CHAPTER-1
INTRODUCTION

1.0 INTRODUCTION

The chief task of education is, above all, to shape man, or to guide the evolving dynamism through which man forms himself as a man. Education is an essential human virtue. Without it, man is a splendid share, reasoning savage. It is to humanize him. Man becomes ‘man’ through education. He is what education makes him. Man is an animal, both from his passions and his reason. Education fashions and models him for society. There are generally two aspects of human life: one is biological and the other is social or cultural or spiritual. Man conceived in terms of his biological existence alone is no better than an animal. His biological existence is secured through food, shelter and reproduction. But human life can never be reduced to its biological existence alone. Man’s life can only be glorified through education, and it is only the cultural or social aspect of human life which signifies his supreme position and thus constitutes the noblest work of God.

Education is not restricted to a particular age, stage or span of life, but it is a continuous process and includes all the influences which act upon an individual during his passage from cradle to the grave. At every moment, the contact with the environment gives him a new experience, a new teaching. It will not be wrong to say ‘life is education and education is life. In the words of Tagore, “Education is that which makes one’s life in harmony with all existence and thus enables the mind to find out that ultimate truth which emancipates us from the bondage of dust and gives us the wealth, not of things but of inner light, not of power, but of love, making this truth its own and giving expression of it.” According to the Delor’s commission (1996), education must be organized around four fundamental types of learning which in a way will be a pillar of knowledge throughout a person’s life such as: learning to know, learning to do, learning to live together and learning to be. Education brings about a change not only in an individual or a society but also the entire nation. All eminent scholars and educationists have acknowledged the importance of education in economical, social and political development of a nation. According to American Commission on Teacher Education (1974), “The quality of a nation depends upon the
quality of its citizens and the quality of its citizens depends upon the quality of their teachers.” Teachers can either make or mar the society. An educational institute with an excellent material resources like infrastructure and a good curriculum is unlikely to achieve its goal if the teachers are ineffective, misfit and indifferent to their responsibility. “No system of education, no syllabus no methodology, no textbooks can rise above the level of its teachers. If a country wants to have quality education, it must have quality teachers” (V.S. Mathews).

Teacher plays an important role in the social reconstruction and in the transmission of wisdom, knowledge and experiences of one generation to another. Children are the potential wealth of a nation. They are always exposed to the information of the teacher. It is therefore necessary to realize that the emerging Indian society can achieve all round development with the help of the teachers who act as a powerful agency in transmitting its cherished values. A teacher is not only a custodian of a nation’s values but is also an architect par excellence of new values. Dr S. Radhakrishnan has aptly remarked, “Teacher’s place in society is of vital importance. He acts as the point of transmission of intellectual tradition and technical skill from generation to generation and helps to keep the lamp of civilization burning.”

The Secondary Education Commission (1952-53) has rightly said, “We are, however, convinced that the most important factor in the contemplated education reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place the occupies in the school as well as in the community.” National Policy on Education 1986 emphasizes the teacher and his/her important role in bringing about desirable changes in the education. It says, “The government and community should endeavour to create conditions which will help motivate and inspire teachers on constructive and creative lines. Teachers should have the freedom to innovate, to devise appropriate methods of communication and activities relevant to the needs and capabilities of and the concerns of the community.”

The ancient Indian literature has also given the highest regards to the teachers along with the parents. The Vedas have observed “Matur devo Bhavo, Pitri devo Bhava, Acharya devo Bhava”. The then schools were referred as Gurukuls. These Gurukuls were somewhat similar to the present day boarding schools. These Gurukuls not only provided the bookish knowledge but also they were responsible for generating a feeling of humbleness, self-respect and respect for all others in them.
They refined their character and would develop those skills in them which were most useful practically in their lives. In a very homely environment, these Gurukuls disciplined the lives of the pupils and taught them a live in harmony.

The modern days schools are though different from those Gurukuls but the motive of both are more or less similar and that is to educate our children and bring an all-round development of the child. Our schools should become welcome places for children, where there is a lot of fun and laughter. The shrill, uninhibited giggles and laughter and shouts of our children should echo in our schools. Whimper, tears and cries should have no place in our schools. Teachers should be foster-parents, who gently, yet firmly guide the destinies of the children in their care. They must love and respect the children, so they would get the same in return from the children. Teachers should not only teach their children well, they must also treat their children well. That would make a good school, for there is no greater hope for our country than good schools, which are effective schools, in a very real sense.

1.1 SECONDARY EDUCATION

Secondary education which is a link between the primary education and the university education play a vital role in any programmes of education for national development. It provides teachers for primary education, prepares pupils for the universities and other institutions of higher learning. Besides this a vast majority of students complete their education at this stage. Student who go for higher education cannot take full advantage of the university education. Unless they have received sound education at the secondary stage. Hence, secondary education, being the terminal point must of the highest quality.

1.1.a Structure of Education

Secondary education commission popularly known as Mudaliar commission, recommended that present intermediate stage should be replaced by the higher secondary stage which should be of four year duration i.e. 12 years schooling. But later on it modified its recommendations and favoured a common pattern for school and college education. The modified pattern was 8+3+3. It meant that 8 years of middle school education should be followed by three years of higher secondary education further three years should be devoted to first degree.
1.1.b Importance of Secondary Education

Ever since the Constitution was adopted in 1950, the focus of educational programmes has remained on elementary education. The Constitutional commitment being free and compulsory education to all children up to the age fourteen years, entire efforts aim at achieving the goal of universal elementary education. However, despite significant progress in every sphere of elementary education, the goal to achieve universal elementary enrolment is still a far distant dream. Similarly, the situation in secondary education is also not a very augury.

“One was the decision of the constitution makers to make education compulsory up to the age of 14. The second was the pre-eminence which higher education has enjoyed ever since the establishment of universities. In consequence, secondary education did not receive the adequate attention” (Task Force Report, 1997).

India is emerging as the fastest-growing economy in the world. Several international reviews predict that 21st century belongs to India and China as much as 20th century belonged to USA, and 19th century to Europe (Report of the CABE Committee on Universalisation of Secondary Education, 2005, MHRD, Govt. of India). Such reviews also warn lot of pitfalls and landmines on the way. The success depends largely upon human resource development. Whereas Indian higher education provides leadership-manpower in various sectors of national life and economy, secondary education has emerged as the single largest provider of working people in all spheres of national productivity as also the minimum common denominator. At this critical juncture of Indian development, secondary education needs a fresh look on account of several reasons.

i. To maintain and accelerate the pace of growth of Indian economy, it will be necessary to raise the minimum basic education for the population, preferably to 12 years of schooling as common in most of the developing countries like ours.

ii. In order to meet the challenge of globalization, enrolment in higher education has to increase from the current 6% to at least 20% of the concerned age group (compare this with 33 per cent in the Organization For Economic Cooperation and Development (OECD) Countries, 50% and universalisation of higher education in UK and USA respectively).
iii. Further there is an increasing social demand for secondary education accelerated by the massive emphasis on universal elementary education through SSA. Earliest by 2010, the demand for secondary education will skyrocket in the country.

Unless, adequate quality provisions for secondary education is made, the skyrocketing demand may destabilize the school education system leading to frustration to the growing aspiration of the people and risking the fast growing Indian economy (Qamar et al., 2006).

Realizing the importance of emerging need, the Govt. of India is, therefore, inclined to flag up a top agenda to ‘Universalize the Secondary Education’ in its 11th Five Year Plan (2007-12). Hence, it is necessary to apprehend that the foundation of secondary education must be firm and broad based.

1.1.c Secondary Education : Goals, and Targets for the Eleventh Plan

The Eleventh five Year Plan Aims:

1. To raise the minimum level of education to class X and accordingly universalize access to secondary education.

2. To ensure good quality secondary education with focus on science, mathematics and English.

3. To major reduction in gender, social, and regional gaps in enrolments, dropouts, and school retention.

The Eleventh five year Plan Targets:

1. To provide a secondary school within 5 km and a higher secondary school within 7-8 km. of every habitation.

2. To increase the Gross Enrolment Rate (GER) in secondary education from 52% in 2004-05 to 75% by 2011-12 and the combined secondary and senior secondary GER from 40% to 65% in the same period.

In view of the policy aims and the targets for the 11th Five Year Plan, the following objectives of universalisation of secondary education has been worked out for the purpose of this study:

1. Making secondary education of good quality available, accessible and affordable to all young persons.
2. Developing the faculties of critical thinking, abstraction, insight, skills and competence for higher education.
3. Promoting employment and labour market quality.
4. Equalizing the socio-economic development and growth with global competitiveness.
5. Fulfilling the requirement for primary teachers and secondary teachers.

**TABLE NO. 1.1**

**Development of Secondary Education (1951-2004)**

<table>
<thead>
<tr>
<th>Year Total</th>
<th>School (unit)</th>
<th>Enrol (in lac’s)</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950-51 127</td>
<td>7416</td>
<td>15</td>
<td>107</td>
<td>20</td>
</tr>
<tr>
<td>1960-61 296</td>
<td>17329</td>
<td>34</td>
<td>234</td>
<td>62</td>
</tr>
<tr>
<td>1970-71 629</td>
<td>37051</td>
<td>66</td>
<td>474</td>
<td>155</td>
</tr>
<tr>
<td>1980-81 912</td>
<td>51624</td>
<td>108</td>
<td>658</td>
<td>254</td>
</tr>
<tr>
<td>1990-91 1273</td>
<td>78619</td>
<td>209</td>
<td>857</td>
<td>416</td>
</tr>
<tr>
<td>1992-93 1353</td>
<td>84086</td>
<td>227</td>
<td>908</td>
<td>445</td>
</tr>
<tr>
<td>1995-96 1493</td>
<td>98134</td>
<td>249</td>
<td>982</td>
<td>511</td>
</tr>
<tr>
<td>2002-03 1777</td>
<td>137207</td>
<td>332</td>
<td>1157</td>
<td>620</td>
</tr>
<tr>
<td>2003-04 2024</td>
<td>145899</td>
<td>350</td>
<td>1250</td>
<td>777</td>
</tr>
</tbody>
</table>
1.1.d Universalizing Secondary Education

The success of SSA in achieving large scale enrolment of children in regular and alternate schools has thrown open the challenge of expanding access to secondary education. Rapid changes in technology and the demand for skills also make it necessary that young people acquire more than eight years of elementary education to acquire the necessary skills to compete successfully in the labour market. Moreover, secondary education serves as a bridge between elementary and higher education. The stage is thus set for universalization of secondary education. The population of children in the age group (14-18 years) is estimated at 107 million in 2001, 119.7 million in 2006, and 121.1 million in 2011, whereas, the current enrolment in secondary and senior secondary education together is around 37 million only (2004-05).

i. Up-gradation of existing primary schools to secondary schools for achieving the prescribed objectives and targets wherever possible.

ii. Setting up high quality Model Schools at block level to serve as benchmark for excellence in secondary schooling.

iii. Open new schools (Mostly by up-gradation) in areas with gaps.

iv. Expand facilities for open and distance learning and running bridge courses

v. Step up allocation to secondary education from 0.9% of GDP to 2% of GDP in stages (CABE Committee,2005).

vi. Encouraging Public Private Partnership mode of secondary education

vii. Reforms in secondary education in terms of child friendly curriculum, examination system, teacher education program, school governance and use of Information Communication Technology (ICT).

viii. Encourage gender-sensitive and pro-poor system of secondary education.

ix. Expansion of Kendriya Vidyalaya (KVs) Pratibhavikas Vidyalays (PVs) and Novoday Vidyalayas (NVs) in underserved areas.

x. Universal enrolment of all children including girls, children belonging to scheduled castes and scheduled tribes, disadvantaged groups and minority communities of society and physically and mentally challenged pupil of age group 15-18 years.

xi. Providing barrier-free environment to the disables not by solving the problem
at the physical level alone but by changing the mindsets of his/her classmate, teachers and the curriculum planners or textbook writers.

xii. Improvement of enrolment rate between grade viii to x will be 90 percent in 2009-20. This will gradually improve to 95 percent in 2014-15 and further to 100 percent in 2019-20. (CABE Committee, 2005).

xiii. Reduction of dropout rate between VII to X to zero percent in comparison to the existing rate

xiv. Up-gradation of competencies of teacher by providing competency based teacher training programme with constructivist approach.

xv. At least 60 percent of the students of the 10th grade will achieve a 60 percent mastery over the subjects.

The thrust of secondary education during the tenth plan period was on improving access and reducing disparities by emphasizing the Common School System in which it is mandatory for school in a particular area to take students from low-income families in the neighbourhood. The Tenth Plan also focused on revision of curricula with emphasis on vocationalization and employment-oriented courses, expansion and diversification of the open learning system, reorganization of teacher training and greater use of ICT. These objectives have been partly achieved.

During the period 1990-91 to 2004-05, the number of secondary and senior secondary schools increased from 0.08 million to 0.15 million. The annual average growth rate of secondary and senior secondary schools was 4.7% during 1990-91 to 2000-01 which further marginally increased to 4.8% during 200-01 to 2004-05. There are inter-State and intra-State variations in enrolment, dropout, and access to secondary and higher secondary schools. At the national level, the average number of secondary/higher secondary school per 1 lakh population is quite low. The national average number of secondary and higher secondary schools per 100 sq. km is only four; consequently, the GER in many States is lower than the national average of 39.91%.

Nearly 60 % of secondary schools are with private management both aided and unaided, almost in equal proportions. The share of government and local body schools and private aided schools shows a declining trend with private unaided school showing an increase from 15 % in 1993-94 to 24% in 2001-02 and further to 30% in 2004-05.
The doubling of the share of private unaided schools indicated that parents are willing to pay for education that is perceived to be of good quality. The factors underlying this perception included better English teaching, better monitoring and supervision of students, performance, better attention, attendance and accountability of teachers. There is, however, no evidence to show that the enrolment in these schools are additional. Only those who can afford to pay apparently opt for these schools and their average enrolment is much lower than that in the aided and government schools. Public sector investment in secondary schools has, therefore, to be increased even for incentivizing Public-Private Partnership (PPP).

The enrolment in 1.02 lakh secondary and 0.50 lakh higher secondary schools is 24.3 million and 12.7 million respectively (2004-05). The GER for secondary education (IX and X) is 51.65% and that for higher secondary 27.82%. The combined GER both for the secondary and higher secondary schools is only 39.91%. The dropout rate at secondary level is as high as 62%.

During the decade ending 2004-05, enrolment at the secondary and higher secondary levels increased at an average annual rate of 5.32%. During the three years of the Tenth Plan up to 2004-05, it increased at a faster rate of 6.75% per annum and additional 7.5 million children were enrolled. There will be further acceleration in secondary enrolments during the Eleventh Plan period as the dropout rates at the primary level are declining and the transition rate from primary to upper primary level is getting closer to 90%.
FIGURE 1.1 GROWTH OF SECONDARY/SR. SECONDARY SCHOOLS

![Graph showing growth of secondary/senior secondary schools from 1990-91 to 2004-05.]

* Provisional


FIGURE 1.2 PERCENTAGE OF SECONDARY/SR. SECONDARY SCHOOLS UNDER DIFFERENT MANagements

![Pie chart showing percentage of secondary/senior secondary schools under different managements.]

* Provisional

FIGURE 1.3 GROWTH OF ENROLMENT IN SECONDARY AND SENIOR SECONDARY SCHOOLS

![Graph showing growth of enrolment in secondary and senior secondary schools]


TABLE NO. 1.2 SECONDARY EDUCATION- ENROLMENT (IN CRORES) AND DROPOUT, 2004-05

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Boys Enrolment</th>
<th>GER</th>
<th>Girls Enrolment</th>
<th>GER</th>
<th>Total Enrolment</th>
<th>GER</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary (IX-X)</td>
<td>1.42</td>
<td>57.39</td>
<td>1.01</td>
<td>45.28</td>
<td>2.43</td>
<td>51.65</td>
</tr>
<tr>
<td>Hr. Secondary (XI-XII)</td>
<td>0.74</td>
<td>30.80</td>
<td>.53</td>
<td>24.46</td>
<td>1.27</td>
<td>27.82</td>
</tr>
<tr>
<td>Secondary &amp; Hr. Sec. (IX-XII)</td>
<td>2.16</td>
<td>44.26</td>
<td>1.54</td>
<td>35.05</td>
<td>3.70</td>
<td>39.91</td>
</tr>
<tr>
<td>Dropout (%) Rates (I-X)</td>
<td>60.41</td>
<td>63.88</td>
<td></td>
<td></td>
<td>61.92</td>
<td></td>
</tr>
</tbody>
</table>

Teachers

In absolute terms, a substantial increase in the number of teachers has been registered since secondary and senior secondary schools increased from 1.3 million in 1990-91 to 1.76 million in 2001-02 and to 2.08 million in 2004-2005.

**FIGURE 1.4  GROWTH OF TEACHERS IN SECONDARY AND SENIOR SECONDARY SCHOOLS**

Source: Selected Educational Statistics, 2004-05, MHRD, Government of India, New Delhi
FIGURE 1.5 PUPIL-TEACHER RATIO (PTR) IN SECONDARY AND SENIOR SECONDARY SCHOOLS

Number of Female Teachers per Hundred Male Teachers

The number of female teachers per hundred male teachers increased from 46 in 1990-91 to 49 in 2000-01 and further to 63 in 2004-05 with recruitment of more female teachers in secondary and senior secondary schools after 2000-01.

FIGURE 1.6 NUMBER OF FEMALE TEACHERS PER HUNDRED MALE TEACHERS

1.2 MEANING OF EDUCATION

Understanding the term ‘Education’ What is Education? One may ask, Education is a comprehensive term. Its implications are rich and varied. It is this reason why it is difficult to give a single meaning or definition of education. In every society and in every age, a system of education is evolved according to its needs and the temper of its times. Accordingly, a psychologist, a statesman, a teacher, an artisan and a layman
each will define or has defined education according to his own understanding. It is, therefore, true that the last word on education can never be said. However, to enter into the domain of education, it is quite appropriate and essential to understand what ‘Education’ is. For this purpose we refer to its literary meaning and various definitions formulated by different thinkers. So, in the following pars we shall try to:

- Explain the etymological or derivative meaning of the term ‘education’.

- Give synonyms of the term ‘education’;

- Enlist a few expert views on education, both Indian and Western.

- Etymological Approach or Derivative Sense of Education.

- In Literary sense, education owes its origin to the two Latin words:

  (i) ‘Educare’, and (ii) ‘Educere’

  (i) Educare: The word ‘educare’ means ‘to nourish’, ‘to bring up’, ‘to raise’. This means when we talk of educating a child, we mean to bring him up or nourish him according to certain aims or ends in view.

  (ii) Educere: The term ‘educare’ means, ‘to bring forth’: ‘to lead out’: to draw out’. Accordingly, ‘education’ implies ‘drawing out’ or ‘leading out’ what is there inside the child.

  Certain educationists refer to another term ‘educo’, ‘e means ‘out of’ and ‘duco’ means ‘to lead’. This is somewhat, similar to ‘educere.’ Besides, we have one more term which is ‘educatum’. This means “The act of teaching and training.”

  Analysing the term: As far as the term ‘educare’ and educatum’ are concerned, education may be treated as an external phenomenon. It is something imposed from without. According to the terms ‘educere’ and ‘educo’, education may be understood in the meaning of growth from within. It is in this sense that modern thinkers understand the term. In other words, education is the development of individual talents. It is a general belief that every individual is born with certain talents. We have to develop those capacities. Like a gardener, a teacher has to be provided means,
situations, and factors for the natural development of the child. “Educations consist in leading out the innate knowledge, virtues, and powers of the child, making the potential actual.” Thus education is leading out what is within man, through knowledge and experience. It is, thus, development of man from within.

1.2.a Synonyms of the Term Education

There are number of synonyms of the term Education. A few of them are:

(i) Pedagogy: The word ‘pedagogy’ is sometimes used for education. It is a Greek word and means ‘to lead the boy’. It is considered as a science of instruction for purpose of leading the pupils.

(ii) Shiksha: It is very common Indian term and is derived from the Sanskrit verbal root ‘Shas’ which means ‘to discipline’, to control’, to instruct’, or ‘to teach’.

(iii) Vidya: This word is derived from the Sanskrit verbal root, ‘Vid’ which means ‘to know’. It refers to knowledge. In all, disciplining the mind and imparting knowledge have been the basic aspects of Indian education.

1.2.b Nature of Education: Bi-Polar or Tri-Polar

Education is a dynamic process. It is a life long process. It is now believed that every individual is born with latent talents. He inherits these talents by birth. The role of education consists in the development of these talents or potentialities. The development of different aspects of human personality should take place in a balanced form. It must be all round, wholesome and integrated. In other words, man must be developed intellectually, physically, socially, spiritually, aesthetically and ethically.

Educations is consider to be a process which contributes to the natural and harmonious development of man’s innate powers, bring about complete development of his individuality, result into desirable behaviour changes and ultimately prepares him for good life.

Education as a Bi-Polar Process-Adams View

As pointed out earlier, education is a process and not a prescription. In this
process two persons are involved - the educator and educand. There is an interaction between the two and the result of their efforts is education. Education, thus, becomes a ‘shared activity’ or sharing of experiences. Adams calls it a bi-polar process. In this process there is constant interaction between the teacher and the taught and the impact of personalities like two poles interacting with each other. As such, education becomes a conscious and deliberate process in which one personality acts upon another in order to modify the development of the other by the communication and manipulation of knowledge. The child is also active participant in the teaching and learning process.

**Education As A Tri-Polar Or Three-Dimensional Process: Modern View**

The modern concept of education is said to be ‘three-dimensional. It is maintained that all education takes place in the society and social setting. The whole environment of the individual becomes the source of education. The teacher consciously designs and plans educational experiences in the light of social environment. Education has to cater to the individual as well as the social needs. His instincts, urges, impulses and tendencies have to be directed towards the socially desirable channels. This is possible when the child participates in the social situations and there is an interaction between him and the environment. Thus the third factor or dimension is ‘social environment’ or social milieu. This process involves three things - the teacher, the taught and the social environment.

**1.2.c Wider and Narrow Meaning of Education**

Having considered the derivative meaning of education, we can further interpret education in terms of its (i) Wider meaning, and (ii) Narrow meaning

**Wider Meaning of Education**

In its wider sense, education is a life-long process. It starts with conception and ends with death i.e., it is process from ‘womb to tomb’. In the words of Prof. Dumvile, “Education in its wider sense includes all the influences which act upon an individual during his passage from the cradle to the grave.” An individual goes on increasing his knowledge and he learns through experiences and his contact with the environment Education as such is not the teaching or learning of three R’s. It consists
of the development of head, heart, hand and health i.e., four H’s.

**Narrower Meaning of Education**

“In the narrow sense, education is confined to school and university instruction.” It is believed that education starts as soon as the child enters the school. It is over when he leaves it after completing a particular course of studies. ‘Education’ in this sense is equivalent to schooling, instruction or the act of training. School is, therefore, a specialized agency to provide education.

**1.3 SIGNIFICANCE OF THE STUDY**

The research is significant, as it will give policy direction on achieving teacher effectiveness, which is a rising issue for academic and the outcomes from this study will facilitate the process of professional development for school effectiveness. It will also help in developing model of school effectiveness. It will further establish a foundation of teacher education programme. Teachers is the context of Workers Welfare Fund schools may revise their curricula on the basis of this study. Private sector may also use findings of this study for improving their working environment. The teacher holds the most important place in the process of education. So, there exists a greatest need for the teacher to be effective. This area of teacher effectiveness draws a keen interest of educationists and researchers. The teacher effectiveness has been studied in relation to various teacher related variables. There may be many others factors also which may have a definite impact on teacher effectiveness. The school organizational climate can be one of those factors. The concept of organizational climate has been growing fast and it is often the determining factor of the success and failure of the school. So, this study will be useful to identify the prevailing school climate in the Government secondary schools of Karnak, Panchkula and their effect on teacher effectiveness. It will be helpful in determining which type of school environment is most conducive for teacher effectiveness. Since, it is said, what the main spring is to watch, or the engine to the steamship, the headmaster is to the school. The administrative behavior of the school head influences the overall climate of the school. Conversely, school heads in different type of school climate may exhibit different type of administrative behavior. The school head is responsible for taking the whole school with him. So, he must have a great influence on teacher
effectiveness. In this study the administrative behavior will be studied on the basis of self perception by the school heads specifying the four vital components i.e. Planning, Organization, Communication and Decision making. The difference in administrative behaviour across different school organizational climate and its effect on teacher effectiveness that this study may bring forward can be of great importance and far reaching implications to improve the school practices.

**Challenges for Teacher Education in the Twenty First Century**

Research on educational issues has brought forward many matters in various domains of education. Major challenges for teacher education in the twenty-first century are summarized below:

1. The raising of the status of the teaching profession to a level at which it attracts the best qualified applicants.

2. Harnessing rapidly developing technology to provide maximum learning opportunities for student teachers, especially those in remote areas and those in developing countries, where conventional resources such as libraries are impossible to resource adequately.

3. Discovering the optimum balance between theory and practice in the curriculum of teacher education in the many and varying contexts in which it is provided.

4. Developing teacher education structures and curricula that provide optimal balances among the academic, humanitarian, aesthetic and moral domains of human experience.

5. Designing research that takes account of the many complex factors that impinge upon the process of teacher education, so that a greater understanding may be gained of the ways in which students learn to teach in the myriad of contexts in which they live.
1.4 IMPORTANCE OF THE STUDY

Ever since the Constitution was adopted in 1950, the focus of educational programmes has remained on elementary education. The Constitutional commitment being free and compulsory education to all children up to the age fourteen years, entire efforts aim at achieving the goal of universal elementary education. However, despite significant progress in every sphere of elementary education, the goal to achieve universal elementary enrolment is still a far distant dream. Similarly, the situation in secondary education is also not a very augury. “One was the decision of the constitution makers to make education compulsory up to the age of 14. The second was the pre-eminence which higher education has enjoyed ever since the establishment of universities. In consequence, secondary education did not receive the adequate attention” (Task Force Report, 1997).

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**Some important points for giving the secondary education necessary to students:-**

1) To provide the quality education at secondary level in bringing out the “creative self” for the nation

2) Enhancing teacher effectiveness and quality of education in schools

3) To inculcate fundamental qualities in teachers like adequate teaching skills, professional characteristics, classroom management skills, interpersonal relationships.

4) To make the teacher emotionally intelligent and competent to address to the emotional needs of students so that learning becomes effective.

5) Recognizing the enormous potential of education in shaping the personality of future citizens.

6) To construct a valid instrument for measuring teacher’s behaviour outside the classroom.

7) To making secondary education of good quality available, accessible and affordable to all young persons.
8) Developing the faculties of critical thinking, abstraction, insight, skills and competence for higher education.
9) Promoting employment and labour market quality.
10) Equalizing the socio-economic development and growth with global competitiveness.
11) Fulfilling the requirement for Secondary teachers and reducing poverty and establishing quality in education.

1.5 SCOPE OF THE STUDY

We have conclude that education can best be defined as modify the behavior of human beings. Thus we find the education and its related area are under its scope. Thus the scope of this research is very wide. We cannot bound it in words. So here we are taking some points to elaborate this study:-

1.5.a Secondary School

Secondary education which is a link between the primary education and the university education, plays a vital role in any programmes of education for national development. It provides teachers for primary education prepare pupils for the universities and other institutions of higher learning. Besides this a vast majority of students complete their education at this stage. Student who goes for higher education cannot take full advantage of the university education unless they have received sound education at the secondary stage. Hence secondary education being the terminal point must of the highest quality.

Secondary education in many developing countries is inefficiently organized and the present system of secondary school education largely works out of the context of the children, their physical environment and psychological makeup. Thus, a key issue in education is to provide the quality education at secondary level in bringing out the “creative self” for the nation (CABE Committee, 2005). This could be made possible when the quality of teachers will be ensured. Hence, the present study at secondary level assumes significance.
Further, universalisation of secondary education is now going to be major national concern at the threshold of 21st century. It is very common view that initially India faced the acute shortages of trained and qualified teachers, particularly in the remote and far flung regions of the country. A large number of under-qualified and untrained teachers were appointed as teachers in schools. This continued for about two-three decades. Subsequently, the position has changed appreciably. During the last ten years, quality of education in schools has received ample attention. So, the issue of enhancing teacher effectiveness has become major concern of policy makers, researchers and for those responsible for implementation of the designed programmes and strategies. This also makes it imperative to provide empirical data on teacher effectiveness at secondary level. The destiny of India is being shaped in her classrooms has been pointed out by the education commission (1964-66) and to that it may also be safely added that the destiny of these classroom is being shaped by the teachers. It is an established fact that no system of education may rise above the level of teachers who serve it. The teacher is to move the wagon wheel of whole educational machine. Elaborate blue prints, modern school plans, the best equipments, the newest of the new media or the most progressive methods will remain dead fossils unless there is the right use of teachers’ breath, life and spirit into them. However, it also involves certain fundamental qualities like adequate teaching skills, professional characteristics, classroom management skills, interpersonal relationships which a teacher should possess during all times. To develop these fundamental qualities among the teachers, the teacher education programmes need to be updated according to the changing needs and demands of the society as well as the students.

It is also assumed that, the yesterday’s teacher education programme has become outdated to satisfy the present need and even less so the tomorrow’s need. To meet the present needs and to develop the multi-centric skills and abilities, the teacher education programmes need to be changed from world of college of education to world of school and life. An attempt is thus made by this study to examine the fundamental qualities and/or characteristics of an effective teacher with regard to his emotional intelligence, teacher competence and teacher creativity.

Higher education is of vital importance for the country, as it is a powerful tool to build knowledge-based society of the 21st Century. With the growing size and diversity of the higher education sector particularly in terms of courses, management
and geographical coverage, it has become necessary to develop a sound database on higher education. It is widely recognized that the existing data base on higher education is inadequate, out-of-date. Collection and dissemination of data on higher education suffers from incomplete coverage, inordinate time lag etc. Government has set a target of increasing the Gross Enrolment Ratio (GER) from the present level of about 12% to 15% by the end of XI Five Year Plan and to 30% by the year 2020.

Various new initiatives are being taken by the Government to increase the GER. To measure the efforts taken by the government to increase the GER requires complete data on higher education such as number of institutions, students, teachers etc.

1.5.b School Effectiveness

School effectiveness has been one of the major concerns of practitioners and policy makers, throughout the world. The notion of school effectiveness encompasses students’ academic achievements and development of their personality together with the development of teachers.

Five principles for improvement of the school are as follows:-

1. The vision is that (school in the future) these must be equal opportunity for school community to participate.
2. In school, because it has its vision, will see in external pressures for change and important opportunities to secure its internal priorities.
3. The school will seek to create and maintain conditions in which all members of the school community can learn successfully.
4. The school will seek to adopt and develop structures that encourage collaboration and lead to the empowerment of individuals and groups.
5. The school will seek to promote the view that the monitoring and evaluation of quality is a responsibility in which all members of staff share.

The schools have a clear line of involvement throughout the teaching hierarchy of school. Development is encouraged and initiated at all levels from whole school systems through departments down to including the teachers and the pupils in the classroom. This whole school approach must come from the imaginative leadership of the Head teacher.
1.5.c Importance of Teacher

Teacher’s importance in modern era has acquired new dimensions. They not only have to impart subject matter to the pupil but also help him in use of knowledge for developing the abilities and talents with which he is born. If we are committed to bring about really a productive change, to raise the standards of education, it is imperative to recruit teachers who not only have the subject matter proficiency, but also have required a positive attitude towards education and children. Teachers are the builders of our new generation. Unless we have the most dedicated, hard working and trained teachers in our educational institution, we cannot educate good citizens for tomorrow. This in turn depends on the effectiveness with which they have been taught by their own teachers in the classrooms. The success of any educational system depends upon good teachers. We cannot replace the teachers with any other type of instructional material. It has been well said that the teacher of a school are always batter than the system of education, teacher is the basic factor for its success. A teacher is more than what is commonly talked about him. His duties of profession have many dimensions. He helps students to learn things. The teaching importance is vital element in enhancing acquisition of knowledge in the school.

1.5.d Teacher effectiveness

In the present study teacher effectiveness has been defined/measured in terms of Teaching skills (ability of teacher to use various core and subject specific teaching skills, methods and strategies for structuring lessons; evaluation tools and techniques for assessing the performance of the students etc), professional characteristics (how well a teacher display more frequently the self image, values, traits or the way the teacher habitually approaches situations etc) and classroom management (ability of teacher to use knowledge, skills and behaviours to create and manage an effective learning environment in the classroom). Classroom environment has a great impact on teacher effectiveness. A good classroom environment always awaits effective and sincere teaching and vice versa. It may be added here that an effective teacher is able to maintain a good classroom environment which further improves his effectiveness. Effective teaching can’t ignore favourable peer environment. In spite of best efforts towards effective teaching, absence of adequate and clear peer environment leads to
passive and mechanical teaching often affecting personality and techniques adopted by efficient teachers as well. A cooperating and encouraging management and administrator, provision of teaching aids and facilities and freedom to express himself are the other important factors favouring teacher effectiveness. To assess the teacher effectiveness in terms of his characteristics (personality, attitudes etc.), process (teacher pupil interaction etc) and production variables (outcomes of teaching learning process), five areas were used viz Preparation and Planning for teaching, Classroom Management, Knowledge of Subject matter, its delivery and presentation, Teacher Characteristics and Interpersonal Relations. These areas cover all the functions of a teacher.

A brief description of these five areas is given below:

a) Preparation and Planning for Teaching:

This area includes the ability of the teacher in preparing, planning and organizing for teaching in accordance with the course objectives by using different material.

b) Classroom Management:

This area includes the ability of the teacher to successfully communicate, motivate the students and evaluate the teaching leaning process and also to maintain discipline in the classroom within the framework of democratic set-up.

c) Knowledge of subject Matter; its Delivery and Presentation including Black Board Summary:

This area includes the ability of the teacher in acquiring, retaining, interpreting and making use of the contents of the subject he/she is dealing within the classroom situations. Delivery of course contents and its presentation including Black Board summary constitute essential aspect of the teaching-learning process.

d) Teacher Characteristics:
This area refers to the personality make-up of teachers and its behavioural manifestations that have their own level of acceptability or unacceptability in the teaching profession. Ability to arouse ‘A Perceptive Mass’ and seeking active participation of pupils constitute essential demand characteristics of effective teacher.

e) **Interpersonal Relations:**

The ability of the teacher to adopt himself/herself to maintain cordial relations with his/her colleagues, pupils, their parents and other persons in the community with whom he/she is to interact as part and parcel of his/her profession form the basis to this area.

Learning takes place from very early days of child, but formal systematic learning aims at achieving specific competencies and/or comparable standards of learning within a specific time span of life. It is expected to be organized by an elderly and trained person designated as a teacher through an institution recognized as school. Rai (1999) states that teacher is he, who should have the ability and art to search out the hidden talents and creative abilities of the students and nurture them for original contributions in their respective fields for the advancement of the country and betterment of the humanity. However, the professional issues of teachers is still lagging behind in getting due priority in educational world. Good quality education needs goods teachers. It is quite difficult to estimate the influence of teachers on the pupils and the role of a teacher in molding the character of thousands of pupils. In Indian system, the teacher is assigned many splendors roles; she/he is a guide, facilitator, monitor, co-learner and one who imparts values. In the acquisition of knowledge, she/he provides both the concepts and also acts as a conduct. It is subsequently believed that, India in the 21st century is characterized by economic liberalization, industrialization, urbanization, globalization, scientific revolution and technical innovation. To keep pace with this change, the students need to be trained for which the needs of effective teacher are sine qua non. The rationale is that, a teacher can compensate the weaknesses of other kinds of inputs through his/her enhanced level of effectiveness. He can also give guarantee as well as take responsibility to keep the students update with the new knowledge based global society. Therefore, an urgent need is to shift and reconstruct the role and
responsibility of teacher as the doer not the thinker; the manager, not the scholar; the technician, not the intellectual; the co-learner, not the trainer. Realizing the aforesaid needs, position paper for National Curriculum Frame Work (NCF) (2005) presents the shift as mentioned below:

### TABLE NO. 1.3
**PROCEDURE OF TEACHING LEARNING**

<table>
<thead>
<tr>
<th>The Shift</th>
<th>From</th>
<th>To</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher centric, stable designs</td>
<td>Teacher directions and decisions</td>
<td>Learner centric, flexible processes</td>
</tr>
<tr>
<td>Teacher directions and decisions</td>
<td>Teacher guidance and monitoring</td>
<td>Learner autonomy</td>
</tr>
<tr>
<td>Teacher guidance and monitoring</td>
<td>Learning in group</td>
<td>Facilitation of learning</td>
</tr>
<tr>
<td>Learning in group</td>
<td>Learner receptivity</td>
<td>Cooperative learning</td>
</tr>
<tr>
<td>Learner receptivity</td>
<td>Knowledge as “given’ fixed</td>
<td>Learner participation in learning</td>
</tr>
<tr>
<td>Knowledge as ‘given’ fixed</td>
<td>Linear exposure</td>
<td>Knowledge evolves</td>
</tr>
<tr>
<td>Linear exposure</td>
<td>Common learning tasks</td>
<td>Multiple exposures</td>
</tr>
<tr>
<td>Common learning tasks</td>
<td>Disciplinary focus</td>
<td>Individualised learning routes</td>
</tr>
<tr>
<td>Disciplinary focus</td>
<td></td>
<td>Multidisciplinary, educational focus</td>
</tr>
</tbody>
</table>

In view of the facts cited above, the following questions may be raised: Who is an effective teacher? What is teacher effectiveness? What are the characteristics of such a teacher? What are the factors influencing the teacher effectiveness and what is the most valid yardstick for measuring the teacher effectiveness? Dash (2007) cited that an effective teacher is one with a repertoire of diverse organizational strategies and teaching techniques grounded in clearly articulated goals and secure knowledge
of subject matter and pupil knowledge who selects for this pedagogical repertoire, according to the unique practical needs and circumstances of his or her professional situation, rather than the dictates of educational fashion, ideology or habit, Das (2004) Teacher effectiveness refers to the effects of teaching by a teacher on the pupils whom she/he teaches. It therefore, refers to the progress the pupils make in achieving specified educational objectives as a result of the teacher’s teaching.

Further, it may be presumed that if the learners achieve the minimum levels of learning predetermined by prescribed syllabus, within the specific period of time and able to adjust in the diverse and multi-complex culture adequately by the teachers, then only such teachers can be considered as effective. Similarly, a good teacher is one who maintains harmonious relationship with his/her students and extends it beyond the realms of conventional classroom. Prahallad (2001) envisaged that the teacher who makes an impact on the minds of learners and impress them with his/her teaching is an effective teacher. According to Cheng (1996) effective teachers should be proficient in all aspect of school function including the technical, economic, human, social, political, cultural and educational at the individual and institutional levels. Defined the teacher’s effectiveness as a matter of degree to which a teacher achieves desired effects upon students.

Early researchers on teacher effectiveness have tried to identify the characteristics of effective teachers by asking the pupils taught by them to list the characteristics of teachers they considered to be good teachers. The top six of twenty-five characteristics identified in this way by the common Wealth Teacher Training Study are: adaptability, considerateness, enthusiasm, good judgment, honesty, and magnetism.

Subsequently, the same pupils were asked whether from whom they learnt most was the same as the one they liked the best, and if not, how the most effective teacher differed from the best effective identified from the best liked. Four characteristics of the effective teacher identified from this list are: (1) meets greater demand of students, (2) has more teaching skills, (3) has more knowledge of subject matter, and (4) has better discipline. In this list one competency is ‘more teaching skill’ acquired through training. Not only this, effective teachers were also found significantly more emotionally stable than in-effective teachers. Higher level of differentiation and integration in cognitive and perceptual functioning, creative
potential, inner control, capacity to deal with tensions and conflicts, well-integrated inner life with well-developed value system, narrow gap between levels of aspiration and imaginable inner sources as the characteristics of teacher effectiveness. In the same direction, Ramakrishana (1992) anticipated ten characteristics, which are essential for secondary school teachers. They are: (1) hard working, (2) scholarly, (3) open minded, (4) professional, (5) co-operative, (6) resourceful, (7) leadership, (8) innovative, (9) self-confident and (10) sincere. It is important to bear in mind that at no point in these series of studies any attempt was made to validate any of these characteristics by checking whether pupils taught by teachers were perceived as possessing these characteristics.

The two implicit assumptions underline in these studies. One is that just about anyone who has ever been to school is a good judge of teacher effectiveness. The second is good teachers are born, not made. The first assumption is prevalent even today. It seems to arise from the fact that almost everyone who watches a teacher at work forms immediately an unshakable impression of how effective a teacher is. The basis of these impressions is clear, but they are vivid and the phenomenon is universal. The credibility of the approach to the study of the teacher effectiveness used in this research clearly depends on positive acceptance of the assumption that these impressions are correct. The assumption that teachers are born, not made is implicit in the nature of the characteristics listed, most of which are recognizable as pre-existing teacher characteristics as qualities like honesty, magnetism are not acquired by taking professional training course.

1.5.e Emotional Intelligence

Emotional intelligence may be defined as an ability to understand the one’s own emotions as well as emotions of others and act appropriately based on these emotions. Mayer and Salovey (1993) defined as 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.

In the present study, Emotional Intelligence has been conceived and measured in terms of self-awareness, empathy, self-motivation, emotional stability, managing relation, integrity, value orientation, commitment and altruistic behavior. The nature of human intellect has fascinated scholars for centuries. Plato, Aristotle, Itard and
Esquirol have formed the foundation for modern explorations of intelligence for the past 200 years. Over the last few decades the study of intelligence has proved to be the strongest claims of basic and applied psychology. It has been used extensively for selection, training, evaluation and diagnosis in clinical, industrial, defense and education setting. However, the present researchers are dissatisfied with the fact that general intelligence is correlated very poorly in predicting the life success and adaptation of the individual to his or her environment.

Recent advances in conceptualizing intelligence have adapted a novel perspective, which has focused on the distinction between cognition and affect. The attention of the researchers in the field is now gathering around the concept like social intelligence, emotional intelligence and spiritual intelligence etc. Research to understand the unexplainable factors associated with life success has moved towards looking into new theoretical constructs and soon may stumbled upon the notion of social intelligence put-forth ideas like multiple intelligences Further, it appears that emotional intelligence influences day-to-day problem solving in school, communities, business and organizations. At the individual level, it predicts communication skills, morality, leadership, problem solving capacity and aesthetics. It is noteworthy at this juncture that over the last one decade the notion of emotional intelligence has become a scientific construct for understanding implications of behavior and adaption of the individual to his environment.

Keeping in mind the above reflected ideas of various researchers, some universal appeal is arising i.e., what exactly emotional intelligence is? What are the characteristics of emotional intelligence? How emotional intelligence is different from intelligence and how emotional intelligence is a scientific construct etc? to carry out this universal appeal, it is pertinent to highlight the conceptual issues and construct of emotional intelligence.

**Emotional Intelligence: The Indian View**

Emotional Intelligence in the Indian context cannot be viewed as a homogeneous trait, or a mental ability devoid of social concerns like respecting elders, concern for others, fulfilling one's duties. These along with moral values of Ahimsa (non-violence), kindness, benevolence, provide the very basis for emotional expression and responsively. In fact, they are built in the ways an individual deals with situations, emotional, social or otherwise. These culture specific ways of
behaving, therefore, are basic to the motion of Emotional Intelligence. It is due to these reasons that individuals approach emotions differently - across cultures, subcultures within societies or families. Regulation of emotion too is directed inwards. Individuals attempt to change their behaviour, actions etc., to adopt themselves according to the environment. Thus, the need of others takes prominence over personal, social and environment values.

**Difference between Emotional Intelligence (E.Q.) and General Intelligence (I.Q.)**

Our past experiences and experiments delineate that, emotional quotient overlaps to some extent with intelligence quotient. Dash & Behera (2004) attempted to find out the theoretical differences between these two concepts.

1) Intelligence is the aggregate or global capacity of an individual to act purposefully, think rationally and deal effectively with his environment, whereas emotional intelligence is the capacity or ability to understand one’s own emotion, the emotions of other and act appropriately based on these emotions.

2) I.Q. refers to the cognitive aspect of the organism. To measure the intelligence quotient, there is a specific mathematical formula i.e., MA/CA X 100, but there is no specific mathematical formula to find out the level of emotional intelligence till date, since, E.Q. delineates to the non-cognitive and non-physical aspects of the organism.

3) Intelligence refers to the cognitive abilities of the organism. It is therefore, inherited and not unutterable. However, emotional intelligence refers to the non-cognitive and non-physical capacities of the organism. So, emotional intelligence is unutterable.

4) Level of general intelligence is genetically fixed, whereas level of emotional intelligence is neither genetically fixed nor does it develops only in early childhood rather it develops throughout the life.

5) I.Q. defines how smart a person is? E.Q. defines how well a person use what smartness he or she has?
6) According to Goleman, I.Q. account for only about 20 per cent of a person’s success in life. The remaining 80 per cent depends largely on person’s emotional intelligence i.e., E.Q.

**Emotional Intelligence in Teacher Training Programme**

Knowledge has been expanded to such an extent that one cannot imagine the age-old education can serve the demands of the present society. That is why, it was said by Indian Education Commission (1964-66) that, yesterday’s education system can not satisfy the present needs and even less so the tomorrow’s need. A great slice of the present day education is over dominated by the cognitive domain (head) is one hand and on the other hand, most important aspect of human life i.e. affective domain (heart) and psychomotor domain (hand) are completely ignored. Even any information, or knowledge imparted to the pupil-teacher in our teachers training programme does not take into account a holistic view of the three domains of the individual (the cognitive, the affective and the psychomotor domains). This leads to a great stumbling block for preparing the best effective teachers. In this connection how well people would perform in the workplace and only non-cognitive abilities will be essential for predicting one’s ability to succeed in life. Probably, keeping in mind the above reflected ideas, Gandhiji had defined education is the all round development drawing out of the best in child and man, body, mind and sprit, but till date we are far from such ‘gigantic’ goals.

In our educational system much emphasis is laid on the logical and rational aspects of the brain rather than the emotional aspect, which is crucial the individual to be effective. Moreover, learning is not only a pure cognitive process - a process involving solely the brain, but is also involves emotional process. Learning under the guidance of a loved teacher or a respected manager is different form learning in the presence of a hated teacher or clinical supervisor (Gabriel et al., 2002). Therefore, we need high quality of teaching by selecting teachers with better committed to work co-operatively and collaboratively with colleagues in their own the other schools and emotionally energetic in their work with children and adult alike. Vali (205) viewed that teacher’s ability to deal with emotional problems is a powerful factor in molding the minds. Emotionally intelligent teachers can produce emotionally intelligent citizens. A teacher who is able to carry out reasoning with regard to emotions and
uses emotions to enhance reasoning will succeed in developing the emotional intelligence of pupils.

An emotionally competent teacher is the heart and soul of any educational programme. Since the student teachers are at the threshold of entering the career of teaching, it is highly desirable that they understand their levels of emotional intelligence, which plays a vital role in their survival and fitness in the profession. Numerous studies have identified emotional intelligence and teacher efficacy as critical behavioural factors of teacher to be effective in school environment or classroom. It strongly appears that emotional intelligence has implications for the ways in which individuals tackle daily problems, as preventive activity in physical and mental health, as effective developmental intervention in schools and communities, business and organizations (Goleman, 2001). More specifically, at individual level it is suggested that it modulates parenting behavior, ego strength, choice of role models, communication of feeling, appreciation of aesthetics, moral and ethical feeling, social problem solving, leadership and spiritual feeling.

In our educational system much emphasis is laid on the logical and rational aspect of the brain rather than the emotional aspect, which is crucial for the individual to be effective. Moreover, learning is not only a pure cognitive process - a process involving solely the brain, but it also involves emotional process. Learning under the guidance of a loved teacher or a respected manager is different from learning in the presence of a hated teacher or clinical supervisor. Therefore, we need high quality of teaching by selecting teachers with better committed to work co-operatively and collaboratively with colleagues in their own and other schools and emotionally energetic in their work children and adult alike. The teachers who understand and improve their emotional intelligence skills are also able to develop professional strength.

1.5.f Teacher Competence

Teacher competence means the right way of conveying set of knowledge, skills and application to the students by understanding and applying the child psychology and realizing the needs and demands of the parents as well as community. The right way does not include were acquisition of content and transactional strategies rather than it includes multi dimensional activities in and outside the
For the present study, teacher competence has been measured on five core dimensions viz., Subject Competency (mastery over the subject, ability in detecting problems in the subject and efforts for remedial teaching), Transactional Competency (communication process, methods and strategy and developments and uses of teaching-learning materials), Evaluation Competency (selecting different kinds of evaluation tools and using different kinds of evaluation tools), Managerial Competency (managing, organizing and monitoring resources and Extentional Competency (working with parents and working with the community).

Application of well coordinated and intermingled approach to knowledge tocontently re-visits the instructions as they plan implementation. The instructors/teachers consider a broad and integrated set of knowledge and techniques, which planning to revise these aspect of the competence of a teachers so, to competence what expected of a teacher understanding about using technical advancement should be answered in the context of the different sets of knowledge and skills that effective teachers possess. The research in teacher’s knowledge, skills and standards suggests that teacher change with the passage of time and develop skills like planning, designing, assessment techniques, helping students reflective teaching, professional commitment, assessment techniques, effective feedback and application of knowledge, what they have gained to improve instructions; to understand a competent teacher, we have to see to what extent they apply an integrated knowledge that they have in planning and implementing their teaching and revise the contents of their lesson. The other aspect of teaching competency is ability in technological aids, which suggests that the teacher must possess knowledge and skill about proficiency in teaching aids. This suggests that effective teachers are able to lean planning and designing of lesson as well as the strategies to be adopted in teaching:

1. They should be thus traced in facilitating teaching and professional were committee to acquiring knowledge throughout their life.

2. They should further be able to guide their students by properly designate course of studies.
3. They should be able to currently use student’s output and provide him with a correct feedback and how to make use of this in improving their teaching.

4. An instructor must be able to adequately manage the classroom.

5. Know the ways and means to motivate the students.

6. The instructor must be able to understand as to how the students learn and improve besides knowing the contents of the education method that they are teaching.

Unparalleled changes are occurring in the socio-economic and political scenarios of India. On one hand, we boast of the advanced technology like computers and satellite but on the other hand, there are problems like mass illiteracy, unprecedented growth of population, unemployment, environmental pollution, terrorism, community clashes, and alienation of youth. At this critical juncture, it becomes more vital to prepare teachers to meet these challenges. It is often said ‘as is the teacher, so is the standard of education’. Therefore, the training of teachers becomes important as they shape the future generation. Ryans has rightly remarked that, if competent teachers can be obtained, the likelihood of attaining desirable educational outcomes is substantial. School may have excellent material resources in the form of equipment, buildings and text books and although curriculum may be appropriately adapted to community requirements, if the teachers misfit or indifferent to their responsibilities, the whole programme is likely to be ineffective and largely wasted. We are, however, convinced that most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, educational qualifications, professional training and the place that he occupies in the school as well as in the community. The reputation of a school influences the life of the community and reputation of the school is built up by its teachers (The secondary education commission, 1952-53).

Keeping in view the importance of the above mentioned views pertaining to teacher’s competence, some of the questions come to one’s mind. Who is a good / competent, teacher? What are the characteristics of a good /competent teacher? What are the areas of teacher competency? What kinds of teachers are needed for schools? and so on. In general sense, it may be defined a good teacher is he who must be liked
and loved by children, a role model, a friend and guide, must have mastery over subject content and makes learning joyful.

In the class, a good teacher is viewed by students-teaches well, inspires good qualities in students, re-teaches a lesson, treats them without any caste prejudice, reprimands them for their follies and tries to reform problematic-students. In this connection, Thomas Montomary (1998) made a survey about children as young as seven years who were open and articulate with their suggestions. Some of the suggestions offered were: teacher must give fair treatment to everyone have a loving attitude, sense of humor willingness to listen and ability to be real.

On one hand, we boast of the advanced technology like computers and satellite but on the other hand there are problem like mass illiteracy unprecedented growth of population, unemployment, environmental pollution, terrorism, community clashes, and alienation of youth. At this critical juncture, it becomes more vital to prepare teachers to meet these challenges. It is often said ‘as is the teacher, so is the standard of education. Therefore the training to teachers becomes important as they shape the future generation.

Schools may have excellent material resources in the form of equipment, buildings and text books and although curriculum may be appropriately adapted to community requirements, if the teachers misfit or are indifferent to their responsibilities, the whole programme is likely to be ineffective and largely wasted. We are, however convinced that most important factor in the contemplated educational reconstruction is the teacher, his personal qualities educational qualifications, professional training and the place that he occupies in the school as well as In the community. The reputation of a school influences the life of the community and the school is built up by its teachers.

The teacher should be necessarily equipped with skills and competences to provide the best instruction and education. This is true especially at the secondary level where the role of a teacher is crucial because the teacher has to inculcate the values, positive attitudes and contribute to knowledge of adolescent particularly in the context of secondary education being the foundation for higher education and the base for carriers and quality of life later. Inference is also drawn that unless a teacher is competent, the whole system of education becomes weak and may collapsed. Therefore, it is a matter of common concern that the best way to provide quality
education, is to empower teachers with necessary competencies.

Hence knowledge of these areas is to be provided through the efforts of competent teachers. It is high time to install teachers in the schools who are committed, competent as also perform and loved. It only advocates the behavior or performance of the teacher with respect to previously established standards. It is the major basis for determining competence.

1.5f Creative Teacher

Teaching has often even thought of as a creative performance. Although comparisons with performance were originally intended to emphasize teacher creativity, they have become associated instead with contemporary reform efforts toward scripted instruction that deny the creativity of teachers. Scripted instruction is opposed to constructivist, inquiry-based, and dialogic teaching methods that emphasize classroom collaboration. To provide insight into these methods, the “teaching as performance” metaphor must be modified: Teaching is improvisational performance. Conceiving of teaching as improvisation highlights the collaborative and emergent nature of effective classroom practice, helps us to understand how curriculum materials relate to classroom practice, and shows why teaching is a creative art.

Keeping in view the importance of the above mentioned views pertaining to teacher’s creativity, some of the questions come to one’s mind: Who is a good / creative teacher? What are the characteristics of a good / creative teacher? What are the areas of teacher creative? What kinds of teachers are needed for schools? And so on. In general sense, it may be defined a good teacher is he who must be liked and loved by the children, a role model, a creation of god, a friend and a guide, must have mastery over subject content and makes learning joyful and creative and use creative ideas in his/her teaching.

A creative teacher is the one who encourages reasonable risks and unpredictable situations, while reinforcing creative activities. A close relationship with students and a motivating class environment should also be both in harmony with a good scientific background of the teacher and with her/his ability to be challenging at the cognitive level. To encourage the self-confidence and self-regulation of students, as well as their multiplicity of ideas and their active role in defining and redefining problematic points, is also important. Finally, the teacher should also be tolerant of ambiguities, critical of his/her practices and demonstrative
of creative abilities. According to teachers, the promotion of student autonomy and self-confidence seems to be the most valued aspect for defining a creative teacher. Teachers also consider other specific aspects to be important for creativity in the classroom including the opportunity for students to choose tasks or to do their own self-correction. Furthermore, it is also important for teachers to stimulate students to ask questions and to use open answers in response to badly structured problems and in divergent and unusual situations.

However, one aspect remains ambiguous: the existence of clear and flexible rules in the classroom. There seems to agreement about what defines a creative teacher and some of the characteristics are stated by the teachers themselves but some difficulties exist when teachers try to apply the concept of creativity in their practices and sometimes they feel uncomfortable about teaching creativity because this involves risk-taking; they should be prepared to learn from their pupils and not be afraid of looking different. In spite of the high motivation that these professionals have in order to practice creativity, difficulties emerge when they try pragmatically to be creative, due to a fear of assuming responsibility and a low self-assessment of themselves as creative people. Teachers may be aware of the characteristics that promote student creativity but their transfer into practice may still be intuitive, as not only declarative but also procedural knowledge is needed. This way the wishes and practices of teachers could and should become more coherent in the classroom. The Creative Student There is an essential and controversial question in teacher perceptions about the creative student: whether they value or not this kind of pupil. In 1963, Torrance already affirmed that teachers – independent of their culture - did not demonstrate positive perceptions towards creative children, because they mostly valued obedient, popular and rule abiding children. This negative view of the creative student in the classroom, which is particularly related to a lack of discipline, seems to continue. Creativity in classroom can be sent as potentially disruptive or kind of negative deviance and teachers tend to dismiss unexpected and novel ideas from students. However, there are studies that indicate the opposite. Teachers and parents described the creative child favourably and the non-creative child unfavourably. According to these authors, there could be cultural differences, because different results are obtained in a variety of contexts such as India. Some desirable characteristics pointed out by teachers for classifying creative students are mentioned in other studies: namely, initiative, perseverance or curiosity.

As in the case of the concept of the creative teacher, some agreement on what defines a creative student can be observed in respect of characteristics pointed out by
teachers and explicit theories (for example, curiosity, enthusiasm or sense of humour) but some aspects can be questionable, such as those related with artistic ability, richness in vocabulary or being original (or simply different). Explicit theories underline the excessive or unique association between arts and creativity, as a myth (Runco, 2008), and there is a consensus about originality, as necessity, but it is not enough of an element to define creativity (Starko, 2010). On the other hand, teachers seem to have difficulties in the classroom with behaviours associated with creativity, such as unusual answers, original views, curiosity or risk taking (Kaufman & Baer, 2002; Runco & Johnson, 2002). The perception of the teacher about the creative student, therefore, is complex and in these gaps between perceptions and reality it can then be difficult to recognize creative abilities in students. So it seems obvious that there is a need for teachers to better identify the characteristics of a creative student, as well as for assessment criteria for the creative products of students. The main goal of this research then is to analyze the perceptions of teachers about creativity a) concerning the presence of this topic in academic daily life i.e. the concept of a creative teacher and the concept of a creative pupil and b) concerning relationships between teacher perceptions of creativity taking into account the diverse school elements evaluated. Analyzing them can be a first step to understanding the eventual gaps between these perceptions and explicit theories about creativity. Consequently, it can be also a first step in order to (re) design teacher training to promote creative practices and the evaluation of student creativity.

1.5.h Teaching – Learning Process

Teaching-learning process has occupied an important place in the field of education. Teaching and learning are two fundamental aspects of educational process. Both are closely related to each other. One cannot be divorced from the other. The most important objective of teaching is to facilitate learning. Where ever there is teaching, there will be leaning. Thus the concept of teaching is incomplete without learning. For understanding the teaching-learning process it is essential to study the concept of teaching and learning.

Concept of Teaching

Traditional Concept

Teaching is the act of imparting instructions to the learners in the class-room situation. It is traditional class-room teaching. In traditional class-room teaching the
teacher gives information to students, or one of the students reads from a text-book, while the other students silently follow him in their not merely imparting knowledge or information to students. While imparting knowledge teacher should kept in mind the child as well as the orderly presentation of subject matter.

**Modern Concept**

Teaching is to cause the pupil to learn and acquire the desired knowledge, skills and also desirable ways of living in the society. It is a process in which learner, teacher, curriculum and other variables are organized in a systematic and psychological way to attain some pre-determined goals.

### 1.6 SUMMARY OF CHAPTERIZATON

The greatest gift the God has given to man is a well-developed brain which gives him the supreme place among all the living creatures. A child brain though a natural gift, needs to be molded and well directed for living a congenial, comfortable and disciplined life. The process which brings out this change is what we call as education. Education humanizes humanity and makes life progressive, cultured and civilized. It is through education that man develops his thinking and reasoning, problem solving and creativity, intelligence and aptitude, positive sentiments and skills, good values and attitudes. It is through education that he is transformed into human, social, moral and spiritual being. Education is not restricted to a particular age, stage or span of life, but it is a continuous process and includes all the influences which act upon an individual during his passage from cradle to the grave. At every moment, the contact with the environment gives him a new experience, a new teaching. It will not be wrong to say ‘life is education and education is life’. In the words of Tagore, “Education is that which makes one’s life in harmony with all existence and thus enables the mind to find out that ultimate truth which emancipates us from the bondage of dust and gives us the wealth, not a things but of inner light, not of power, but of love, making this truth its own and giving expression of it. “process of professional development for school effectiveness. It will also help in developing model of school effectiveness. It will further establish a foundation of teacher education programme.

Teachers in the context of Workers Welfare Fund schools may revise their curricula on the basis of this study. Private sector may also use findings of this study
for improving their working environment. The teacher holds the most important place in the process of education. So, there exists a greatest need for the teacher to be effective. This area of teacher effectiveness draws a keen interest of educationists and researcher Secondary school stands for an educational institution duly recognized by any Board of Secondary Education and meant for imparting instruction from 8th level to 10th level. It has been measured in terms of Teaching skills, Professional characteristics and Classroom management. It has been conceived and measured in terms of self-awareness, empathy, self-motivation, emotional stability, managing relation, integrity, value orientation, commitment and altruistic behavior. It has been measured on five core dimensions viz., Subject Competency, Transactional Competency, Evaluation Competency, Managerial Competency and Competency. Extensional the concept of teacher creativity. It discusses whether or not creativity within the classroom is an innate ability and a natural outcome of specific personality styles, or instead a set of guiding principles and procedures that can be analyzed, quantified, duplicated, and then taught to others. It has been measured on six core dimensions viz. Inspiration, Clarification, Evaluation, Distillation, Incubation and Perspiration.

1.10 CONCLUSION

At last we can say that the past is our finding, the present is our material and the future is our aim. Past, present and future must have important place in national system of education. There are generally two aspects of human life, one is biological and the other is social or cultural or spiritual. Man conceived in terms of his biological existence alone is no better than an animal. His biological existence is secured through food, shelter and reproduction. But human life can never be reduced to its biological existence alone. Man’s life can only be glorified through education, and it is only the cultural or social aspect of human life which signifies his supreme position and thus constitutes the noblest work of God, Which is the key in the process of all development especially human development. Aims of education in a country have to take into consideration. All aspects that would be to improve the quality of education should improve. So, the children become productive and contributory citizens for the nation.