the examination in spite of a deep understanding of the subjects- just because their mood is overflowing with unwanted emotions that the general intelligence is unable to handle. This arises the need to have higher E.Q. also in order to be absolutely successful at the given
task. In short, the combination of I.Q. and E.Q. makes one successful in various activities of general life including examinations. Thus it would not be wrong to say that emotions, not I.Q., may be the true measure of human intelligence. We experience many contrasting feelings and emotions such as: Happiness and Sadness, Satisfaction and Frustration, calmness and Anger and very many more. We all experience intuition and “gut feelings”; some people pay more attention to these than do others. We all see the world differently; we sense and interpret situations and people in different ways. We have an ability to be aware of how we and other people are feeling. We have the ability to manage ourselves and our emotions and those of other people. Taken together such abilities, plus many others, such as empathy and rapport, are now known collectively as **Emotional Intelligence (E.I.) or Emotional Intelligence Quotient (E.Q.).** The degree to which we understand and manage ourselves effectively and to have better awareness of others, their feelings and meanings of their interaction with us is a measure of our own E.I. The diagram illustrates this relationship.

**Figure-1.1 Showing Understanding and Managing Others Through E.I.**

Being able to manage effectively the impact of your own feelings on your thinking, responses and behaviours in different situations is essential to any ability to manage others effectively. The less a person is in charge of themselves, the more likely they are to have unintended negative effects on others.

Being aware of how other people are likely to feel, are actually feeling and are likely to behave and respond in different circumstances and situations is fundamental to being able to manage them effectively, either in business or our day to day lives. We all have such competencies; the degree to which a person uses them impacts
hugely upon their ability to be a truly effective manager/mentor/motivator of people. A person who is dogmatic, intolerant, insensitive to others and self orientated may be said to have a lower E.Q. than someone who demonstrates an empathic relationship, is considerate of others wishes and feelings and careful in their personal requirements of others.

Who is Emotionally Intelligent-and Does it Matters?

Generally speaking, emotional intelligence improves an individual's social effectiveness. The higher the emotional intelligence is, the better the social relations are. In a recent review, an emotionally intelligent person can be described in these terms:

The high E.I. individual, most centrally, can better perceive emotions, use them in thought, understand their meanings, and manage emotions, than others. Solving emotional problems likely requires less cognitive effort for this individual. The person also tends to be somewhat higher in verbal, social, and other intelligences, particularly if the individual scored higher in the understanding emotions portion of E.I. The individual tends to be more open and agreeable than others. The high E.I. person is drawn to occupations involving social interactions such as teaching and counseling more so than to occupations involving clerical or administrative tasks.

The high E.I. individual, relative to others, is less apt to engage in problem behaviors, and avoids self-destructive, negative behaviors such as smoking, excessive drinking, drug abuse, or violent episodes with others. The high E.I. person is more likely to have possessions of sentimental attachment around the home and to have more positive social interactions, particularly if the individual scores highly on emotional management. Such individuals may also be more adept at describing motivational goals, aims, and missions. (Mayer, Salovey, & Caruso, 2005, p. 210)

Note that the specific kind of boost that emotional intelligence gives the individual will be subtle, and as a consequence, require some effort to identify. It will not be exhibited in all social circumstances.

Some of us accomplish certain tasks with great ease and sophistication; others of us simply can't do those tasks. This is the case with most challenges we face in life. Some of us are great chess players while others of us have trouble just figuring out
how the pieces move. Some of us are fabulous conversationalists, while others of us have trouble just saying hello. Emotional intelligence is an intelligence having to do with discerning and understanding emotional information. Emotional information is all around us. Emotions communicate basic feeling states from one individual to another -- they signal urgent messages such as "let's get together" or "I am hurting" or "I'm going to hurt you."

Emotional information is crucial. It is one of the primary forms of information that human beings process. That doesn't mean that everybody has to process it well. But it does mean that it is circulating around us, and certain people who can pick up on it can perform certain tasks very well that others cannot perform. We all need emotional intelligence to help us through our emotionally demanding days. Even if we are not emotionally intelligent ourselves, we may rely on those higher in emotional intelligence to guide us.

They're particularly good at establishing positive social relationships with others, and avoiding conflicts, fights, and other social altercations. They're particularly good at understanding psychologically healthy living and avoiding such problems as drugs and drug abuse. It seems likely that such individuals, by providing coaching advice to others, and by directly involving themselves in certain situations, assist other individuals and groups of people to live together with greater harmony and satisfaction.

So, perhaps even more important than scoring high on an emotional intelligence test, is knowing one's level at this group of skills. Discovering one's level means that we can know whether and how much to be self-reliant in emotional areas and when to seek others' help in reading the emotional information that is going on around oneself. Whether one is high or low in emotional intelligence, is perhaps not as important as knowing that emotional information exists and that some people can understand it. Knowing just that, one can use emotional information, by finding those who are able to understand it and reason with it.

This is the information age. All of us are dependent on information and using it wisely. The advent of the ability model of emotional intelligence enriches our knowledge of the information surrounding us -- it tells us emotional information is there and that some people can see it and uses it. The model encourages all of us to
use emotional information wisely -- whether through our own direct understanding, or through the assistance of those who do understand. At the dawn of a new era, change is on most people’s minds. Education prepares the generations for the future and educational change is at the forefront of all the talk about change in general. Educational reform is indeed pervasive right now. Learning standards are being defined for children. Teachers are appraised every five years and are expected to complete an Annual Plan every year. Educators live in a time of rapid change and increased demands. Physical and psychological problems occur when constant alarm reactions exhaust our response capacities. Our body’s alarm responses are set off by stressors. Stress is related to both positive and negative change, and stress is not the problem. Stress negatively impacts health and productivity when our responses to stressors are too intense and too long in duration. It is difficult for teachers to remain healthy and effective in demanding work environments unless they learn and apply positive stress management skills daily.

There is currently a tendency to consider schools as organic wholes that grow and develop, and within which all the actors, their actions and their knowledge are interrelated and interact with the surrounding environment. This organic metaphor for institutions is taken up by those who seek to increase the efficiency of schools as places of learning. Amongst other things, in drawing a parallel with the functioning of living organisms, they stress internal communication and in particular the impact of daily negotiations between the actors concerning ways and means of running the school. They argue that only a far greater collaboration between all the actors can lead to real improvement of school performances. They also see the school as a place where pupils can learn something of their future social behaviour from these exchanges. Yet they stop short of pointing to the need for a more systematic approach to certain skills related to understanding emotions in oneself and in one's relationships with others.

Given the current educational paradigm, can such skills be effectively developed in schools? Would the introduction of skills related to emotional intelligence radically modify schools or would schools travesty such skills? The underlying lessons of the current educational paradigm have little to do with the specific content of education, but rather are closely related to inculcating market logic.
and re-enforcing the concomitant drive to increased individualism. They include attributing quantitative values to qualitative phenomena - let's us call it putting a price on performance. We will recognize the all-pervasive marks system which rapidly becomes the dominant goal of pupils; encouraging individual competition rather than group collaboration and solidarity; making believe that learning is a scarce commodity, that takes places only in given places at specific times, with pre-defined subjects and with the help of experts. Learning in school is a progressive, planned activity cast in the light of the firmly held belief that children are different from adults and that they need to be prepared for the adult world at the same time as they need to be protected from it. This conception of learning and the very idea of childhood are recent inventions. There are reasons to believe that, with the advent of an electronically networked society, the clear distinction between childhood and adulthood is disappearing. One thing is certain, whether it be via the media or directly in their lives, children are increasingly subjected to the whole range of emotions known to adults, not to mention a wide variety of relationships spreading from the best to the worst.

Can we teach emotional "skills" in the rarefied atmosphere of schools? It would seem that "teaching" emotional intelligence - should it be possible - challenges all the basic tenets of the current paradigm of school-based learning mentioned above. Not to mention widely extending the remit of school in terms of content and form, in particular modifying the relationship between life and school. Many teachers and parents alike might well insist that such learning is not a question for schools, but rather the responsibility of parents. But the family is no longer the ideal place for it. In the Western World, the majority of families have shrunk from an extended community to its strict minimum (one or two parents and one or two children) ... and much less time is spent in the family than in school. What's more, parents are not always in a position to cope with or dispense such emotional skills. One possible solution, if such essential skills prove too difficult to develop in schools, would be to start by introducing them in the spaces around school. During the breaks for example, Daniel Goleman describes how appointed pupil mediators, once all involved know the rules of the game, resolve conflicts in the playground. Such a “school for emotions” could be a local, community-based activity in conjunction with other
activities like scouts, parent-teachers associations, artistic expression groups, clubs etc.

But what exactly might such skills be? In his book, Daniel Goleman gives a considerable list. Here are some indications inspired by a list quoted by Goleman from a book called Self Science: The Subject is Me. One of the basic emotional skills involves being able to recognize feelings and put a name on them. It is also important to be aware of the relationship between thoughts, feelings and actions. What thought sparked off that feeling? What feeling was behind that action? Managing emotions It is important to realize what is behind feelings. Beliefs have a fundamental effect on the ability to act and on how things are done. Many people continually give themselves negative messages. Hope can be a useful asset. In addition, finding ways to deal with anger, fear, anxiety and sadness is essential: learning how to soothe oneself when upset. For example, understanding what happens when emotions get the upper hand and how to gain time to judge if what is about to be said or done in the heat of the moment is really the best thing to do. Being able to channel emotions to a positive end is a key aptitude.

**Empathy**

Getting the measure of a situation and being able to act appropriately requires understanding the feelings of the others involved and being able to take their perspective. It is important to be able to listen to them without being carried away by personal emotions. There's a need to be able to distinguish between what others do or say and personal reactions and judgements.

**Communicating**

Developing quality relationships has a very positive effect on all involved. What feelings are being communicated to others? Enthusiasm and optimism are contagious as are pessimism and negativity. Being able to express personal concerns without anger or passivity is a key asset.

**Co-operation**

Knowing how and when to take the lead and when to follow is essential for effective co-operation. Effective leadership is not built on domination but the art of helping people work together on common goals. Recognizing the value of the
contribution of others and encouraging their participation can often do more good than giving orders or complaining. At the same time, there is a need to take responsibilities and recognize the consequences of decisions and acts and follow through on commitments.

In resolving conflicts there is a need to understand the mechanisms at work. People in conflict are generally locked into a self-perpetuating emotional spiral in which the declared subject of conflict is rarely the key issue. Much of the resolution of conflicts calls on using the other emotional skills mentioned here.

Good leaders are charged with positive emotions. Leading is not just a matter of knowing your subject, being efficient or learning all the right technologies. Good leaders are not just well-oiled machines. Computer can never replace them. They are emotional, passionate beings who fill their work and their classes with pleasure, joy, creativity and challenge. In Frеid’s (1995) terms, teaching is a “passionate vocation”. Good leaders are passionate about ideas, learning and their relationships with students. Woods and Jeffrey (1996) studied what made “exceptional” school leaders especially creative. These leaders did more than lead by example, they brought out the strengths of all staff around them. Their school relationships featured interest, enthusiasm, inquiry, excitement, discovery, risk-taking and fun.” Their cognitive scaffolding of concepts, teaching strategies was”held together with emotional bonds (p.71). In his book entitled, Working with Emotional Intelligence, Gоlеmаn (1997) examines the importance of emotional and human skills over IQ not only in schools, but also in the workplace. By reading through the narratives of corporate people (i.e. managers, business consultant) in an effort to gather twenty –five years worth of empirical and qualitative data that examine both how and why the emotional components of intelligence affect job performance and other life successes.

The Four Branch Model of Emotional Intelligence Background

By the late 1980’s, psychologists, evolutionary biologists, psychiatrists, computer scientists, and others, had identified a number of human capacities involved in identifying and understanding emotions. These human capacities -- involving emotional information processing -- had been examined in scores of research articles.
One means of organizing the many research contributions was to divide them into different areas according to the nature of the abilities they examined. In 1990, Salovey proposed that these abilities made up a unitary *emotional intelligence*. He further suggested that emotional intelligence (and the research that pertained to it) could be divided into three broad areas (and further sub-areas).

**What are the Four Branches?**

1. **Perceiving Emotion**
   
The initial, most basic, area has to do with the non-verbal reception and expression of emotion. Evolutionary biologists and psychologists have pointed out that emotional expression evolved in animal species as a form of crucial social communication. Facial expressions such as happiness, sadness, anger, and fear, were universally recognizable in human beings. Emotions researchers, evolutionary biologists, specialists in nonverbal behavior, and others, have made tremendous inroads into understanding how human beings recognize and express emotions. The capacity to accurately perceive emotions in the face or voice of others provides a crucial starting point for more advanced understanding of emotions.

2. **Using Emotions to Facilitate Thoughts**

   The second area appeared every bit as basic as the first. This was the capacity of the emotions to enter into and guide the cognitive system and promote thinking. For example, cognitive scientists pointed out that emotions prioritize thinking. In other words: something we respond to emotionally, is something that grabs our attention. Having a good system of emotional input, therefore, should help direct thinking toward matters that are truly important. As a second example, a number of researchers have suggested that emotions are important for certain kinds of creativity to emerge. For example, both mood swings, and positive moods, have been implicated in the capacity to carry out creative thought.

3. **Understanding Emotions**

   Emotions convey information: Happiness usually indicates a desire to join with other people; anger indicates a desire to attack or harm others; fear indicates a desire to escape, and so forth. Each emotion conveys its own pattern of possible messages, and actions associated with those messages. A message of anger, for
example, may mean that the individual feels treated unfairly. The anger, in turn, might be associated with specific sets of possible actions: peacemaking, attacking, retribution and revenge-seeking, or withdrawal to seek calmness. Understanding emotional messages and the actions associated with them is one important aspect of this area of skill.

Once a person can identify such messages and potential actions, the capacity to reason with and about those emotional messages and actions becomes of importance as well. Fully understanding emotions, in other words, involves the comprehension of the meaning of emotions, coupled with the capacity to reason about those meanings. It is central to this group of emotionally intelligent skills.

4. Managing Emotions

Finally, emotions often can be managed. A person needs to understand emotions convey information. To the extent that it is under voluntary control, a person may want to remain open to emotional signals so long as they are not too painful, and block out those that are overwhelming. In between, within the person's emotional comfort zone, it becomes possible to regulate and manage one's own and others' emotions so as to promote one's own and others' personal and social goals. The means and methods for emotional self-regulation has become a topic of increasing research in this decade.

The four branch model of emotional intelligence describes four areas of capacities or skills that collectively describe many of areas of emotional intelligence (Mayer & Salovey, 1997). More specifically, this model defines emotional intelligence as involving the abilities to:

- Accurately perceive emotions in one and others
- Use emotions to facilitate thinking
- Understand emotional meanings, and
- Manage emotions

The term, "branch," came into use in reference to the figures that presented the precursor and present models. Figures in both papers (1990 & 1997) contained lines that branched off from a central point. So, the term "branch" conveys no specific
scientific meaning; calling the model a "four-area model" would have worked as well. The branches are arranged from the areas most specifically related to the emotions-area (perceiving emotions) to the areas most general to personality (managing emotions). Within each branch, skills can be identified that are early-developing (e.g., in childhood), and skills that await greater maturity.

This four-branch model represents what today has become called the ability model of emotional intelligence.

Figure 1.2 Showing the Four Branch Ability Model of Emotional Intelligence

The first formal model of emotional intelligence -- the 1990 model -- was the one Daniel Goleman relied on in his popularization of the field -- although his representation of the model was quite a bit broader and more expansive than our original (Goleman, 1995, p. 43). Dr. Goleman's book is a lively, entertaining journalistic account that covers many interesting studies. His enlargement of our model, however, had the unfortunate effect, of suggesting to some that nearly every human style or capacity that was not I.Q. itself was a part of emotional intelligence. These included motives, social skills, all forms of self-regulation, and warmth, among many other attributes. The problem with this idea is that those different psychological qualities are separate and independent from one another -- both conceptually and empirically (e.g., they do not correlate). Moreover, most of them have little to do directly and specifically either with emotion or intelligence. Lumping them together created considerable conceptual confusion. Today, such models are called "Mixed
Teaching is a stressful profession. High levels of negative stress and emotional reactivity lead to burn-out and/or negative outcomes. Research findings suggest that unrealistic expectations between teacher training and reality of teaching, a lack of clear performance standards with constructive feedback, increasing physical demands and added responsibilities, inadequate pay and resources, and physically and psychologically dangerous work environments lead to teacher dissatisfaction and attrition. While teachers cannot control issues related to salary, teaching assignment, paperwork, class size, student behavior, or support from administrators, they can learn and choose to develop skilled behaviors to deal with stressors. Emotional intelligence skills are key to managing stress and the daily pressures of life and work. Goad (2005) and Justice (2005) concluded that pre-service, new, and novice teachers could benefit from emotional intelligence training. In a study conducted with first-year college students who were planning to become teachers, Elkins and Low (2004) identified a clear need to develop communication competence and emotional intelligence skills. Vela (2003), Stottlemyre (2002), Williams (2004), and Nelson and Low (2003, 2005) provided evidence that student achievement could be improved by learning and developing key emotional intelligence skills. Emotions are data - signals about ourselves and our relationships. By recognizing, understanding and validating the importance of our emotions and feelings, we can assist students on multiple levels.

Emotionally healthy behavior is reflected in characteristic ways of (1) thinking, (2) identifying, managing, and expressing feelings, and (3) choosing effective behaviors. Becoming an emotionally intelligent teacher is a journey and process, not an arrival state or end result. Emotionally intelligent teachers are active in their orientation to students, work, and life. They are resilient in response to negative stress and less likely to overwhelm themselves with pessimism and strong, negative emotions. An emotionally intelligent teacher learns and applies emotional intelligence skills to improve: physical and mental health by gaining knowledge/techniques to break the habit of emotional reactivity (Stress Management); productivity and personal satisfaction by helping to harmonize their thinking and feeling minds (Self Esteem and Confidence) self esteem and confidence by learning specific emotional intelligence skills, as they mix many attributes unrelated to emotion, intelligence, or emotional intelligence, in with the emotional intelligence concept.
intelligence skills (Positive Personal Change); communication in personal and work relationships (Assertion); ability to manage anxiety and improve performance under pressure (Anxiety Management); ability to quickly establish and maintain effective interpersonal relationships (Comfort); ability to understand and accept differences in others and diversity issues (Empathy); ability to plan, formulate, implement effective problem solving procedures in stressful situations (Decision Making); ability to positively impact, persuade, and influence others (Leadership); ability to direct energy and motivation to accomplish personally meaningful goals (Drive Strength); ability to manage time to meet goals and assignments (Time Management); ability to complete tasks and responsibilities in a timely and dependable manner (Commitment Ethic); and ability to control and manage anger and improve performance under stressful conditions and situations (Anger Management).

Again, being positive within ourself means we have a high level of emotional intelligence. How we deal with things in life is important? Deal with them negatively and we take ourself on a little journey of pain and suffering every time. If we deal with them positively and not only do we feel good but suddenly everyone's beating a path to our door for some enlightenment. Are we one of those teachers that can achieve a good rapport with our students? Do our colleagues envy us because we always get the best out of our students? Are we the teacher everyone calls for when there is a situation that needs to be dealt with? Do the students listen when we talk? Do they give us respect? Well if so, we probably have very good interpersonal skills and that means a high level of emotional intelligence. As a teacher one need to achieve rapport, to be empathic, to be in control of emotions. Why? Because a teacher can teach the students to be exactly the same. It is worth noting that there are many adults in this world whose greatest role model was their teacher.

In the book Emotional Intelligence, Daniel Goleman writes about two types of EI communication, intra-personal and inter-personal. Firstly, communicating with ourself (intra-personal). This is how we communicate with ourself. Are our thoughts about ourself self-defeating or do we push ourself forward or build ourself up? Our self-talk or communication will have evolved through the thousands of experiences in our life. Secondly, communicating with others (inter-personal) where we have the ability to bond with and identify emotions in other people, in their attitudes.
behaviours, designs, artwork, through their language. The ability to achieve great relationships. Effective leaders should know their points of strength and try to develop it and fully acknowledge their weaknesses. It is also an evident trait of leaders to make witty comments regarding their weaknesses; nonetheless, they work on improving them. Moreover, they should recognize their emotions and the impact they leave on the workplace and its productivity, especially with self-confidence. The level of self-confidence is in fact a stronger predictor of success at work than technical and cognitive skills did. Self-Management on the other hand is the ability of an individual to use his emotional literacy to regulate the rational and emotional operations of the mind in a balanced manner.

The second category is social competence, which is the ability of a person to navigate the emotional world of others by using his/her interpersonal skills (such as communication, leadership and persuasion) to produce positive and productive outcomes. There are two competencies under social competence: social awareness and relationship management. Social Awareness / Empathy is the ability to read the inner minds of others and engage with them into an emotional dialogue. It is about putting oneself in the shoe of the one talking to us in order to arrive to their true needs and understand their perspectives and feelings. It is one of the cornerstones of leadership and of great importance to many interpersonal aptitudes like teamwork, motivation and persuasion.

The Social Awareness Cluster:

- **Empathy** - ability to enter into emotional dialogue with others, getting the true feel of their thoughts being to read people’s inner minds, facial expressions, and body language.

Social Skills / Relationship Management: is about inducing effective and desirable responses in others through various essential social skills. The Social Skills Cluster:

- **Communication** - creates an environment of openness and self-expression with clear lines of communication. Managers need to be effective in the give-and-take of information, practice active listening, and receive good and bad news alike.
- **Mentoring and Developing Others** - sensing people’s needs and unleashing their abilities. This ability has emerged as a vital trait of leaders.

- **Negotiation and Conflict Management** - ability to spot problems as they arise and take steps to calm those involved. Also, it is the ability to handle difficult people and develop effective win-win negotiation skills to maintain long-term business relationships. In a survey of retail buyers in department store chains, negotiation skills were vital for the manufacturer-retailer relationship (Goleman 37).

- **Synergy and Teamwork** - there is a trend towards team structures and cross-functional teams. Studies showed that the productivity of the teams depends on the collective E.Q. of its members and how these members exhibit E.Q. competencies and how the positive mood of the team manager promotes employee productivity and retention.

- **Visionary Leadership** - to inspire others to work together toward a shared vision and mission. Effective managers integrate emotional, ethical realities into their vision and thus create a strategy that is logical and ethical. Furthermore, it should be noted that the four E.Q. competencies are interconnected; they are not standalone. That is why absence of one of the four competencies leads to the reduction of the overall E.Q. of the manager, team and/or organization. For instance, it was found that managers, who had a synergy between self-motivation and empathy, got their employees both engaged (through empathy) and motivated (through self-motivation).

Teachers who intentionally develop emotional skills and model emotionally intelligent behavior on a daily basis experience more success and satisfaction in their professional career and life. Emotionally intelligent teachers are more resilient and proactive in responding to stressors and less likely to react to stress. Teachers who model emotional intelligence are characterized by: intentional reflective (not reactive) behavior, more flexible (not resistant to change), assertive communication (not aggressive or passive), more optimistic and hopeful (not pessimistic and negative), and relies on skills and positive habits (not reactive habits). These traits are all aspects of emotional intelligence. Emotional Intelligence has proven a better predictor of future success than traditional methods like I.Q. and standardized test scores.
Emotionally intelligent adults make better decisions, they live with integrity, they use their emotions as a source of energy and direction they are more effective at solving problems, they collaborate better, they are more effective leaders, better spouses, and more conscious parents.

Building one’s Emotional Intelligence has a lifelong impact. E.Q. helps us to understand how and why we react and respond to certain events in the organization. A teacher should be emotionally intelligent in the midst of hectic life prevailing in the modern world. If teachers are emotionally balanced, the entire nation is benefited. Teachers who understand and improve their emotional intelligence skills are able to simultaneously develop professional and personal strength, as well as improve areas of weakness. Different professions require different emotional intelligence levels and to be successful in teaching profession one needs to have a high intelligence level in the range of 250-274 (Singh, 2000, cited in Bansibihari 2004). In order to teach competently, teachers must not only feel psychologically and emotionally comfortable but they must also have some sense of belief that they can make a difference to the lives of children they are teaching and that their children are learning.

How to Assess Emotional Intelligence?

Most skilled employees are intelligent, but not emotionally intelligent. Many individuals who were extraordinarily intelligent when it came analytical skills and general intelligence, were deficient in emotional intelligence. While they were good with numbers and logic, they were bad when it came to being sociable, and they did not have a lot of friends. Of course, this raises the question of exactly how we are supposed to increase our emotional intelligence? There are a number of courses and classes which can enhance our abilities. Unlike our I.Q., which some researchers see as being set in stone (there are some that disagree on this as well), E.I. is something that can be increased with practice and training. Tests have been developed which can assess our current E.I., and once we are able to fully understand the areas in which we are deficient, we can begin working hard to increase our E.I., which will further translate into superior job performance. In turn, this superior job performance will lead to greater payment and fulfillment overall. Most of us have heard of the stereotypical person, who is unable to relate to most people, and who spends most of his time huddled up working with computers, machines, or some other non-organic
objects. These individuals have almost become a cliche. This is the best example of someone who is extremely intelligent from I.Q. perspective, but who is totally deficient when it comes to emotional intelligence. To truly succeed in this world, it pays to have both. Since we have to deal with people on a regular basis, it pays to be in tune to the behaviors of others. It also pays to be aware of their emotions as well as our own. Another type of person who is lacking in emotional intelligence is the individual who always steps on everyone's toes without realizing it. They come off as being bullies, and few people like them. These people rarely know when "no" means "no," and they tend to try to force others to adhere to their standards.

Figure-1.3 Showing Development of Moods and Emotions in Brain

Positive emotions are more likely to arise from deliberate thought, whereas negative emotions are more likely to arise spontaneously (or out of conscious thought).

Neuroscience has discovered that the frontal lobes, the hippocampus and the amygdala change in response to experience due to our 'emotional environment.' Very active reasoning will activate the frontal cortex and inhibit the amygdala, the very act of reasoning should actually reduce destructive emotions. The amygdala is important in the detection of signals of fear as well as the generation of fear itself. A fearful face is enough to activate the amygdala. When a person is provoked by threatening
pictures, people who come back to the baseline are those who have less activation in the amygdala and whose activation is shorter. They are also people who show more activation in the left prefrontal cortex, the area for positive emotion. These tend to be people whose everyday experience is one of vigour, optimism and enthusiasm. People who recover quickly also tend to have better function in certain measures of immunity.

The amygdala has projections all the way back to the primary area in the brain where visual information is first received. This provides a mechanism through which our negative emotions can influence our perception of visual information from the first moment. The amygdala is next to the hippocampus which is involved in aspects of memory, therefore when we see an object that elicits some emotion; it is invariably the case that it also triggers associated memories. One study shows that people with a severe history of aggression have a severe shrinking of the amygdala. The amygdala is needed to anticipate negative consequences and people prone to extreme rage are unable to foresee the consequences. This gives a possible explanation for the behaviour of one or two students. Under normal circumstances the brain areas that initiate an emotion and those that regulate an emotion are all activated simultaneously, i.e. when an emotion is triggered the mechanisms involved in regulating it are also triggered. The hippocampus has an important role in emotion because it is essential for our appreciation of the context of events and memory. In both depression and post traumatic stress disorder it has been found that the hippocampus shrinks. Cortisol is produced under stress, at high levels over a long period of time; it may kill cells in the hippocampus. The frontal lobes, the amygdala and the hippocampus are all extensively connected with the body, in particular with the immune system; with the endocrine system, which regulates hormones; and with the autonomic nervous system, which regulates heart rate, blood pressure and so on. This indicates how the mind can influence the body and how emotions can impact on our health.

**Concepts Related to Emotional Intelligence**

Emotional intelligence can be compared and contrasted with a number of other parts of personality. These other parts are distinct from emotional intelligence both conceptually and empirically. That means that each part has a definition that is
distinct from emotional intelligence. Moreover, although a person may be high in emotional intelligence, they may be high or low in many of these other characteristics.

**Mixed Models of Emotional Intelligence**: these models describe a conception of emotional intelligence that includes not only mental abilities related to intelligence and emotion, but also other personality dispositions and traits such as motives, sociability and warmth.

**Empathy**: including a feeling for others, sympathetic reactions to their feelings, and imaginative involvement in how the other person might be feeling.

**Emotional Self-efficacy**: a person's belief that he or she possesses empathy and assertiveness as well as elements of social intelligence, personal intelligence, and ability emotional intelligence.

**Socio-emotional Effectiveness**: an individual's capacity to navigate the social world in an effective manner, accomplishing his or her goals as needed.

**Socio-emotionally Effective Behavior**: the observable acts of the individual the lead to emotional and social effectiveness of interactions with others.

Other Terms Connecting Emotion, Motivation, and Intelligence

**Interest**: a motivational urge to pursue learning about a topic.

**Curiosity**: a motivational and emotional urge to explore and understand ideas.

**Intrinsic Intellectuality**: one term (of several, e.g., need for cognition) that describes a person's generally intellectual orientation.

### 1.4 SOCIO-ECONOMIC STATUS

Socio-economic status is considered as one of the important variable in social science research. It has been and is being included quite often as a variable in studies in Psychology, Sociology, Education and other Social-science streams. Socioeconomic implies at least two dimensions to inequality—social and economic. Socio comes from the word ‘Social’ and refers to people and the ways (level) they fit into the community in which they live. It reflects how well they are educated, have jobs etc. The social dimension incorporates education, occupational prestige, authority, and community, however, additional indicators which are considered
important are employment status, possessions and even the presence of reading material at home (U.S. Department of Defense, 1986). Powers (1981) has reported that the single best indicator of one’s socio-economic status is the occupation. Piko and Fitzpatrick (2001) while examining the relationship of SES and psychological health among Hungarian adolescents used occupational status of parents and self assessed SES as subjective indicator of socio-economic status. Race, social class, castes have also been taken as indicator of socio-economic status. Duncan, Day, McDonough and Williams (2002) have reported that commonly used indicators of SES are income, wealth, social standing/prestige and material/social deprivation. Tello, Jones, Bonizzato, Mazzi, Amaddeo and Tansella (2005) developed an ecological index of SES through a factor analysis of 1991 census (Italy) data. Three significant factors reflected the domains of (i) educational-employment sector,(ii) relational network,(iii) material conditions.

Webster’s Dictionary (1951), defines he term Socio-Economic status refers to the condition pertaining to or signifying the combination of social and economic factors. SES is considered as an indicator of economic and social position (Stawarski and Boesel, 1988).

Taneja (1989) defines socio-economic status refers to a person’s position in any given group, society or culture.

Australian Bureau of Statistics (1994) defines SES as a level of social and economic position of people in society and is reflected by various indicators.

Socio-economic status refers to as a finely graded hierarchy of social positions which can be used to describe a person’s overall social position or standing. It can be indicated by a number of (sub-) concepts such as employment status, occupational status, educational attainment and income and wealth (Graetz 1995a).

Oxford Dictionary (2000) defines Socio-economic status is related to or concerned with the interaction of social and economic factors.

Oxford Dictionary (2002) stated that socio-economic factor combines such factors to produce an indicator of a person’s or group effective social situations.

Fransoo, Ward, Wilson and Brownwell (2003) explain Socio-Economic Status as a prestige, position or a rank within a group. A person who has high position in
community and has good income and lives in a well furnished house of good quality is said to have a good socio-economic status.

On the basis of above definitions it can be concluded that Socioeconomic status (SES) is an economic and sociological combined total measure of a person's work experience and of an individual's or family’s economic and social position relative to others, based on income, education and occupation. Socioeconomic status (SES) is evaluated as a combination of factors including income, level of education, and occupation. It is a way of looking at how individuals or families fit into society using economic and social measures that have been shown to impact individuals' health and well being. When analyzing a family’s SES, the household income earners' education and occupation are examined, as well as combined income, versus with an individual, when their own attributes are assessed.

Socio-economic status is typically broken into three categories, high SES, middle SES, and low SES to describe the three areas, where a family or an individual may fall into. When placing a family or individual into one of these categories any or all of the three variables (income, education, and occupation) can be assessed. A fourth variable, wealth may also be examined when determining socio-economic status.

**Income**

Income refers to wages, salaries, profits, rents and any flow of earnings received. Income can also come in the form of unemployment or workers' compensation, social security, pensions, interests or dividends, royalties, trusts, alimony, or other governmental, public, or family financial assistance.

**Educational Attainment**

Educational attainment is preferable to analyze for SES because it can be figured for all individuals. A person’s educational attainment is considered to be the highest level (grade or degree) of education they have completed. Education also plays a role in income. Median earnings increase with each level of education. As conveyed, the highest degrees, professional and doctoral degrees, make the highest weekly earnings while those without a high school diploma are financially penalized.
Higher levels of education are associated with better economic and psychological outcomes (i.e.: more income, more control, and greater social support and networking). Education plays a major role in skill sets for acquiring jobs, as well as specific qualities that stratify people with higher SES from lower SES.

**Occupational Prestige**

Occupational prestige as one component of SES, encompasses both income and educational attainment. Occupational status reflects the educational attainment required to obtain the job and income levels that vary with different jobs and within ranks of occupations. Occupational status measures social position by describing job characteristics, decision making ability and control, and psychological demands on the job. Occupation is the most difficult factor to measure because so many exist, and there are so many competing scales. Many scales rank occupations based on the level of skill involved, from unskilled to skilled manual labor to professional, or use a combined measure using the education level needed and income involved.

**Wealth**

Wealth, a set of economic reserves or assets, presents a source of security providing a measure of a household's ability to meet emergencies, absorb economic shocks, or provides the means to live comfortably. Wealth reflects intergenerational transitions as well as accumulation of income and savings. Income, age, marital status, family size, religion, occupation, and education are all predictors for wealth attainment.

**Socio-Economic Classification**

In addition to income classification and consumer classification, Indian households can also be segmented according to the occupation and education levels of the chief earner of the household (the person who contributes most to the household expenses). This is called as Socio-Economic Classification (SEC), which is mainly used by market planners to target market before launching their new products. SEC is made to understand the purchase behavior and the consumption pattern of the households.
### Table 1.2: Socio-Economic Classification of Urban Area

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Education</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Illiterate</td>
</tr>
<tr>
<td>Skilled</td>
<td>E2</td>
</tr>
<tr>
<td>Unskilled</td>
<td>E2</td>
</tr>
<tr>
<td>Shop owner</td>
<td>D</td>
</tr>
<tr>
<td>Petty trader</td>
<td>E2</td>
</tr>
<tr>
<td>Employer of</td>
<td></td>
</tr>
<tr>
<td>Above 10 persons</td>
<td>B1</td>
</tr>
<tr>
<td>Below 10 persons</td>
<td>C</td>
</tr>
<tr>
<td>None</td>
<td>D</td>
</tr>
<tr>
<td>Clerk</td>
<td>D</td>
</tr>
<tr>
<td>Supervisor</td>
<td>D</td>
</tr>
<tr>
<td>Professional</td>
<td>D</td>
</tr>
<tr>
<td>Senior executive</td>
<td>B1</td>
</tr>
<tr>
<td>Junior executive</td>
<td>C</td>
</tr>
</tbody>
</table>

Source: Indian readership survey (IRS)
Sections A and B refer to High-class- constitutes over a quarter of urban population. Sections C refers to Middle-class- constitutes 21% of the urban population. Sections D and E refer to Low-class- constitutes over half the urban population. To understand the table, consider an example: A trader whose monthly household income (MHI) is more than that of a person in section A cannot be included in this SEC because his educational qualification or occupation do not qualify him for inclusion. 3/4th of them have studied till 10th or 12th class while the remaining 1/4th have studied till 9th class. Less than half of the Chief Wage Earners of households belonging to sections D and E are unskilled workers. Petty Traders are 18%, while Skilled Workers are about 28%. More than 80% of the population of upper strata consumers is living in the top 7 cities. Those top 7 cities are Mumbai, Kolkata, Delhi, Chennai, Ahmedabad, Bangalore, and Hyderabad. With increase in economic prosperity, this population (upper strata consumers) is growing at 10 percent annually. The rural area is segregated into: R1, R2, R3, R4.

Table 1.3: Socio-Economic Classification of Rural Area

<table>
<thead>
<tr>
<th>Education of chief wage earner</th>
<th>Type of House</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pucca</td>
</tr>
<tr>
<td>Professional degree</td>
<td>R1</td>
</tr>
<tr>
<td>Graduation/ PG</td>
<td>R1</td>
</tr>
<tr>
<td>College</td>
<td>R1</td>
</tr>
<tr>
<td>SSC/HSC</td>
<td>R2</td>
</tr>
<tr>
<td>Class 4-Class 9</td>
<td>R3</td>
</tr>
<tr>
<td>Up to class 4</td>
<td>R3</td>
</tr>
<tr>
<td>Self-learning</td>
<td>R3</td>
</tr>
<tr>
<td>Illiterate</td>
<td>R4</td>
</tr>
</tbody>
</table>
Measure of Socio-Economic Status

Although the hierarchical placement of a few specific occupations has changed over time, the relative placement of most occupations is stable. This stability in the prestige hierarchy has meant that specific scales of socio-economic status can be used with confidence long after they are first constructed. More recently, scholars of inequality have moved away from single scales of socio-economic status to amalgam measures. Rather than relying on a summary SEI score, contemporary researchers are often asking a set of questions related to socio-economic status (SES). Thus, for example, many researchers now measure SES by combining (often through factor analysis or some analogous statistical method) measures of at least three of the following: an individual’s education, earnings, home ownership, occupation, and net worth. In measuring the SES of a family, a frequent approach is to combine the education, earnings, and occupation of wives and husbands or communal partners (sometimes along with home ownership or net value of a family home).

However, researchers at times want to examine the relative effects of the separate components of SES. Therefore, measures of education and income (for example) are sometimes used separately and are not combined in a scale or index. Important information may be lost in combining education, income, occupation, and residential status. Summative families scales are also not appropriate when scholars seek to compare the relative influence of the SES of spouses or partners and for example, the educational attainment of their children or the health status of family members.

The old assumption of the male breadwinner, whatever its historical validity, is highly problematic. Family forms have changed (e.g., single parents). Women’s labor force participation and career commitment increased dramatically in the last decades of the twentieth century. The contributions of partners who are not in the paid labor force have been increasingly recognized. For all of these reasons, the use of a family SES measure based on information about a single family member is sometimes inadequate. However, it is also important not to exaggerate the force of this claim because the SES of spouses and partners are often similar. Individuals or families have their own SES, but they also live and work in contexts that may be defined by different levels of SES. In this sense, the SES context in which a person finds him or
herself may be more or less powerful than his or her own individual SES when it comes to predicting outcomes (e.g., job satisfaction, psychological stress). This is often understood as the ecological setting or context of people or groups. For example, do children in school classrooms where the SES of their classmates is greater than their own do better academically than would be predicted simply from their own families' SES?

Today, there is no consensus upon exactly how SES should be measured. In modern research, the following considerations are important in devising one or more indicators to measure SES. First, is SES the relevant conceptual approach to inequality? Second, if SES is a core variable, how many indicators should be used, and should these be combined in a scale? Third, what is the validity and reliability of SES measures in comparison to alternatives? Fourth, will measures of SES provide the necessary comparability with other research studies in the area? Fifth, is SES applicable to all members of the population being studied? Especially in this last case, the SES of students, the unemployed, recent migrants, and the retired may be problematic.

When analyzing data, different scholars may or may not treat SES as an ordinal (i.e., ranked [beauty]) or interval (i.e., equal distance between categories [age]) measure. Often, when an ordinal measurement preference is chosen, SES is collapsed into groups, frequently with labels like upper class, middle class, and lower class. The boundaries between these groups are typically relatively arbitrary, there being no natural or theoretical cutting point in deciding at exactly what SES score the boundary should be drawn. Often, for this reason, others choose to assume SES has interval measurement properties, and they use more sophisticated statistical techniques.

Socio-economic status has been shown to be significantly, consistently, and universally correlated with a variety of measures of life chances (e.g., occupational attainment), lifestyles (e.g., health status), socio-political orientations (e.g., ideological leanings), and modes of action and association (e.g., association memberships). Why these correlations exist remains one of the central questions continuing to be pursued. Simply put, what is it about SES that creates a causal effect and why does this effect occur? It is now well understood that although economic

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resources are important, it is not so clear exactly why (e.g., is the effect due to access to better nutrition, better information, or more powerful networks?). Similarly, education is an important SES measure, again correlated with many diverse outcomes, but its precise role is often unclear (i.e., is it the cognitive dimension, is it the credential, is it the network of contacts?).

Finally, it is worth noting that although socio-economic status is most frequently found in the academic literature, it is a term increasingly employed in research outside the academy. When measuring the socio-economic status, the most prestigious or highest income occupations would be at the top of the hierarchy and the least prestigious at the bottom. Parental education is also an important aspect of the socio-economic status of their wards, because it is expected that parental and student education are strongly correlated. Highly educated parents are more likely to instill more positive values about education to their children, have a better understanding of what schools require and are probably better equipped to help their children in their school-work. Social class provides an alternative method of defining socio-economic position.

**Socio-Economic Differences in Schools**

Educators, researchers and policy makers are concerned about the degree to which students from lower socio-economic backgrounds are systematically disadvantaged in regard to performance at school, school completion, and participation in post-secondary education and training. Such disadvantage is simply ‘not fair’ in a modern democratic society. When a relationship between social background and educational achievement is present, then it follows that students from disadvantaged backgrounds face disadvantages at school and later in adult life. Furthermore, it follows that there will be a less efficient matching of ability with occupational destinations, leading to wastage of human resources and arguably economic inefficiencies. Most educational reforms of the last half-century have attempted to make the system fairer so that student performance at school is not related to the socio-economic background and other ascribed characteristics of the student. If the relationship between socio-economic background Measurement of Socio-Economic Position. In this context, the lack of a common measure of socio-economic position for the reporting of educational outcomes is problematic. Most
importantly, it undermines our ability to evaluate the influence of socio-economic position on educational outcomes, across and within educational jurisdictions, and over time. Such information is necessary in order to assess whether education outcomes are becoming more unequal (socio economically speaking) or if the present policy mix is, in fact, reducing the impact of students’ socio-economic background. With the present mix of measures used by different states and systems, we cannot ascertain the overall strength of the relationship between socioeconomic background and educational outcomes, much less any between system and over-time differences.

Although the inability to make between system and over-time comparisons is important, the lack of a common measure also has other implications. Differences in educational performance between social groups may, at least in part, be due to socioeconomic position. Without a common measure of socio-economic background, it is impossible to make valid conclusions about the independent effects of ethnic background, home language or culture on performance between systems or over time. Similarly the influence of locality needs to be distinguished from socio-economic influences in the assessment of differences in educational outcomes between urban and rural students.

Three Broad Conceptualizations of Socio-Economic Position/Background

Three broad conceptualizations of socio-economic position/background (social class, socio-economic status and disadvantage) have been discussed at length in the socio- logical and educational literature. Here we provide a brief overview of the major issues which have a bearing on the conceptualization of the socio-economic position of teachers. Socio-economic position is defined as the relative position of a family or individual in a social structure, based on their access to scarce and valued resources such as education, wealth and prestige (Western 1983). Socio-economic background (family of origin) Socio-economic position (present circumstances) Socio-economic status (hierarchical, linear) Social class(discrete groups) Disadvantage(dichotomy). Socio-economic background is defined as the socio-economic position of an individual’s family of origin rather than their present occupational or family circumstances. Dependent children have yet to establish their own socio-economic characteristics. Rather, their socio-economic position is derived by the socio-economic climate of their family home, or more narrowly by the socio-
economic characteristics of their parents. Hence, in the case of teachers, socio-economic position and socio-economic background refer to the measurement of Socio-economic Position characteristics of the same family. Socio-economic background/position can be sub-divided into three further concepts—socio-economic status, social class and disadvantage—depending upon whether socio-economic position is conceptualized as a continuous, linear hierarchy (socio-economic status), in terms of discrete categories (social class), or in terms of a dichotomy (disadvantage).

That is, socio-economic status is usually understood as a multi-dimensional concept. Socio-economic position/ background, Socio-economic status, Social class, Disadvantage Employment status, Occupational status, Education Income/wealth Occupational groups. Although social class, like socio-economic status, is based on access to scarce and valued resources, classes are understood in categorical terms, with a working class distinguished from other classes. Social classes are not necessarily hierarchical; that is, the class groups are not readily placed on a continuum ranging from high to low. The occupational dimension of socio-economic status is based upon the assumption that occupations can be placed along a finely graded socio-economic hierarchy, while social class measures are based upon the assumption that these same occupations can be placed into a relatively small number of discrete social groups. The final concept, disadvantage, refers to persons who are systematically socio-economically disadvantaged in respect to social (especially educational) outcomes. When socio-economic disadvantage is defined broadly, it can encompass elements that are not generally understood as socio-economic, such as family structure, Aboriginality, ethnicity, and disabilities. Nevertheless, it is possible to define socio-economic disadvantage more narrowly in terms of socio-economic position, either as those persons below a certain cut-off on a socio-economic status continuum or as belonging to a particular social class. This narrow definition does not include other aspects of society that are associated with disadvantage such as family structure, Aboriginality, ethnicity and disabilities. Our general discussion of socio-economic status and social class has highlighted the point that socio-economic background is not a uni-dimensional concept. Rather, it is comprised of elements relating to education, occupation and wealth.
Explanations for the relationship between socio-economic background and achievement can be divided into three broad categories: genetic differences in ability; access to material (physical) resources; and cultural differences. The first explanation, that socio-economic differences in achievement reflect genetic differences in ability, is not widely endorsed by educational researchers. Most current research and policy attention focuses on the second and third explanations. The second explanation relates to the role of material resources such as a room of their own, the number of siblings, the quantity of educational resources at home (e.g. books, computers), and the quality of the school infrastructure. Connell (1977:152-189) is a strong proponent of materialist explanations, and such explanations are implicit in policies that provide financial support to disadvantaged. This financial assistance is viewed as a means of overcoming the (financial) barriers to education among low socio-economic status groups (Hauser & Warren 1997:179; Williams 1987:38-39; Williams et al 1993a:23). The third explanation draws attention to cultural factors such as parent and teacher attitudes, and sub-cultural norms. For example, the book Learning to Labor suggests that the sub-cultural norms of working class youth are ultimately responsible for their less successful education outcomes. Another cultural explanation is on elaborated and restricted codes of speech which respectively facilitate and hinder the academic achievement of middle class and working class students. Bourdieu’s(1973; 1984) explanation of socio-economic differences in education Measurement of Socio-economic Position uses the concept ‘cultural capital’. He argues that social reproduction is maintained by the education system. The success of students from high status backgrounds, adept in the dominant culture, is enhanced since teachers and other gate-keepers judge and assess students by criteria set by the dominant culture. Coleman’s (1987) concept of social capital also focuses on community level cultural factors. Social capital is defined as the ‘norms, the social networks, and relationships that are of value for the child’s growing up’. Material and cultural factors may operate at the student, family, school or community level. This is not to say that each explanation falls neatly into one or other cell of this typology. Some explanations focus on interactions between two or more levels, while others focus on both cultural and material factors. Indeed, a single-cause explanation is likely to be inadequate, as there are probably a multitude of factors that influence schooling outcomes. For example, not having the physical resources of a desk, a room, encyclopedias and
books is likely to have a detrimental effect on academic performance. But similarly, the value placed on education by students, their families, schools and communities is also likely to influence their outcomes.

1.5 NEED AND IMPORTANCE OF STUDY

Today we are living in a world of science and technology, where an explosion of knowledge is taking place and stepping into the modern technocratic age. For a meaningful life of an individual needs academic excellence to adjust to his environment. Education is the process of helping the child to adjust to the changing world. Therefore, we can say education as the reconstruction or reorganization of experience, which adds to the meaning of experience and which increases the ability to direct the course of subsequent experiences.

Teaching competencies are applicable to express aims and behavioural objectives of teaching; to specify assessment appropriate to the objectives of teaching; to select and prepare appropriate equipment and materials for teaching; to consider individual differences between students in planning of teaching; to organize teaching-learning activities to achieve the objectives and also plan activities to contribute personality development of students. It is an important part of the private and life of the people as well as their teachers.

Since the teacher can interact with students of different ages from infants to adults, students with different abilities and students with learning disabilities. If a student is to be prepared for their future, then it’s an essential attribute of effective teacher is awareness of the realities of the world in psychology and technology. The quality of a nation depends upon the quality of its citizens. The quality of the citizens rests upon the quality of their education. The quality of their education depends upon the competence, dedication and quality of teacher. It is not brick and mortar of the classroom, but the dialogues, rapport and interactions supported by deeds, between the learners and the teachers, all the time developing within its four walls can make or mar the destiny of the youngsters and in turn that of the nation. For any change, every nation has expectations from its teachers and citizens in general. Education ought therefore, need to aim at the development of power of adaptation to an ever changing social environment. Education is considered to be a process which contributes to the natural and harmonious development of man’s innate powers and brings out complete
development of one’s individuality. Though education was considered as paediocentric, it is a bigger process in which the personality of one person influences others with a view to modify his behavior in order to bring about his all-round development in thought, feeling and action. A continuous inter-play or exchange of ideas between the teacher and the taught, central part of this interaction process is the teacher. While education is essence, the teacher still occupies a prior in essence; the teacher still occupies a central role in the learning of a child.

Obviously, teachers are the crucial agents for bringing out the desirable changes in the system. Therefore, teachers have the fundamental concerns and moral responsibilities to gear all the activities of the school in the positive direction. For this, they have to attain the attitude, aptitude, interest, values and certain competencies of the teaching profession to ensure the fulfillment of the expected assignments. Keeping in view this objective, teacher-training institutions are providing training to pupil teachers or the prospective teachers. For students that acquire knowledge; first the teacher must be competent. He/she must possess the skills; knowledge, ability and teaching skills that will help his/her students. The need of teacher manpower planning has resulted in mushrooming growth of teacher education institutions throughout the country. It’s the right time that every educationist should take care; that quantitative expansion should not slip the quality. It is evident that the effective and efficient functioning of any institution primarily depends upon the quality and commitment of its human resources. The right attitude towards the profession, involvement in teaching, concern over the profession, attitude towards teaching zeal and enthusiasm in his profession, emotional stability of the teacher are essential requisite conditions to prevail in a teacher who could definitely bring success in his teaching programme.

Teacher’s responsibility does not seize when he has satisfied the average individual in the class, though they are more in numbers. To quench the thirst of the gifted individual, the teacher should keep himself abreast with new techniques and novel strategies which is not an easy job and it is a hard task to successfully achieve. To successfully shoulder the responsibilities a teacher should be competent. Modern teacher is expected to shoulder the multi-dimensions responsibilities to initiate desired
learning and teaching outcomes. A teacher must also be emotionally intelligent, then he/she can prove competent teacher.

Relevant elements of competent teaching may be described in terms of a teacher's knowledge base, the development and use of practical theories and the idea that teachers should also be 'researchers'. The opinion is held that being a competent teacher is based not on one perspective or paradigm, but on a 'grand strategy' or integration of perspectives. First of all, teaching seems to be a profession under pressure. In addition, teaching in reality is considered to be a complex and holistic activity. It consists of three phases (planning, execution and reflection) which usually coincide in reality. Teaching, therefore, is to a large extent a matter of routine. For teaching competency it is essential to pay (renewed) attention to the curriculum and didactics of teacher education as well as to the relationship between pre-service and in-service teacher education. In this respect, much work still needs to be done, which should be a collective effort on the part of researchers, teacher educators and curriculum developers.

It is well accepted fact that the quality of nation depends upon the quality of the education imparted to its citizens which in turn depends upon the 'quality of its teachers'. The phrase 'quality of teachers' includes all the personality dimensions of teacher i.e. span of knowledge, teaching skills and teacher behaviour comprising his/her emotional intelligence. His behaviour not only as a teacher is predominantly controlled by his emotional behaviour, which in turn depends upon the degree of emotional intelligence possessed by him. In this way, what makes a teacher successful in his classroom behaviour and makes him popular among the students is nothing but his emotional competency skills.

Researches have been conducted in this field exploring the factors responsible for the competence in teaching and many other comparisons have been made. Some studies concluded certain factors positively related and some of their negatively related to it. These results are not conclusive, so, there is need of further probing into the problem. Hence the researchers manifested their interest in studying the area of teaching competence. It is realized that some more efforts must be made in this direction.
Another reason for undertaking such a study is that information gathered with the help of present study will likely to have considerable significance both theoretically and practically. Emotional Intelligence determines the behavioural aspect of teachers which further determines the teacher’s liking or disliking by the students. Socio-Economic status decides social as well as economic status of teachers which leads to the satisfaction or dissatisfaction of teachers which ultimately reflects in their competency in teaching.

In the present study competence in teaching will be analyzed under the influence of emotional intelligence and socio-economic status. However, no such study has come to the notice of the investigator in which a comparison of teaching competence among scheduled caste and non-scheduled caste pupil teachers has been made in relation to their emotional intelligence and socio economic status. This study will help in obtaining fruitful results by exploring the highest, lowest or negligible influence of selected variables on the teaching competence among scheduled and non-scheduled caste pupil teachers.

1.6 STATEMENT OF THE PROBLEM

A COMPARATIVE STUDY OF TEACHING COMPETENCE AMONG SCHEDULED CASTE AND NON-SCHEDULED CASTE PUPIL TEACHERS IN RELATION TO THEIR EMOTIONAL INTELLIGENCE AND SOCIO-ECONOMIC STATUS.

1.7 OBJECTIVES OF THE STUDY

The study was conducted with following objectives in view:

1. To find the significant difference in teaching competence among scheduled caste and non-scheduled caste pupil teachers.

2. (a) To find the relation between teaching competence and emotional intelligence among scheduled caste pupil teachers.

2. (b) To find the relation between teaching competence and emotional intelligence among non-scheduled caste pupil teachers.

2. (c) To find the difference between emotional intelligence of the scheduled and non-scheduled caste pupil teachers on their teaching competence.
3. (a) To find the relation between teaching competency and socio-economic status among scheduled caste pupil teachers.

3. (b) To find the relation between teaching competency and socio-economic status among non-scheduled pupil teachers.

3. (c) To find the difference between socio-economic status of the scheduled and non-scheduled caste pupil teachers on their teaching competence.

4. (a) To find the relation between teaching competency and high socio-economic status among scheduled caste pupil teachers.

4. (b) To find the relation between teaching competency and high socio-economic status among non-scheduled caste pupil teachers.

4. (c) To find the difference between high socio-economic status of the scheduled and non-scheduled caste pupil teachers on their teaching competence.

5. (a) To find the relation between teaching competency and low socio-economic status among scheduled caste pupil teachers.

5. (b) To find the relation between teaching competency and low socio-economic status among non-scheduled caste pupil teachers.

5. (c) To find the difference between low socio-economic status of the scheduled and non-scheduled caste pupil teachers on their teaching competence.

6. To study and compare the conjoint effect of emotional intelligence and socio-economic status towards the prediction of teaching competence among scheduled caste and non-scheduled caste pupil teachers.

1.8 HYPOTHESES

Directed towards the objectives of the study and on the basis of review of the related literature, following hypotheses was formulated for the verification:-

1. There will be no significant difference in teaching competence among scheduled caste and non-scheduled caste pupil teachers.

2 (a) There will be no significant relation in teaching competence and emotional intelligence among scheduled caste pupil teachers.
2 (b) There will be no significant relation between teaching competence and emotional intelligence among non-scheduled caste pupil teachers.

2 (c) There will be no significant difference between emotional intelligence of the scheduled and non-scheduled caste pupil teachers on their teaching competence.

3 (a) There will be no significant relation between teaching competence and socio-economic status among scheduled caste pupil teachers.

3 (b) There will be no significant relation in teaching competence and socio-economic status among non-scheduled pupil teachers.

3 (c) There will be no significant difference between socio-economic status of the scheduled and non-scheduled caste pupil teachers on their teaching competence.

4 (a) There will be no significant relation in teaching competence and high socio-economic status among scheduled caste pupil teachers.

4 (b) There will be no significant relation in teaching competence and high socio-economic status among non-scheduled caste pupil teachers.

4 (c) There will be no significant difference between high socio-economic status of the scheduled and non-scheduled caste pupil teachers on their teaching competence.

5 (a) There will be no significant relation in teaching competence and low socio-economic status among scheduled caste pupil teachers.

5 (b) There will be no significant relation in teaching competence and low socio-economic status among non-scheduled caste pupil teachers.

5 (c) There will be no significant difference between low socio-economic status of the scheduled and non-scheduled caste pupil teachers on their teaching competence.

6 (a) The prediction of teaching competence among scheduled caste pupil teachers on the basis of the conjoint effect of the emotional intelligence and socio-economic status will be significantly higher as compared to their separate predictions.
6 (b) The prediction of teaching competence among non-scheduled caste pupil teachers on the basis of the conjoint effect of the emotional intelligence and socio-economic status will be significantly higher as compared to their separate predictions.

6 (c) The prediction of teaching competence on the basis of the conjoint effect of the emotional intelligence and socio-economic status among scheduled caste pupil teachers will be significantly higher than non-scheduled caste pupil teachers.

1.9 OPERATIONAL DEFINITIONS OF THE VARIABLES

Teaching Competence:

Teaching Competence refers to the criteria that determines teacher effectiveness. Teaching Competence means an effective performance of all the observable teacher behaviour that brings about desired pupil outcomes. It is a right way of conveying units of knowledge, application and skills to students. It includes knowledge of content, processes, methods, abilities, attitudes, skills and means of conveying content.

Socio-economic status:

Socio-Economic status is a characteristic of Economic, Social and Physical environment, as well as demographic and genetic characteristics, in which individual live and work as a whole. It is a way of looking at how individuals or families fit into society using economic and social measures that have been shown to impact individuals' health and well being. It is a ranking of an individual by the society he lives in, in terms of his material belongings and cultural possessions along with along with degree of respect, power and influence he yields.

Emotional Intelligence:

Emotional Intelligence is a combination of emotional and interpersonal competencies that influence our behavior and interaction with others. It is about managing emotions and directing them towards something productive, motivating, developing productive relationships, and understanding the inner minds of people and working cooperatively with them to achieve goals effectively and efficiently.
Pupil Teacher:

It includes those persons who are doing one-year regular B.Ed course under colleges of Education.

1.10 DELIMITATIONS OF THE STUDY

1. The present study was delimited to the pupil teachers studying in the various colleges of Education affiliated to Panjab University Chandigarh only.

2. The sample of study was restricted to 200 scheduled caste and 200 non-scheduled caste pupil teachers.

3. Equal fairly representation was given to scheduled caste and Non-Scheduled caste Pupil teachers.

4. Among the different correlates of Teaching Competence, only Emotional Intelligence and Socio-economic Status were included in the study.

1.11 ORGANIZATION OF THE RESEARCH REPORT

The final report contains five chapters. First chapter on the introduction presents the meaning of important terms, statement of problem, objectives and hypotheses of the study. The second chapter deals with review of related literature and emergence of the problem. The third chapter carries method and procedure adopted for carrying out the present investigation. Analysis and interpretation of the data and results were shown sequentially in the chapter fourth. The fifth chapter being the last consists of summary, conclusions and suggestions for further research. References and Appendices give support to the end of the study.