INTRODUCTION
CHAPTER I

INTRODUCTION

From time immemorial gurus (teachers) had been playing a pivotal role in moulding the future careers of their shisyas (disciples). In the Vedic ages, there were gurukuls where students stayed with their teachers and took lessons and served them as well. When there were no formal schools, there were pathshalas, makqtabas, and madrasas and where these did not exist, elementary education was given in religious places by the learned pundits, maulvis or Gianis.

The development of the nation with a conscious and productive citizenry depends upon the standards of education. It has been rightly stated by Faure (1973) in the Report of International Commission on Education that “As far back, as we can go in the history of education -- which is admittedly not very far --- it (education) emerges as a natural characteristics of human societies. It has contributed to the destiny of societies in all phases of their development”. To a large extent, this depends on the standard of teachers because teachers are undoubtedly the most important component of our educational system. In fact, the teacher is the top most academic and professional person in the educational pyramid under whose charge the destiny of our children is placed by the parents and society. The success of any educational system depends much on the requisite qualities of teachers. Laying the emphasis on teachers’ qualities the report of Kothari Commission (1964-66) mentioned that:

“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 endeavours must ultimately depend”.


The Ministry of Education document Challenge of Education: A Policy Perspective (1985) observed:

'Teacher performance is the most crucial input in the field of education. Whatever policies may be laid down, in the ultimate analysis these have to be interpreted and implemented by the teachers as much through their personal example as through teaching-learning process...Unless capable and committed teachers are in service, the education system cannot utilize them for becoming a suitable and potential instrument of national development'.

The National Policy on Education – 1986 placed immense trust in the teacher and his role in nation building. In the NPE, 1986 and its Revised Version 1992 it has been repeatedly remarked that 'No system of education can rise above the level of its teachers'. Teachers are the heart and soul of education. It is teachers who do the work of education. The quality of their education depends to a great extent, upon the quality of their teachers. Dr Radhakrishna (1949) has aptly observed in this context, “The Teachers’ place in the society is of vital importance. He acts as the pivot for the transmission of intellectual traditions and technical skills from generation to generation and helps to keep the lamp of civilization burning”. It is the quality of teachers, which creates excellence in all walks of life. Thus, the teachers are the real architects of a nation. Therefore, teacher performance has crucial factor in the field of education. It is rightly said, ‘if a doctor commits a mistake, it is buried, if an engineer commits a mistake, it is cemented; if a lawyer commits a mistake it is filed; but when a teacher commits a mistake, it is reflected on nation’.

The traditional meaning of education was that it was the process of imparting information to the young for a specific period in a formal set up. Various changes of a social, economic, cultural, political, and technological character over the last few decades in India now make several changes in the system of education an imperative, leading to the emergence of new role expectations. Today the meaning attributed to education is very vast and complex. It is not restricted to mere instructions of the young but considered
as a life-long process of drawing out and developing individual’s overall personalities. Thus, in today’s concept of education, a teacher is required to be more professionally equipped and result oriented and almost perfect in his subject matter. As teachers teach, they are required to play a significant role in developing the society in multifarious ways. Their duties and responsibilities change from time to time. On the whole, teachers’ status and functions change in view of emerging needs and demands.

In the context of teacher education the most important change that has occurred during the past few years or so is the perception and attitude of people. The question whether teachers are born or made is no longer a subject of debate. “Teachers need to be taught and trained”- is the relatively growing concept found in societies all over the world, in the nineteenth and twentieth century. Realising the importance of pre-service teacher training education departments of almost all states have prescribed diploma or degree in education as an essential qualification for the recruitment of teachers.

1.1 TEACHER EDUCATION

Teacher education is defined in several ways in professional literature, the definition and meaning given in the National Council of Teacher Education (NCTE 1993) Act is worth mentioning. Teacher Education means programme of education, research or training of persons for equipping them to teach at pre-primary, primary, secondary, and senior secondary stages in schools and non-formal education, adult education and correspondence education. The Teacher Education Programme (TEP) is called upon to prepare teachers who can successfully manage their performance and thereby directly contribute towards improvement in the quality of school education.

Teaching is an act of sharing knowledge, values, understanding, skills, and competencies by the learned person i.e., teacher with the learning person
i.e., student. Learning is the process of improving behaviour by means of acquiring new knowledge, values, skills and such other competencies in different fields. The effectiveness of the process of education has been squarely acknowledged to depend upon the teaching competencies of the teachers. In order to identify an effective teacher, the role and the contribution of the teacher to the product of education needs to be examined. This enforces that a good teacher should possess the knowledge of learner's characteristics, learning process, classroom management, favourable attitude towards teaching profession; also requisite skills to be able to contribute significantly to the outcome of educational process which is the growth of students in the right direction.

Traditionally, teachers are perceived mainly as the knowledge providers to students. But now, teachers are expected to assume a new major role as a facilitator in supporting students' learning process and developing students' multiple intelligences and lifelong self-learning abilities. Teachers themselves also need to be a lifelong learner; to able to articulate their teaching with the new paradigm of learning; be adaptive and flexible in dealing with a new brand of students comprising different age groups of diverse ethnicity, and with a wide range of prior knowledge and background; and be conversant with the new technologies which are developing rapidly at an ever increasing speed (Elliott & Morris, 2001; Pang, 2001; Tsui & Cheng, 2000). There are many activities that the teacher has to perform in the classroom and outside the classroom in order to provide the required learning experiences to the students.

For the development of teaching effectiveness of the teachers, a professional training in education has always been considered desirable to the level of being obligatory for all. The achievement of pedagogic goals of stimulation, presentation of new knowledge, management and classroom activities, use of audio-visual aids, art of questioning etc. accentuates the need for well trained teachers and, hence the teacher education programmes.
Teacher education has acquired recognition as an integral part of our education system. Need for it at all levels of education is no longer a matter of debate. During the past five decades, the role of teacher has continually evolved, making it necessary for incumbents to be much more than mere pedagogues. With increased specialization within the educational system the need for differentiation in teacher education has surfaced in order to cater to the variety of professional needs of more specific groups. Thus, newer programmes of teacher education have been continually evolved, with substantive and curricular streamlining.

The crux of teacher education programme is the manner in which it is implemented. This can be observed in the modes in which the curriculum is transacted. The modes of curriculum transaction represent the channels adopted for providing learning experiences to trainees. These signify the links that represent the role, contribution and hence the expectations placed on the teachers and the teacher education programme on one hand and on the other hand the process of enabling the trainees to be able to imbibe the requisites and thereby actualise these expectations.

Since the modes of transaction represent the operationalised of the various components of teacher education programmes, the mode selected should cater to individual and community requirements, infrastructure arrangements available etc. In teacher education, transactional modes have essentially been of two categories, viz., the formal, face-to-face mode and distance mode.

1.1.1 TEACHER EDUCATION PROGRAMME THROUGH FORMAL MODE

In the formal mode of teacher education, the teaching-learning process goes on in face-to-face situation in the presence of an oral communicator (the teacher) in an institutionalised setting. In India most educational programmes are provided through this mode. There is a premise that knowledge needs to be
"imparted" by a teacher. Teacher education has two important components ----- the theory of teaching and practice of teaching. The theory of teaching consists of educational psychology, educational sociology, principles of pedagogy and learning etc., by which the student teacher is to make him a competent classroom teacher. The professional experience undergone by the students during this period is known as practice teaching. In other words, practice teaching is a phase of teacher education when the student teacher practices school activities including teaching skills, in a school or stimulated situation, and integrates. This mode also includes inputs like seminars, discussions, lectures, demonstrations and any activity involving direct interaction between the learners and the teachers. The focus of teacher should be on what we here call the pedagogical i.e the complexity of rational, personal, moral, emotional aspects of teachers’ everyday acting with children or young people they teach (Van Manen, 2002). The formal system of education representing the face-to-face mode of curricular transaction is the oldest most popular and the widely accepted mode. Obviously at a time, when electronic media was not available and even the print medium was unknown, the most easily accessible way for transmission of knowledge and for communication was through face to face interaction with the teacher. The justification for the face-to-face mode seems to be both conventional and academic. Face to face interaction mode of the formal system of education provides the learner with an opportunity to acquire knowledge, skills and attitude under the direct guidance and supervision of the teacher and clarify immediately any difficulties experienced in comprehension and also be inspired by the conduct and love for knowledge of the seasoned mind. This mode of teaching and learning has a prestige, which is the result of the centuries of socially accepted practice. It is a universally accredited socio-economic norm.
Literature has many statements referring to the teacher being a role model, mentor, etc. Henry Van Dyke’s words reflect such a view effectively.

Knowledge for books
With little effort do we gain!
But it is the love for knowledge
That comes from his gentle touch

--- from “Tribute to the Unknown Teacher”

The formal classroom situation has been graphically represented by Wedemeyer (1977) as in Figure 1.1.

![Fig. 1.1: The Formal Classroom Situation](image)

Figure 1.1 comprises the five components of a classroom situation, which are (i) the teacher, (ii) the learner, (iii) the subject matter which is taught and learned, (iv) a communication system, (v) the classroom, i.e., the pedagogic site.
1.1.2 TEACHER EDUCATION PROGRAMME THROUGH DISTANCE MODE

Known by a ‘bewildering nomenclature’, there is no one meaning of the term Distance Education and considerable confusion persists about the terminology. Some of the terms in use are *tele-enseignement* in France, *Fernstudium or Fernunterricht* in Germany, *education a distancia or ensenanza a distancia* in Spanish speaking countries, *external studies or off campus studies* in Australia, *home study or independent study* in United States of America – all of them emphasize the distance, the separation of the student from the teacher and in their general characteristics match the characteristics of what is known as Distance Education.

The Distance mode of Teacher education is one in which the teaching behaviour remains separated from the learning behaviour but the learner nevertheless benefit by the guidance, planning and tuition of a tutorial organisation, communication being brought about through print media etc. Distance education can be seen as a system, which emerged as a result of certain historical, cultural, and social forces and is grounded in the technologically and industrially advanced society of today. Wedemeyer (1977) points to the gradual process of social evolution, which has built the distance education mode as a viable alternative to the age-old system of formal face-to-face education. This process of social evolution is outlined below:

(i) The invention of writing broke down the absolute monopoly of speech as the medium of communication, besides writing made it possible to record communications and transfer them over space and time.

(ii) The invention of printing broke down the monopoly of single copy written communications. Printing allowed the same communication to be passed on at same on different time(s) over distances to as many receivers as one wanted to.
(iii) The development of telecommunication collapsed the dimensions of time and space, and when applied to education, telecommunication opened up hitherto unknown possibilities of teacher learner contacts.

(iv) The development of democratic philosophies broke down the monopoly of elitist and sectarian forms of education.

(v) The introduction of correspondence education was the result of sheer social needs and pressures. Its beginning was not a movement sponsored by the state, nor was it the result of deliberate efforts made by educationists individually or collectively.

(vi) The development of programmed learning and teaching machines pointed to the possibility of self-instruction and learner based education.

These changes have made it possible to organise teaching and learning in ways considerably different from what is represented in Figure 1.1. The new way of organising teaching and learning may be represented as follows in Figure 1.2.

![Diagram](image)

**Figure 1.2: A Departure from Formal Classroom Situation**

Like Figure 1.1, Figure 1.2 also comprises of all the five components of classroom situation, which are organised differently. This shows that the essential components that comprise the teaching-learning situation have
remained intact. The difference suggested above is that instead of one pedagogic site that is the classroom (see Figure 1.1), there are two sites, i.e., the confines of classroom have been broken into two transaction units, both of them independent of each other. The distance between the two units is filled by the non-traditional means of educational communication, which do not entirely do away with the traditional means of face-to-face communication.

According to Peters (1971) an eminent thinker in the field of distance education, the highly developed industrial societies have generated a vast variety of need for education. This fact coupled with the phenomenon of population explosion, according to him, had rendered the conventional system of education inadequate to fulfil the educational needs of the ever-growing number of learners. He, therefore, contended that new approaches have to be explored, new techniques developed and made available for application such as the distance education system. Perraton (1991), Kulundaiswamy (1993) observed that distance education is neither a supplement nor a mere alternative to the conventional system, but a new stage in the evolution of education which recognizes the fact that in many situations it is easier to transport knowledge to people than transport people to the place of knowledge.

The educational implications of such system include that the learner is not necessarily torn away from his/her environment – physical, socio-cultural or geographical. However, the learner has the freedom to start pace and stop his learning activities, which become more significant than the teaching effort. The teacher is more a manager than a repository and the sole interpreter or commentator of information as in formal face-to-face mode of education. The learner needs to take more responsibility for their own learning, the maturity that characterises an educated person.

If an education system has to be relevant to the society in which it operates, it needs to effectively respond to the demands of the society. The socio-political changes, which colour and shape social needs greatly influence
education system. India, like rest of the world, having gone through diverse phases of educational developments for various historical compulsions (such as demographic reasons) has begun to accept distance mode as a viable and complementary system of education in many fields. The programme of Action of National Policy of Education 1986 also highlights the role of distance education in teacher preparation in view of (i) the large number to be catered to; (ii) the need to organise courses on a continuous basis in the career of teachers; and (iii) the unique potential of distance mode of education to intervene without taking the teachers away from work, thus emerging as a better means of transferring knowledge, understanding and skills to them in their day to day practice.

The post-Independence era has witnessed phenomenal increase in educational facilities, particularly at school level, the availability of teacher education facilities and teacher requirement. The number of untrained teachers in 1965 is given in Table 1.1.

Table 1.1: Percentage of Untrained Teachers by Age Group (1965)

<table>
<thead>
<tr>
<th>Age</th>
<th>Lower Primary Schools</th>
<th>Higher Primary Schools</th>
<th>Lower Primary Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Men</td>
<td>Women</td>
<td>Men</td>
</tr>
<tr>
<td>Below 20</td>
<td>8.9</td>
<td>11.9</td>
<td>11.0</td>
</tr>
<tr>
<td>21-25</td>
<td>40.7</td>
<td>31.7</td>
<td>30.1</td>
</tr>
<tr>
<td>26-30</td>
<td>23.2</td>
<td>23.8</td>
<td>26.7</td>
</tr>
<tr>
<td>31-35</td>
<td>11.6</td>
<td>13.7</td>
<td>13.7</td>
</tr>
<tr>
<td>36-40</td>
<td>6.5</td>
<td>7.9</td>
<td>8.9</td>
</tr>
<tr>
<td>41-45</td>
<td>2.7</td>
<td>5.0</td>
<td>4.0</td>
</tr>
<tr>
<td>46-50</td>
<td>2.4</td>
<td>3.1</td>
<td>2.5</td>
</tr>
<tr>
<td>51-55</td>
<td>1.9</td>
<td>2.2</td>
<td>1.9</td>
</tr>
<tr>
<td>56-60</td>
<td>0.9</td>
<td>0.7</td>
<td>0.9</td>
</tr>
<tr>
<td>above 60</td>
<td>0.2</td>
<td>-</td>
<td>0.1</td>
</tr>
<tr>
<td>Total %</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

Source: Kothari Education Commission Report (Page 151)
Kothari Education Committee (1964-66) recommended that greater emphasis should be placed on helping unqualified teachers in service to improve their qualifications by providing correspondence courses. It was stated categorically that since the capital cost of the full time programme was very large and it was not possible to provide all facilities needed on a whole time basis, thus without diluting the quality of full time courses supplementary facilities for training should be provided. It was recommended that

“In each state, at least one centre for the correspondence education should be established, preferably in the state Institute of Education. It should provide pre-service courses and in addition offer courses of in-service education for all teachers.”

The above suggestion was made in view of the backlog of untrained teachers at that time. Keeping in view the magnitude of teacher requirement and the extent of untrained teachers working in the system, the conventional system of teacher training was simply inadequate to meet the growing demand. To cope with this situation, Distance Education was called upon to play a major part in achieving this goal; given the realization that conventional teacher training institutions will simply be unable to cope up with the growing demands placed upon them. Thus, it is obvious that teacher education system needs to be able to meet the demand both quantitatively and qualitatively.

Distance education in the form of correspondence education was initiated as early as 1962 in the University of Delhi. The Central Institute of Education (CIE), Delhi University in 1966 was the first to introduce B.Ed course through correspondence course with the stated objectives of providing ‘training facilities for untrained in-service teachers through distance learning system’. Later in 1970 the Regional Colleges of Education located at Ajmer, Bhopal, Bhubaneswar, and Mysore of the NCERT started similar programmes, essentially to clear the then existing backlog of untrained secondary school teachers in the system. The CIE terminated their correspondence-cum-contact programme in 1971, having cleared the backlog of untrained teachers in Delhi Schools. This experiment of summer school-cum-correspondence course for
B.Ed. degree of the CIE and the Regional Colleges gave rise to a new type of correspondence-cum-contact course for B.Ed. degree, which was started in several universities. Consequently the seventies and eighties saw a proliferation of B.Ed. programme through correspondence mode.

In the year 1990-91 there was fifteen institutions of distance (correspondence) education under the formal universities and one state open university offering the B.Ed. programme through correspondence mode. The names of universities and enrolments in the year 1990-91 are given in Table 1.2.

**Table 1.2: Universities offering B.Ed through correspondence education during 1990-91**

<table>
<thead>
<tr>
<th>Name of the University</th>
<th>Enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kakatiya University</td>
<td>223</td>
</tr>
<tr>
<td>Punjab University</td>
<td>250</td>
</tr>
<tr>
<td>Kashmir University</td>
<td>294</td>
</tr>
<tr>
<td>Sri Venkateshwara University</td>
<td>398</td>
</tr>
<tr>
<td>Andhra University</td>
<td>400</td>
</tr>
<tr>
<td>Jammu University</td>
<td>481</td>
</tr>
<tr>
<td>Mysore University</td>
<td>500</td>
</tr>
<tr>
<td>Osmania University</td>
<td>611</td>
</tr>
<tr>
<td>Berhampur University</td>
<td>728</td>
</tr>
<tr>
<td>Utkal University</td>
<td>1100</td>
</tr>
<tr>
<td>Madurai Kamraj University</td>
<td>1963</td>
</tr>
<tr>
<td>Kota Open University</td>
<td>4646</td>
</tr>
<tr>
<td>Madras University</td>
<td>5976</td>
</tr>
<tr>
<td>Barkalullah University</td>
<td>7690</td>
</tr>
<tr>
<td>Maharishi Dayanand University</td>
<td>21363</td>
</tr>
<tr>
<td>Annamalai University</td>
<td>21917</td>
</tr>
</tbody>
</table>

As evident from Table 1.2 the enrolments in these programmes were very large in some universities. However, the largest segment of distance education remained as a part of conventional university system, though it is substantially different in its concept, philosophy and scope. The content, syllabus and examination in distance education are the same as in formal system. The only difference is that the print medium substitutes the face to face teaching of formal system.

There has been considerable skepticism about the quality of teacher education programmes through distance education mode. Many educationists, in individual capacities and in committees and forums have raised the issue of dilution of teachers training through distance mode. The general belief is that only formal-training institutes can train teachers. Several committees and review groups were set up to discuss the viability of the distance education courses in late eighties and nineties. The University Grants Commission set up a committee of educationists under the chairpersonship of Professor Kherma Lyngdon in 1992 in order to examine the working of B.Ed. through the distance system. It submitted its report in April 1994 and was of firm view that B.Ed. can be offered through the distance education mode without diluting standards. The report also mentioned that if properly organised the programme through distance education could produce better results.

In the same year Yashpal Committee (Learning Without Burden 1994) suggested derecognising of B.Ed. through correspondence mode. The matter related to B.Ed. through distance mode was referred to the National Council of Teacher Education in July 1994. The matter related to B.Ed. correspondence course was referred to the NCTE in July 1994. A committee of NCTE under the chairmanship of Professor R.C. Das 1995 examined all the available data on teacher requirement, existing facilities for teacher education, enrolments in different types of institutions, fees charged by the students and the methods of organizing the theoretical and practical aspects of teacher education in different
institutions. The committee recommended: 'no further admissions should be made to courses of teacher education other than regular face to face institutional programme of minimum of one academic year duration from the academic session 1995-96 onwards.’ This brought to a close the long-standing controversy about the status and form of B.Ed. course through the distance education system. It thereby, stopped any further admission to courses of teacher preparation other than the face to face institutionalised programmes of a minimum of one academic year’s duration.

The correspondence course for teacher preparation that was much called for and started with such fanfare was shut down with a bang. The investigators in the field need to put their thoughts to the depth of crisis in teacher preparation as has been voiced by many educationists and which cast a shadow on the face to face institutionalised programmes also (Buch 1975, Sansawal and Sarial, 1979). These views were also expressed by the NCTE committee on teacher education programmes through distance mode (1990), NCERT, New Delhi in the following words:

"The committee is alive to the growing opinion among educationists that there is rapid deterioration in the quality of teacher education. The committee also takes notice of the view of several leading educationists that B.Ed. (correspondence) programme is one major contributor to the failing standards in teacher education. However, the committee realises that these observations are not subjected fully to verification, and that the observation about the falling standards may apply even to the B.Ed. programme offered through the conventional face to face mode”.

Though National Council for Teacher Education stopped any further admission to the B.Ed. distance education in 1995 but no studies were cited in this regard. There is a dearth of research in the area of comparison of existing modes of teacher preparation in order to provide the much required clear picture to the researchers, educationists and policy makers.
1.2 TEACHING EFFECTIVENESS

Teaching is basically competence building process. The World Book Encyclopedia describes teaching as “the process by which one person helps others achieve knowledge, skills and aptitudes.” The Dictionary of Psychological and Psychoanalytical Terms, one of the standard dictionaries in the field of psychology, describes teaching as “the art of assisting another to learn”. It includes “providing of information (instruction) and of appropriate situations, conditions or activities designed to facilitate learning”. (Mitra, 1972). Greene (1984) describes teaching as ‘a triadic undertaking’. It involves someone teaching something to somebody. Teaching is enabling somebody to learn and how to learn. A Committee of American Educational Research defines teaching as a “form of interpersonal influence aimed at changing the behaviour potential of another person” (Quraishi, 1975).

Gage (1979) describes teaching as any activity on the part of one person intended to facilitate learning on the part of another. He considers teaching as a practical art for which a scientific basis has to be established. Pointing out the importance of understanding the task of teaching he writes,” teaching is intriguing as an object of scientific or artistic contemplation in its own right, worth trying to understand for the same reasons that we study the heavens or the impressionists”. It is useful to think of teaching as involving the simultaneous performance of three tasks: (a) maintaining the classroom learning environment, (b) providing learning experiences appropriate to the changing needs of individual pupils, and (c) implementing those experiences in which the teacher is an active participant (Dunkin, 1987). Rao (1995) evaluated the effectiveness of primary and secondary level teachers different potentials of creativity and inter-personal relationships; Singh (1993) examined the male/female, rural/urban teachers’ effectiveness in relation to their adjustment. Singh (1995) investigated into the main and interactive effects of sex, locale, and socio-

Teaching effectiveness refers to how well a teacher performs the task of teaching in a classroom. The subtle difference between teaching effectiveness and teacher effectiveness has been brought out by Medley. He suggests that teacher effectiveness is to be defined and assessed only in terms of behaviours of pupils and not of teachers. The idea of the whole operation may be put diagrammatically as follows:

![Diagram](https://via.placeholder.com/150)

**Figure 1.3 showing Appreciable Impact of Teachers' Training**

Effectiveness may be taken as one's hold on the circumstances and it is related to the power of influencing the environment. Teaching effectiveness has been identified as a crucial factor for the success of education reforms by such researchers as Cheng (1996), Darling-Hammond (1999), Hopkins (2000),
Lieberman and Miller (1999), Pipho (2000), and Sergiovanni (2000). Unless teachers change the ways they teach, students cannot become effective learners.

1.3 ATTITUDES OF TEACHERS TOWARDS TEACHING PROFESSION

The concept of attitude is perhaps the most widely discussed topic in social psychology. Attitude determines and guides man’s social behaviour. An attitude may be defined as the degree of positive and negative effect associated with some psychological object (Thurstone, 1936). It means any symbol, person, slogan, institution, ideal or ideas towards which people can differ with respect to positive or negative effect. An individual who has positive effect or feeling associated with some psychological object is said to have a favourable attitude and who has associated negative effect or feeling would be said to have an unfavourable attitude. Since it has a determining tendency, it cannot be observed directly, rather we have to infer it from response and adjustments. They can be called enduring pre-disposition to act in a characteristic manner to objects, persons, ideas, values or situations in the social environment and are acquired in social situations. They, therefore have a prominent place in the field of education. The role of attitude in human life has been clarified and recognized by psychologists since the 19th century. Today it is agreed upon that attitude not only determines the conclusion we shall derive from the facts, but also influences the very facts we are willing to accept.

The Education Commission (1966) had also pointed out:

“Methods of teaching and evaluation in training institution are extremely important and the attitude of the student teacher will be influenced more by the methods used with them, than by what they are formally taught about the methods they should use in schools”.

Jacob (1968) rightly observed that the “Purpose of teacher education programme should be to mould attitudes that will equip the prospective teacher
to deal with the teaching role in a way that will bring the greatest benefit to his students”. Similar thoughts and ideas have been expressed by a number of educationists and researchers like Mass (1950), Shukla (1969), Gaddu (1971), Tewari (1972) and others. In the school, teachers who had a favourable or positive attitude towards teaching will enjoy teaching.

Attitude of the teachers towards the teaching profession is the dependent variable studied in this investigation. It is thought that the teachers’ attitude not only affects his behaviour in class but also influences the behaviour of the students. This, for a professional preparation of teachers, the study of the attitude held by them is very important. How a teacher performs the duty is dependent to a great extent on his attitude, values and beliefs. A positive attitude makes the work not only easier but also more satisfying and professionally rewarding, a negative unfavourable attitude makes a teacher’s task harder, more tedious and unpleasant. For the above mentioned reasons attitude is relevant and important variable of the study.

1.4 RATIONALE OF THE STUDY

The end of colonial era brought new demands for education in our country. Schools had to expand at an unprecedented rate and needed to be staffed. Demographic pressure and the practical difficulty of expanding teacher education in pace with the demand for schooling made for a chronic shortage of teachers in India. Just after independence 46% of teachers at the secondary stage were untrained and due to lack of enough trained teacher graduates, untrained graduates have been recruited all along (Koul and Menon, 1992). By the sixties, the educational planners realized that the B.Ed. programme through formal Institutions were not in a position to cope with the growing demand for training. In view of the backlog of untrained teachers at that time, the correspondence course for the award of degree in education was recommended.
It was later in 1968 that University Grant Commission sent a delegation to USSR to ascertain the purposefulness of such a mode in the context of teacher training. The delegation came up strongly in favour of teachers training programme through the correspondence mode (Report of UGC Delegation, 1969). Mukhopadhyaya (1988) was of the opinion that distance education mode for teacher education is not only cheaper but also cost effective. Consequently the seventies and the eighties saw a proliferation of B.Ed programme. Anzalone (1995) stated that “well designed distance education programme, linked to ongoing teacher support and development are more often cheaper and more effective”.

In teacher education there appears to be a diffidence to adopt any curricular transaction mode, other than through the formal face-to-face mode. This can be observed in the views expressed by several committees and commissions, for improving correspondence education. The report of a committee of the National Council for Teacher Education on different modes of education used for Teacher Preparation 1995 is an example in point. This report led the National Council for Teacher Education to close down the correspondence courses for the award of first degree in education offered by many universities and institutions in the country. In fact all strong criticisms of the correspondence mode of teacher education admit by implication that the formal face-to-face mode is more appropriate and more effective for teacher education.

Surprisingly, ever since the inception of teacher education programmes in India, more particularly in post independence period, dissatisfaction with the effectiveness of the formal, face-to-face mode has often been expressed. The only mode for teacher preparation in India during those times being the formal face-to-face mode, it has never been above criticism. Significance and need for improvement of professional education of teachers was stressed by the University Grants Commission (1948-49), the Secondary Education
Commission (1952-53). This concern was also evident in the report of Kothari Commission (1964-66), which observed that,

“A sound programme of professional education of teachers is essential for the qualitative improvement of education. Investment in teacher education can yield very rich dividends because the financial resources required are small when measured against the resulting improvements in education of millions.”

Though National Council of Teacher Education (NCTE) stopped any further admission to the B.Ed. distance system in 1995 but no studies were cited in this regard. Research being the back bone of theory and practice of education studies are required to be undertaken in order to understand if this non-conformist and non-traditional distance mode has the potential to meet the desired end of producing well trained teachers or is it the face to face mode of teacher preparation which can only serve the need of professional education of teachers and that the National Council for Teacher was right in closing down the correspondence courses for the award of B.Ed. degree. One of the means of arriving at an answer can be to compare the teachers prepared through the formal system of education with those trained through the distance system of education in order to get a clearer picture of the two modes of teacher preparation in the Indian context. The present investigation will provide crucial links in the area of teacher education which would be immense help to the educators, investigators and policy makers for formulating future plans and taking decisions in this important area.

In order to understand the scenario of teacher education in India, need was felt to compare the teachers trained through both the systems of teacher preparation while on job. Hence, the investigator made an attempt to examine and compare the impact of teacher preparation (through formal and distance mode) on the teaching effectiveness and their attitudes towards teaching profession, i.e. how these teachers trained through distance mode differ from each other when they are in service?
In view of the above-mentioned need, the present investigation was undertaken.

1.5 STATEMENT OF THE PROBLEM

A STUDY OF TEACHING EFFECTIVENESS OF TEACHERS TRAINED THROUGH FORMAL AND DISTANCE MODE

1.6 DEFINITIONS OF KEY TERMS USED

TEACHER

A person employed in an official capacity for the purpose of guiding and directing the learning experiences of pupils or students in an educational institution whether Government or private (Dictionary of Education, Carter. V. Good, 1973).

TEACHER EDUCATION

Teacher Education has been defined as 'all formal and informal activities and experiences that help to qualify a person to assume the responsibilities as a member of the educational profession or to discharge his responsibilities more effectively' (Dictionary of Education, Carter. V. Good, 1973).

FORMAL EDUCATION

This term represents the age-old system of education which operates primarily within a classroom setting. It tries to bring about learning mainly through and with the presence of an oral communicator. This can also be referred to as the traditional system of education as this system of communication between the teachers and the taught has gone on since the ancient time and is still the most popular means of education. In this system there is face-to-face, interpersonal communication in an institutionalized setting.
An understanding of the system helped in arriving at the following operational definition of formal system of education.

“The traditional system of education in which teaching as an activity finds fulfillment and consummation within a situation in which the teacher and the pupil work contiguously in an institutional setting”.

DISTANCE EDUCATION

Attempts have been made to define distance education succinctly. It is very difficult to arrive at a definition that may bring together by the process of connotation and denotation all the aspects of distance education. The term means many different things to different people, depending entirely on from what angle one wants to view it.

Holmberg, 1981 defined distance education as the various forms of study at all levels which are not under continuous immediate supervision of tutor present with their students in lecture rooms on the same premises but which nevertheless benefit from the planning guidance and tuition of a tutorial organisation.

Moore, 1973 defined distance teaching as the family of instructional methods in which the teaching behaviours are performed apart from learning behaviours including those that in a contiguous situation would be performed in the learners presence, so that communication between the teacher and the learner must be facilitated by print, electronic, mechanical or other device.

From the study of above important definitions and others by Wedemeyer (1977), Peters (1973), Dohmen (1977) the operational definition of distance education for the present study was deduced as: “A system of education in which the teaching behaviour remains separated from the learning behaviour,
Fig. 1.4: Various Aspects of Teaching Effectiveness in Classroom Teaching
face to face teaching and learning form a part of the system and uses, media for educational communication”.

TEACHING EFFECTIVENESS

Teaching effectiveness refers to how well a teacher performs the task of teaching in a classroom. On the basis opinions expressed by the experts in the field of education, the operational definition of teaching effectiveness emerges is, ‘a teacher who has clear concept of the subject-matter, ability to organize learning materials, ability to communicate his knowledge to the students successfully and to deal with classroom situations’. In the present study teaching effectiveness includes five aspects i.e., (i) Review of home assignment (ii) Introduction of the lesson (iii) Development of the lesson (iv) Ending of the lesson (v) Classroom climate. Development of the lesson was further subdivided into seven skills: Explanation, b) Communication, c) Questioning d) Response Management, e) Reinforcement, f) Use of chalk boards and other, g) Class management.

ATTITUDES

A variety of definitions of attitudes representing different theoretical viewpoints have been offered. Allports (1935) defines “A mental and neural state of readiness organized through experience exerting a directive or dynamic influence upon the individual’s response to all objects and situations with which it is related”. Attitude, defines Good (1945) is “a state of mental and emotional readiness, to react to situation, persons, or things in a manner in harmony with a habitual pattern of response previously conditioned to or associated with these stimuli”. The operational definition of attitude for the present study is “An attitude is a tendency of an individual to favour or not to favour same type of object or situation.
1.7 VARIABLES INVOLVED

In the present study, teaching effectiveness of teachers and their attitudes towards teaching profession constitute dependent variables while teachers’ trained through formal and distance mode, sex, type of school and teaching experience constitute independent variables.

1.8 OBJECTIVES OF THE STUDY

The study purports to meet the following objectives:

1. To identify teachers who have obtained training through formal and distance mode.
2. To study the teaching effectiveness of teachers trained through formal mode.
3. To study the teaching effectiveness of teachers trained through distance mode.
4. To compare the teaching effectiveness of teachers trained through formal and distance mode.

5. Teaching Effectiveness and Sex

(i) To compare the teaching effectiveness of male and female teachers trained through formal mode.
(ii) To compare the teaching effectiveness of male and female teachers trained through distance mode.
(iii) To compare the teaching effectiveness of male teachers trained through formal and distance mode.
(iv) To compare the teaching effectiveness of female teachers trained through formal and distance mode.
6. **Teaching Effectiveness and Type of School**

(i) To compare the teaching effectiveness of government and private school teachers trained through formal mode.

(ii) To compare the teaching effectiveness of government and private school teachers trained through distance mode.

(iii) To compare the teaching effectiveness of government school teachers trained through formal and distance mode.

(iv) To compare the teaching effectiveness of private school teachers trained through formal and distance mode.

7. **Teaching Effectiveness and Teaching Experience**

(i) To compare the teaching effectiveness of more and less experienced teachers trained through formal mode.

(ii) To compare the teaching effectiveness of more and less experienced teachers trained through distance mode.

(iii) To compare the teaching effectiveness of less experienced teachers trained through formal and distance mode.

(iv) To compare the teaching effectiveness of more experienced teachers trained through formal and distance mode.

8. To study the attitudes of teachers towards teaching profession trained through formal mode.

9. To study the attitudes of teachers towards teaching profession trained through distance mode.

10. To compare the attitudes of teachers towards teaching profession trained through formal and distance mode.

11. **Teachers’ Attitudes towards Teaching Profession and Sex**

(i) To compare the attitudes towards teaching profession of male and female teachers trained through formal mode.
(ii) To compare the attitudes towards teaching profession of male and female teachers trained through distance mode.

(iii) To compare the attitudes towards teaching profession of male teachers trained through formal and distance mode.

(iv) To compare the attitudes towards teaching profession of female teachers trained through formal and distance mode.

12. **Teachers’ Attitudes towards Teaching Profession and Type of School**

(i) To compare the attitudes towards teaching profession of government and private school teachers trained through formal mode.

(ii) To compare the attitudes towards teaching profession of government and private school teachers trained through distance mode.

(iii) To compare the attitudes towards teaching profession of government school teachers trained through formal and distance mode.

(iv) To compare the attitudes towards teaching profession of private school teachers trained through formal and distance mode.

13. **Teachers’ Attitudes towards their Teaching Profession and Teaching Experience**

(i) To compare the attitudes of more and less experienced teachers towards teaching profession trained through formal mode.

(ii) To compare the attitudes of more and less experienced teachers towards teaching profession trained through distance mode.

(iii) To compare the attitudes of less experienced teachers towards teaching profession trained through formal and distance mode.

(iv) To compare the attitudes of more experienced teachers towards teaching profession trained through formal and distance mode.

14. To find out the relationship between teaching effectiveness of teachers
trained through formal mode and their attitudes towards teaching profession.

15. To find out the relationship between teaching effectiveness of teachers trained through distance mode and their attitudes towards teaching profession.

1.9 HYPOTHESES OF THE STUDY

Based upon the objectives of the study, the following null hypotheses were formulated.

1. Teaching Effectiveness and Teachers Trained through Formal and Distance Mode

The following hypotheses were formulated in relation to objective 4 i.e., to compare the teaching effectiveness of teachers trained through formal and distance mode.

\[ H_{01,1} \] There is no significant difference between 'review of home assignment' of teachers trained through formal and distance mode.

\[ H_{01,2} \] There is no significant difference between 'introduction of the lesson' of teachers trained through formal and distance mode.

\[ H_{01,3} \] There is no significant difference between 'development of the lesson' viz., explanation, (b) communication, (c) questioning, (d) response management, (e) reinforcement, (f) use of chalkboard, and (g) class management of teachers trained through formal and distance mode.

\[ H_{01,4} \] There is no significant difference between 'ending of the lesson' of teachers trained through formal and distance mode.

\[ H_{01,5} \] There is no significant difference between the 'classroom climate' of teachers trained through formal and distance mode.
2. Teaching Effectiveness and Sex

The following hypotheses were formulated in relation to objective 5(i) i.e., to compare the teaching effectiveness of male and female teachers trained through formal mode.

H₀₂.₁ There is no significant difference in ‘review of home assignment’ of male and female teachers trained through formal mode.

H₀₂.₂ There is no significant difference in ‘introduction of the lesson’ of male and female teachers trained through formal mode.

H₀₂.₃ There is no significant difference in ‘development of the lesson’ viz., (a) explanation, (b) communication, (c) questioning, (d) response management, (e) reinforcement, (f) use of chalkboard, and (g) class management of male and female teachers trained through formal mode.

H₀₂.₄ There is no significant difference in ‘ending of the lesson’ of male and female teachers trained through formal mode.

H₀₂.₅ There is no significant difference in ‘classroom climate’ of male and female teachers trained through formal mode.

The following hypotheses were formulated in relation to objective 5(ii) i.e., to compare the teaching effectiveness of male and female teachers trained through distance mode.

H₀₂.₆ There is no significant difference in ‘review of home assignment’ of male and female teachers trained through distance mode.

H₀₂.₇ There is no significant difference in ‘introduction of the lesson’ of male and female teachers trained through distance mode.

H₀₂.₈ There is no significant difference in ‘development of the lesson’ viz., (a) explanation, (b) communication, (c) questioning, (d) response management, (e) reinforcement, (f) use of chalkboard, and (g) class
management of male and female teachers trained through distance mode.

H0 9 There is no significant difference in 'ending of the lesson' of male and female teachers trained through distance mode.

H0 10 There is no significant difference in 'classroom climate' of male and female teachers trained through distance mode.

The following hypotheses were formulated in relation to objective 5(iii) i.e., to compare the teaching effectiveness of male teachers trained through formal and distance mode.

H0 11 There is no significant difference in 'review of home assignment' of male teachers trained through formal and distance mode.

H0 12 There is no significant difference in 'introduction of the lesson' of male teachers trained through formal and distance mode.

H0 13 There is no significant difference in 'development of the lesson' viz., (a) explanation, (b) communication, (c) questioning, (d) response management, (e) reinforcement, (f) use of chalkboard, and (g) class management of male teachers trained through formal and distance mode.

H0 14 There is no significant difference in 'ending of the lesson' of male teachers trained through formal and distance mode.

H0 15 There is no significant difference in 'classroom climate' of male teachers trained through formal and distance mode.

The following hypotheses were formulated in relation to objective 5(iv) i.e., to compare the teaching effectiveness of female teachers trained through formal mode.

H0 16 There is no significant difference in 'review of home assignment' of female teachers trained through formal and distance mode.
Ho2.17 There is no significant difference in 'introduction of the lesson' of female teachers trained through formal and distance mode.

Ho2.18 There is no significant difference in 'development of the lesson' viz., (a) explanation, (b) communication, (c) questioning, (d) response management, (e) reinforcement, (f) use of chalkboard, and (g) class management of female teachers trained through formal and distance mode.

Ho2.19 There is no significant difference in 'ending of the lesson' of female teachers trained through formal and distance mode.

Ho2.20 There is no significant difference in 'classroom climate' of female teachers trained through formal and distance mode.

3. Teaching Effectiveness and Type of School

The following hypotheses were formulated in relation to objective 6(i) i.e., to compare the teaching effectiveness of government and private school teachers trained through formal mode.

Ho3.1 There is no significant difference in 'review of home assignment' of government and private school teachers trained through formal mode.

Ho3.2 There is no significant difference in 'introduction of the lesson' of government and private school teachers trained through formal mode.

Ho3.3 There is no significant difference in 'development of the lesson' viz., (a) explanation, (b) communication, (c) questioning, (d) response management, (e) reinforcement, (f) use of chalkboard, and (g) class management of government and private school teachers trained through formal mode.

Ho3.4 There is no significant difference in 'ending of the lesson' of government and private school teachers trained through formal mode.

Ho3.5 There is no significant difference in 'classroom climate' of government and private school teachers trained through formal mode.
The following hypotheses were formulated in relation to objective 6(ii) i.e., to compare the teaching effectiveness of government and private school teachers trained through distance mode.

H03.6 There is no significant difference in ‘review of home assignment’ of government and private school teachers trained through distance mode.

H03.7 There is no significant difference in ‘introduction of the lesson’ of government and private school teachers trained through distance mode.

H03.8 There is no significant difference in ‘development of the lesson’ viz., (a) explanation, (b) communication, (c) questioning, (d) response management, (e) reinforcement, (f) use of chalkboard, and (g) class management of government and private school teachers trained through distance mode.

H03.9 There is no significant difference in ‘ending of the lesson’ of government and private school teachers trained through distance mode.

H03.10 There is no significant difference in ‘classroom climate’ of government and private school teachers trained through distance mode.

The following hypotheses were formulated in relation to objective 6(iii) i.e., to compare the teaching effectiveness of government school teachers trained through formal and distance mode.

H03.11 There is no significant difference in ‘review of home assignment’ of government school teachers trained through formal and distance mode.

H03.12 There is no significant difference in ‘introduction of the lesson’ of government school teachers trained through formal and distance mode.

H03.13 There is no significant difference in ‘development of the lesson’ viz., (a) explanation, (b) communication, (c) questioning, (d) response management, (e) reinforcement, (f) use of chalkboard, and (g) class management of government school teachers trained through formal and distance mode.
Ho3.14 There is no significant difference in ‘ending of the lesson’ of government school teachers trained through formal and distance mode.

Ho3.15 There is no significant difference in ‘classroom climate’ of government school teachers trained through formal and distance mode.

The following hypotheses were formulated in relation to objective 6(iv) i.e., to compare the teaching effectiveness of private school teachers trained through formal and distance mode.

Ho3.16 There is no significant difference in ‘review of home assignment’ of private school teachers trained through formal and distance mode.

Ho3.17 There is no significant difference in ‘introduction of the lesson’ of private school teachers trained through formal and distance mode.

Ho3.18 There is no significant difference in ‘development of the lesson’ viz., (a) explanation, (b) communication, (c) questioning, (d) response management, (e) reinforcement, (f) use of chalkboard, and (g) class management of private school teachers trained through formal and distance mode.

Ho3.19 There is no significant difference in ‘ending of the lesson’ of private school teachers trained through formal and distance mode.

Ho3.20 There is no significant difference in ‘classroom climate’ of private school teachers trained through formal and distance mode.

4. Teaching Effectiveness and Teaching Experience

The following hypotheses were formulated in relation to objective 7(i) i.e., to compare the teaching effectiveness of more and less experienced teachers trained through formal mode.

Ho4.1 There is no significant difference in ‘review of home assignment’ of more and less experienced teachers trained through formal mode.
There is no significant difference in ‘introduction of the lesson’ of more and less experienced teachers trained through formal mode.

There is no significant difference in ‘development of the lesson’ viz. (a) explanation, (b) communication, (c) questioning, (d) response management, (e) reinforcement, (f) use of chalkboard, and (g) class management of more and less experienced teachers trained through formal mode.

There is no significant difference in ‘ending of the lesson’ of more and less experienced teachers trained through formal mode.

There is no significant difference in ‘classroom climate’ of more and less experienced teachers trained through formal mode.

The following hypotheses were formulated in relation to objective 7(ii) i.e., to compare the teaching effectiveness of more and less experienced teachers trained through distance mode.

There is no significant difference in ‘review of home assignment’ of more and less experienced teachers trained through distance mode.

There is no significant difference in ‘introduction of the lesson’ of more and less experienced teachers trained through distance mode.

There is no significant difference in ‘development of the lesson’ viz., (a) explanation, (b) communication, (c) questioning, (d) response management, (e) reinforcement, (f) use of chalkboard, and (g) class management of more and less experienced teachers trained through distance mode.

There is no significant difference in ‘ending of the lesson’ of more and less experienced teachers trained through distance mode.

There is no significant difference in ‘classroom climate’ of more and less experienced teachers trained through distance mode.
The following hypotheses were formulated in relation to objective 7(iii) i.e., to compare the teaching effectiveness of less experienced teachers trained through formal and distance mode.

Ho₄.₁₁ There is no significant difference in ‘review of home assignment’ of less experienced teachers trained through formal and distance mode.

Ho₄.₁₂ There is no significant difference in ‘introduction of the lesson’ of less experienced teachers trained through formal and distance mode.

Ho₄.₁₃ There is no significant difference in ‘development of the lesson’ viz., (a) explanation, (b) communication, (c) questioning, (d) response management, (e) reinforcement, (f) use of chalkboard, and (g) class management of less experienced teachers trained through formal and distance mode.

Ho₄.₁₄ There is no significant difference in ‘ending of the lesson’ of less experienced teachers trained through formal and distance mode.

Ho₄.₁₅ There is no significant difference in ‘classroom climate’ of less experienced teachers trained through formal and distance mode.

The following hypotheses were formulated in relation to objective 7(iv) i.e., to compare the teaching effectiveness of more experienced teachers trained through formal and distance mode.

Ho₄.₁₆ There is no significant difference in ‘review of home assignment’ of more experienced teachers trained through formal and distance mode.

Ho₄.₁₇ There is no significant difference in ‘introduction of the lesson’ of more experienced teachers trained through formal and distance mode.

Ho₄.₁₈ There is no significant difference in ‘development of the lesson’ viz. (a) explanation, (b) communication, (c) questioning, (d) response management, (e) reinforcement, (f) use of chalkboard, and (g) class management of more experienced teachers trained through formal and distance mode.
Ho4.19 There is no significant difference in 'ending of the lesson' of more experienced teachers trained through formal and distance mode.

Ho4.20 There is no significant difference in 'classroom climate' of more experienced teachers trained through formal and distance mode.

5. Attitudes of Teachers towards Teaching Profession Trained through Formal and Distance Mode

The following hypotheses related to objectives 10 i.e., to compare the attitudes of teachers towards teaching profession trained through formal and distance mode.

Ho5 There is no significant difference in the attitudes of teachers towards teaching profession trained through formal and distance mode.

6. Teachers' Attitudes towards Teaching Profession and Sex

The following hypotheses related to objective 11, i.e., to compare the attitudes of male and female teachers towards teaching profession trained through formal and distance mode.

Ho6.1 There is no significant difference in the attitudes towards teaching profession of male and female teachers trained through formal mode.

Ho6.2 There is no significant difference in the attitudes towards teaching profession of male and female teachers trained through distance mode.

Ho6.3 There is no significant difference in the attitudes towards teaching profession of male teachers trained through formal and distance mode.

Ho6.4 There is no significant difference in the attitudes towards teaching profession of female teachers trained through formal and distance mode.
7. Teachers' Attitudes towards Teaching Profession and Type of School

The following hypotheses related to objective 12, i.e., to compare the attitudes of government and private teachers towards teaching profession trained through formal and distance mode.

H$_{07.1}$ There is no significant difference in the attitudes towards teaching profession of government and private school teachers trained through formal mode.

H$_{07.2}$ There is no significant difference in the attitudes towards teaching profession of government and private school teachers trained through distance mode.

H$_{07.3}$ There is no significant difference in the attitudes towards teaching profession of government school teachers trained through formal and distance mode.

H$_{07.4}$ There is no significant difference in the attitudes towards teaching of private school teachers trained through formal and distance mode.

8. Teachers' Attitudes Towards Teaching Profession and Teaching Experience

The following hypotheses related to objective 13, i.e., to compare the attitudes of more and less experienced teachers towards teaching profession trained through formal and distance mode.

H$_{08.1}$ There is no significant difference in the attitudes of more and less experienced teachers towards teaching profession trained through formal mode.

H$_{08.2}$ There is no significant difference in the attitudes of more and less experienced teachers towards teaching profession trained through distance mode.
There is no significant difference in the attitudes of less experienced teachers towards teaching profession trained through formal and distance mode.

There is no significant difference in the attitudes of more experienced teachers towards teaching profession trained through formal and distance mode.

9. Relationship between the Teaching Effectiveness of the Teachers Trained Through Formal and Distance mode and Their Attitudes Towards Teaching Profession

The following hypotheses related to objectives 14 and 15 i.e., to compare the relationship between the teaching effectiveness of teachers trained through formal and distance mode and their attitudes towards teaching profession.

There is no significant relationship between the teaching effectiveness of teachers trained through formal mode and their attitudes towards teaching profession.

There is no significant relationship between the teaching effectiveness of teachers trained through distance mode and their attitudes towards teaching profession.

2.0 DELIMITATIONS OF THE STUDY

Keeping in view the time available and limited resources; the present study will be delimited to the following aspects.

1. The present study is restricted to secondary schools located in the National Capital Territory of Delhi.
2. Only those schools were selected which have teachers trained through formal as well as distance mode and teaching secondary classes.
3. The study was delimited to compare the teaching effectiveness of teachers trained through formal and distance mode on a few variables as sex, type of school and experience.