CHAPTER I

INTRODUCTION

1.0 INTRODUCTION

Teaching is a very noble and challenging profession and teachers are the kingpins of any educational system. Kothari Commission (1964-66) reported that the destiny of the nation is shaped by the teachers in classrooms. Teachers need to be professionals in their roles and responsibilities to meet the changing needs of the society as teaching unfolds the world of knowledge and provides variety of experiences to learners for their better growth and development. The personality of the teacher is also a very significant factor and is said that teachers affects eternity. Nobody can tell where their influence stops. National Policy on Education (N.P.E) 1986 says that, “No Nation can rise above the level of its teachers”. Therefore teacher education needs to be planned to ensure high quality and indigenousness in nature. The systematic and conscious initiatives have been taken by Government of India from time to time to bring quality in teaching profession yet reaching to the goal remains still a dream as teacher education programmes mostly are based on borrowed models from advanced nations. Hence do not equip the teachers to deal with changing classroom requirements. Most of the students getting admission in B.Ed. one year and two years do not possess adequate aptitude for teaching. As reported by various researchers the kind of teacher education programmes offered in the country at present do not produce competent and resourceful teachers, that is why all committees
and commissions on education have emphasized the importance of the preparation of indigenous quality teachers for all stages of education.

Education Commission of 1964-66 stated that “A sound programme of professional education of teacher is essential investment to bring quality change which will further result in improving the quality of education of millions who are unreached in the system”. According to National Curriculum Framework (2005), a teacher is a facilitator and a guide in the process of construction of knowledge. The teachers of modern high tech society needs to provide directions for acquiring knowledge to their pupil according to their interest. A teacher who merely repeats bookish knowledge mechanically can never teach anything and can never inspire and without proper inspiration independent creative facilities can never develop. Tagore further stated that the teacher must also understood the importance of the relationship of his knowledge with actual life situation only then he can guide his pupils in the right directions.

The teacher education programme should make the student teachers realise the dignity of teaching profession so that they can serve the society with greater accountability towards right change of society. “The true textbook for the pupil is his teacher” (M.K. Gandhi). The right kind of teacher is one who possess a vivid awareness of his mission. He not only loves his subject but also loves those whom he teaches. According to Gandhiji “A teacher’s work lies more outside than inside the classroom. Let them fashion their heart rather than brains. In our social organisation we are searching for a guru who will give peace to our life emancipate our mind for imprisonment”. According to American writer Van Duke “Knowledge may be gained
from books but the love of knowledge is transmitted only by personal contact”. Hence it is expected from teacher educator that they would inspire universal and humanitarian values among students oriented towards scientific learning, rational enquiry, spiritual growth, sense of initiative and social justice. Teacher was regarded as the spiritual and intellectual father of his students. It was the function of the teacher to lead from the darkness of ignorance to the light of knowledge. “The lamp of learning was concealed under a cover and the teacher removed it and let out the light. The role of teacher in the emerging society will definitely change from what it is today. Teachers have to develop competence to help the learners to accomplish their own potentials. In the contemporary society teachers need to be thorough professionals and fully equipped with high academic standard pedagogical, practical skills and ethical values.

Competence in teaching is a must for teachers. How can we promote this competence is the major problem? If we produce incompetent teachers it is going to ruin for the community and Nation as a whole. In the words of Anandamoorthy, “You can remove a bad Prime Minister after 5 years, but you cannot remove a bad teacher till he attains the age of 55”.

A proper teacher preparation programme should enable the trainees to acquire the basic skills and competence to become a good teacher. Improving the quality of teacher education to ensure effective teaching and learning for students is a world agendum. The quality of school education is the top priority directly linked with quality of teachers and teacher education system. Therefore quality improvement of our teacher education programme is one of indispensable need of the hour.
Mathew stated that, “No system of education, no syllabus, no methodology, no textbook can rise above the level of its teachers. Saiyidian observed “The more I see of educational work good work and bad work, the more emphatically, I feel that the quality of the teacher in an educational system is more important factor than all the educational factors put together syllabus, textbooks equipments and buildings”.

The UNESCO-ILO Document on Status of Teacher (1967) states “It should be recognised that the advancement in education depends largely on the qualification and abilities of the teaching staff in general and the human, pedagogical and technical qualities of the individual teachers”.

In order to keep pace with the changing time various theories of learning, techniques of instruction, psychological principles of learning and psychology of learners, experiments and research in learning and teaching, etc. should be needed. But if a teacher possesses all these things and if he/she has an unfavourable attitude towards teaching than all these things would be in vain. Hence teacher’s attitude may be very influencing factor in teaching effectiveness.

In the words of Rajput (2005), “Teachers are the most critical agents of change, responsible for growth, development and progress of societies and communities. They prepare the next generation, and the level of their commitment, devotion and dedication determines the future society. The role of teacher is changing in current times, characterised by globalisation and liberalization and vast expansion of new information and communication technologies. It is essential that all issues critical to preparation of competent, committed and willing to perform teacher to be examined, in depth, by all stake holders in the field of education. Teacher education
has to respond to the challenges of expansion, universalisation of elementary education and overall quality of school education. Changes in policies, practices, curriculum, research areas and priorities in teacher education need to be continuously examined. The induction training and recurrent inservice education of teachers, utilising new techniques and technologies can be greater contributing factors”. In this context, it becomes very essential to explore the area of teaching competence needed in a modern Indian teachers.

1.1 TEACHING COMPETENCE

Teaching competence of a teacher refers to the set of knowledge, abilities and beliefs of the teacher which he uses in teaching situation. Each specific type of competence is called competence. Teaching competence is the sum total of all the competence possessed by teacher that are applied in the teaching situation. Teaching efficiency majorly depends on the teachers’ competence.

Writes Barr (1961) found word efficiency of teacher is one of indicators of successful teaching. Medley (1982) states that the teachers’ competence as “those knowledge, abilities and beliefs of a teacher which he use in teaching situation. Teaching competence differs from teaching performance as the earlier one refers to capacity of teacher and later one is the actual performance of teacher.

No aspect of education has been discussed with greater frequency with as much deep concern as teachers’ effectiveness: how to define it, how to identify it, how to measure it, how to evaluate it, and how to detect and remove obstacles to its achievement. Findings about the competence of teachers are inconclusive and piecemeal, and little is presently known for certain about teachers’ excellence.
Jangira (1979) states “Teacher effectiveness has been considered into its three separate components for convenience of presentation, i.e. teacher, student, subject matter. It should not be taken that these components are water tight compartments. It also follows that there are no clear cut lines to distinguish one component from the other.

Teaching is a comprehensive phenomena which constitute thinking, planning and decision making of teachers. Jackson (1968) reported the results of one of the first studies that attempted to describe and understand the mental constructs and process that underlie the teacher behaviour. But his contribution to research on teaching is to understand how and why this process looks and works.

In teaching process, teachers behaviour, students behaviour and learning outcomes are involved. Since teaching is a major component in educational program, and it is a necessary to evaluate teaching for knowing its effectiveness, the most commonly employed criteria is to evaluate teacher effectiveness, are presage, process and product. Some other studies have not covered these criteria and none of the studies have used comprehensive approach to assess teaching competence of one year B.Ed. and two year B.Ed. student teachers.

1.2 DIMENSIONS OF TEACHING COMPETENCE

According to Dave (1968) and revised version of Observation Schedule of RIE, Mysore (2005) there are ten important dimensions of teaching. They are (1) Planning, writing instructional objectives, (2) Organising the content, (3) Writing evaluation these are pre-instructional presentations (instructional), (4) Introduction of lesson, (5) Providing learning activities, (6) Presenting the content, (7) explanation,
stimulus variation, audio-visual aids, pupil participation, verbal and non-verbal reinforcement, blackboard work, etc., closing (evaluation), (8) Giving proper evaluation oral or written which are suitable to individual differences, it refers to pupil’s progress towards the objectives, identification of pupil’s difficulties in understanding, (9) Managerial, it refers to pupils attending and non-attending behaviours, classroom discipline, etc. (10) Teacher characteristics, it refers pleasant, cheerfulness, individual attention of students, confidence, tension free state of teachers.

On the basis of this Observation Schedule the B.Ed. student teachers of RIEs are rated on their teaching competence and skills as these ten dimensions cover most of the important teaching competence.

1.3 SUBJECT MASTERY OF TEACHERS

For being a good teacher, one must first be a learner. A learner should have an urge to keep on learning and wants to access the best study material from various sources such as senior teachers, library, internet, participation in seminars, conferences, group discussions and so on. For being an effective teacher, one has to be alive in the field by constant reading to update the subject knowledge and pedagogical issues. The subject mastery of a teacher is an inevitable quality in teaching effectiveness. Teacher should continuously enhance his own quality of teaching. For teaching social science, teacher should not be master of history, political science, economics, but also make the topics relevant to the students by giving contextual examples. The teacher depends upon the mastery of the subject knowledge, understanding of educational process needed for suiting to the needs of variety of learners in a class.
Teaching is a process of interaction between teacher and taught. A successful teacher needs certain qualities, he must be a master of his subjects. Studies have reported that importance of subject knowledge plays a vital role to get desirable changes in the learners. National Curriculum Framework (2005) reiterated that the teacher should have mastery of the content along with pedagogy for making teaching more effective.

Arora et al. (2000) in their article “Training needs of Primary School Teachers”, they concluded that inadequate knowledge of teachers in the content and pedagogy made it difficult to transact the curriculum effectively in classroom situation.

Buch and Aggarwal (1969) titled “Measurement and competence of teachers of primary school” has remarked that the teachers did not possess adequate knowledge of the subject to be able to teach competently.

Special function of teaching is to impart knowledge, develop understanding and skills. It is a relationship which is established among three focal points in education, that is the teacher, the student and the subject matter. In this process, the teacher should bring the subject matter and the students together. It is the complex art of guiding students through a variety of selected experiences towards the attainment of appropriate goals. The teachers’ immediate task is to communicate new information, to review material and ensure material is accessible to children’s knowledge. This is essential to keep children active, interested and engaged in learning Leinhardt and Smith (1985, 1991) have suggested that whilst many knowledge system exist fundamental to teaching and learning are areas of knowledge
of lesson structure, and knowledge of subject matter. The subject matter knowledge includes the basic facts, concepts, principles and generalizations and lesson structural knowledge involves knowledge for conducting lessons, general routines for interactions with children. Subject knowledge support lesson structural knowledge providing the content to be taught, accessed during planning and in the course of teaching.

In order to investigate systematically the structure, content and style of leaning social science in school, however one must recognise its complexity and the need for the classroom teacher to draw on many kinds of knowledge. As the social science subject itself is so vast like ocean and founds no limit in its frontiers, teacher of social science should keep abreast of history, economics, politics, sociology, geography and modern technology. It is quite difficult for a teacher to be competent in all these vast areas. It is a complex whole which comprises the understanding of the society, persons, groups, institutions and interactions among them. It needs high level of updating and modifications. Its major contents over current events, human life cycle and day-to-day affairs activating teachers prior knowledge, anticipating and building new skills on these previous acquired encouraging exploration and problems solving and helping to articulate their ideas and thinking process.

The factor to consider in presenting materials effectively to pupil relates to unique set of experiences, abilities and interest for each individual. Learning is that reflective activity which enables the learner to draw upon previous experiences to understand and evaluate the present, so as to shape future action and formulate new knowledge. Learning should be imbibed with the development of creative academic
work through a strategic combinations of method.

1.4 PEDAGOGICAL KNOWLEDGE OF TEACHERS

Teaching is an art and pertains to an act of producing behavioural changes among pupils. Learning take place when behavioural changes are observed in the learners. In order to make children learn effectively, the teacher has to make use of the right method of teaching. There are some born teachers, yet a majority of teachers who have no inherent flair for teaching and are unable to arouse interest in the students to learn, can improve upon their teaching by practice and by following various methods of teaching. For choosing a right method for a given situation the teacher must acquaint himself with different methods used in teaching.

In the teaching learning programme of a subject both content and pedagogy play an important role. As a teacher of social science, a mastery over the content is first requisite. He should also use suitable pedagogy in order to make others understand those very content which he/she has already mastered. The teacher should be a master of pedagogy. Only an expert in both can deliver the goods rightly in classroom situations. Every teacher is expected to develop certain skills, which is important for the effective teaching. He should be able to carry his duty well if he has acquired himself in the art of teaching.

Teachers awareness of teaching methodologies and techniques of testing are vital not only for an effective transaction of curriculum in the classroom but also for improving the standards of achievement of children. Bennett (1993) did show that there was most improvement when subject knowledge was associated with pedagogical issues although enhanced understanding of subject knowledge, have
about largely through enrichment and restructuring of knowledge already held.

Shulman (1986) provided a stimulus to both aspects of this research. From this work with beginning teachers he argued that different kinds of subject matter knowledge were involved in teaching and he described his teachers knowledge of subject matter and pedagogy. Pedagogical subject knowledge incorporates the content to be taught with the knowledge of what children think or know about the content, and knowledge about how the content can be presented to children in ways likely to increase effectively their knowledge and understanding. Whereas Brophy (1991) has noted, however pedagogical subject, knowledge is also influenced by teachers’ belief and associated values and attitudes towards what is involved in teaching. No single strategy or method is earmarked for ensuring these expected behavioural changes in the global scenario especially in the realms of social studies learning. And hence the need for combining many practices and approaches and live classroom methods which come under the umbrella of pedagogy. An insight into the blend of strategies is inevitable for redesigning instructions in social studies. It will help the students to develop a concept of learning excellence and thereby navigate array of internal and mental events.

Various studies conducted by NCERT, NIEPA show that the learning achievement at elementary stage is poor in India. (Govind and Varghese, 1993; Shukla, 1994). This state of affairs can be attributed to a certain extent to improvement of teachers’ awareness in pedagogy. Delors International Commission on Education for the 21st century has laid emphasis on this issue and considered it as one of the multipronged strategies for the desired progress in the educational field. It
stated in its report “Improving the quality of education depends on first improving the recruitment, training, social status and conditions of work of teachers. They need appropriate knowledge and skills, personal characteristics, professional prospects and motivation if they are to meet the expectation placed upon them (Delors, 1996). Method implies an orderly way of doing something. It grows out of experience, by trial and error, by process of repetition activities, selection of activities and the synthesis of desired ones. It is an organised way of doing a thing for effective control, it is an effective procedure of using experience”.

In performing knowledge acts for the students’ gaze we ought to be able to acknowledge what Deustscher (1994) calls. “The elating pleasure produced by the possibility of one’s own performance as empowered subject knowledge, the deductive effect of instantanicity between teaching and learning body”. The teacher appropriates the body of the students in the occupation of the position of the subject supposed to know . . . and the student appropriately the body of the student in the occupation of the position of the subject supposed to know . . . and the student appropriates the body of the teacher in taking up an invested position in relation to the discipline incorporating teachers internalization of certain convention of method, content, style and technique, all of which the animation of the text by the teachers body (1994).

I can do everything with my language but not with my body. What I hide by my language, my body utters. I can deliberately mould my message, not my voice by my voice whatever it says that other will recognize that something is wrong with me, my body is a stubborn child, my language is a very civilised adult.
1.5 TEACHING ATTITUDE OF THE TEACHERS

Teachers are important in helping students to develop positive attitude towards the subject. A major factor influencing pupils attitude is the teachers attitude towards the subject. The teacher should reflect a positive approach and allow pleasant experiences and memories to be developed. It is the teacher responsibility to arouse interest and motivate students to learn subject with greater involvement. The environment of the classrooms need to be maintained to sustain the interest of the learner as well as to give the feeling of sense of accomplishment to each learner so that they develop positive attitude towards teacher and subject. Hence the teachers positive attitude towards learners and learning subject make the teaching more effective and stress free.

Somant Roy (1971) is of the view that teachers personality and attitude towards his profession and ability to adjust, plays a major role in getting satisfaction in job. Quareshi (1972) is of the view that teachers personality and attitude have greater impact on his verbal behaviour in classroom setting.

Attitude of teachers towards their profession has been a prominent area of research from the past itself. Success of teaching depends on teachers’ attitude towards teaching profession, his liking towards learners’ interest in teaching, etc. In the studies conducted by Weber (1953), Symonds (1955) and Tyams (1960) found that effective teachers have genuine love and strong attitude.

Teachers should create an emotional climate in students just for being friendly, tolerant, generous and calm. This will directly affects the children because they learn attitude and the students satisfaction and achievement can be improved by competent
teaching, for which teachers should possess right attitude towards teaching. So it is a dire need to study the teaching attitude. Hence this study has been taken up to assess the influence of attitude of B.Ed. students on their teaching competence.

1.6 LANGUAGE PROFICIENCY OF TEACHERS

Language is an instrument of communication. It is an articulated system of signs primarily realised in medium of speech. This means that language is systematically structured although there is a great perceptible evolutionary tendencies in the living organism. The language is the means through which a child contemplates the past grasps the presents and approaches the future. It goes without saying that the language plays an important role in the mental, emotional and social development of a person. Language also plays a part in shaping our thought process. The relationship of thought and language is basically one of interaction, thought guides the use of language and use of language to a degree, guides thought. Language supplies many of the tools with which man remembers. Man can recall many facts through language.

We cannot deny the role of language in making classroom teaching effective. Language enable to communicate with others who have different perspective. It will enhance the cultural and social proficiencies. It will improve the social interaction and students self-esteem. Vygodsky (1978) remarked that adults availability for dialogue has one of the greatest influence on children’s knowledge acquisition. Chatterji’s (1987) studies revealed that the interdependence of cognitive development and language development in middle school children. Singh’s (1985) study also showed the linguistic and communicative abilities of high school teachers in relation to their
classroom functions. Researches revealed that teachers’ poor command on language which eventually results in poor understanding and even poorer communication of ideas.

Language fluency is needed to process information in social science as teachers’ language skills help the students to develop social language skills and is important for their proper participation in the most challenging personally meaningful and cognitively demanding experiences inside and outside the classroom.

English is the language of international politics trade, commerce and industry. Out of 10 persons in the world knows English, 75% of the world’s mail and 50% of the world’s newspaper, 60% of the world’s radio stations and more than 50% of the world’s science and technical periodical are in English. Moreover English is one of six official language of the UNO. It is the link language of Commonwealth Countries. So communication through English is one of the indispensable need of the modern global era.

Higher education would demand a sound knowledge of English. Education in general and secondary and higher education in particular has an utmost importance in English language. Therefore English language proficiency may be playing significant role in moulding student teacher teaching behaviours.

1.7 NEED AND SIGNIFICANCE OF THE STUDY

It is quite evident that teacher education programme should be built upon a strong foundation. There is need to equip our teachers with the ideas of change. Only a competent teacher can bring desirable changes in the students and in the community and such teachers are called as Nation builder. After the National policy on education
came in to being, the N.C.T.E which stressed the need of a qualitative teacher education programme.

There is feeling that mushrooming of B.Ed. colleges offering teacher education programme in our country make student teachers within 10 months programme duration qualified to became teachers at secondary level. Out of 10 months, one month they are sent for practice teaching or internship in teaching without adequate preparation in teaching methodology. Teaching skills and competence on one hand and lack of understanding of theoretical knowledge, these student teachers get teaching jobs. The inadequate teacher preparation at secondary level causes lots of problems in helping students in developing appropriate attitude and learning skills of Social Science. This observation of the investigator made to investigate the impact of one year B.Ed. and two year B.Ed. programme on developing teaching skills and competence in Social Science. One of the most effective way to make quality teacher preparation at secondary strong may be increasing the duration of the course, course contents, instructional time and transactional strategies. One year B.Ed. curriculum is debated on the ground as it lacks in developing teaching skills required to grow as a good teacher. There are many tasks which must be performed by a teacher in real life teaching situation. Secondary teacher education curriculum is to be designed to provide opportunities to develop competence to meet with the needs of modern schools. For this, the teacher needs to be provided with a wide variety of experiences designed to develop teaching competence. This has also to provide trainees ample opportunities to acquaint themselves with the types of schools and community beyond the limit of class work,
so the teacher training has to provide ample opportunities to acquire all necessary skills of good teaching.

There is a feeling among the teacher educators at secondary level that a vast course has to be covered with 10 months including internship in teaching which does not expose the student teachers to face the real classroom problems faced by the teachers such as dealing children with special needs, belonging to socially and emotionally deprived sectors of the society, handling audio-visual and technological equipments, and maintain good relations with other teachers, parents and principals, etc. It does not even prepare the prospective teachers to face the real situations of Indian inclusive classrooms. It may be due to the 10 months duration, student teachers find it difficult to develop needed competence and skills for variety of situations available in the country.

The four Regional Institutes of Education (NCERT) have started two year B.Ed. course. All the colleges of education in the country are anxious to know the impact of longer duration on teacher preparation. It is essential to know the impact of longer duration for enhancement of professionalism and preparation of quality of teachers. The investigator being a teacher educator for several years decided to explore the relative effectiveness of one year and two year models of Teacher Education Programme on Teaching Competence. Not only the duration is taken into account but the course content, transactional strategies also taken into account, the content mastery, teaching attitude and the language proficiency pedagogical competence of the students are also considered in this study to find out how far these
variables are influencing the teaching competence of the students undergoing these courses.

1.8 STATEMENT OF THE PROBLEM

The study is titled as “Relative Effectiveness of One Year and Two Year Models of Teacher Education Programmes on Teaching Competence”.

1.9 OPERATIONAL DEFINITION OF KEY TERMS

1.9.1 Relative Effectiveness

The term relative effectiveness means the statistical process to see whether one year model of Teacher Education is different in comparison to two year model Teacher Education programme. The term effect statistically means a significant difference in the mean score on selected variables.

1.9.2 One Year Model

The student teachers undergoing one year B.Ed. course in Kerala and taken Social Science group as their method of study through English medium have been taken as one year model 2004-05 and 2005-06 batch.

1.9.3 Two Year Model

The student teachers who are undergoing two year B.Ed. course in Regional Institute of Education, Mysore and taken Social Science group as their method of study through English medium have been taken as two year model 2004-05 and 2005-06 batch.

1.9.4 Teaching Competence

The capacity of the teacher trainee in transferring theoretical knowledge into actual practical situations. In classroom transactions the skills involved will come
under preparation, planning, executing, evaluation and management. In the present study the terms teaching competence have been equated with the teaching skills used in classroom transactions.

According to DPEP, Tamilnadu (1996) teaching competence refers to “The right way of conveying units of knowledge, application and skills to students”. The right way here includes knowledge of content, processes, methods and means of conveying content in an interesting way, involving the activities of students.

Competence consists of one or more skills whose mastery would influence the attainment of the competence.

1.10 VARIABLES OF THE STUDY

Variables of the study include the independent and dependent variables which are described below.

1.10.1 Independent Variable

Four independent variables selected for this study are subject mastery, teaching attitude and language proficiency and methodology of the student teachers.

1.10.2 Dependent Variable

The present study encompasses one dependent variable: teaching competence.

1.11 OBJECTIVES OF THE STUDY

The study focused on following objectives:

1. To study the teaching competence of one year and two year B.Ed. students in respect of the following dimensions of teaching competence: writing instructional objectives, organising the content, writing evaluation, skill of introduction, content competence, the skill of stimulus variation of explanation, the skill of
evaluation, classroom management, teacher characteristics and overall teaching competencies.

2. To study the influence of teaching attitude of the one year and two year B.Ed. students in relation to the following dimensions of teaching competence: writing instructional objectives, organising the content, writing evaluation, skill of introduction, content competence, the skill of stimulus variation of explanation, the skill of evaluation, classroom management, teacher characteristics and overall teaching competencies.

3. To study the influence of subject mastery of one year and two year B.Ed. students in relation to the following dimensions of teaching competence: writing instructional objectives, organising the content, writing evaluation, skill of introduction, content competence, the skill of stimulus variation of explanation, the skill of evaluation, classroom management, teacher characteristics and overall teaching competencies.

4. To study the influence of methodology of one year and two year B.Ed. students in relation to the following dimensions of teaching competence: writing instructional objectives, organising the content, writing evaluation, skill of introduction, content competence, the skill of stimulus variation of explanation, the skill of evaluation, classroom management, teacher characteristics and overall teaching competencies.

5. To study the influence of language proficiency with the following dimensions of teaching competence: writing instructional objectives, organising the content, writing evaluation, skill of introduction, content competence, the skill of stimulus
variation of explanation, the skill of evaluation, classroom management, teacher characteristics and overall teaching competencies.

6. To study the interaction effect of independent variables on dependent variables.

7. To predict the best predictor of teaching competence from a set of predictor variables.

8. To compare the transactional strategies and course content of one year and two year B.Ed. programme.

1.12 HYPOTHESES

1. The students studying in one year and two year B.Ed. programmes do not differ significantly in their scores of teaching competence in dimensions of: writing instructional objectives, organising the content, writing evaluation, skill of introduction, content competence, the skill of stimulus variation of explanation, the skill of evaluation, classroom management, teacher characteristics and overall teaching competencies.

2. Male and female students do not differ significantly in their scores of teaching competence in: writing instructional objectives, organising the content, writing evaluation, skill of introduction, content competence, the skill of stimulus variation of explanation, the skill of evaluation, classroom management, teacher characteristics and overall teaching competencies.

3. There is no interaction effect of year of study and gender on their scores of teaching competence: writing instructional objectives, organising the content, writing evaluation, skill of introduction, content competence, the skill of stimulus
variation of explanation, the skill of evaluation, classroom management, teacher characteristics and overall teaching competencies.

4. The students with low and high level of teaching attitude do not differ significantly in their teaching competence in: writing instructional objectives, organising the content, writing evaluation, skill of introduction, content competence, the skill of stimulus variation of explanation, the skill of evaluation, classroom management, teacher characteristics and overall teaching competencies.

5. There is no significant interaction effect between years of study and levels of attitude towards teaching in their dimensions: writing instructional objectives, organising the content, writing evaluation, skill of introduction, content competence, the skill of stimulus variation of explanation, the skill of evaluation, classroom management, teacher characteristics and overall teaching competencies.

6. Students with high and low levels of subject mastery do not differ significantly in their dimensions of teaching competence: writing instructional objectives, organising the content, writing evaluation, skill of introduction, content competence, the skill of stimulus variation of explanation, the skill of evaluation, classroom management, teacher characteristics and overall teaching competencies.

7. There is no significant interaction effect between years of study and levels of subject mastery in teaching competency in dimensions of writing instructional objectives, organising the content, writing evaluation, skill of introduction, content competence, the skill of stimulus variation of explanation, the skill of evaluation, classroom management, teacher characteristics and overall teaching competencies.
8. The students with high and low levels of methodology do not differ in their scores of teaching competence in: writing instructional objectives, organising the content, writing evaluation, skill of introduction, content competence, the skill of stimulus variation of explanation, the skill of evaluation, classroom management, teacher characteristics and overall teaching competencies.

9. There is no interaction effect of years of study and methodology on their scores of teaching competence: writing instructional objectives, organising the content, writing evaluation, skill of introduction, content competence, the skill of stimulus variation of explanation, the skill of evaluation, classroom management, teacher characteristics and overall teaching competencies.

10. The students with high and low scores of language proficiency do not differ in their scores of dimensions of teaching competence: writing instructional objectives, organising the content, writing evaluation, skill of introduction, content competence, the skill of stimulus variation of explanation, the skill of evaluation, classroom management, teacher characteristics and overall teaching competencies.

11. There is no interaction effect of year of study and language proficiency on the following dimensions of teaching competence: writing instructional objectives, organising the content, writing evaluation, skill of introduction, content competence, the skill of stimulus variation of explanation, the skill of evaluation, classroom management, teacher characteristics and overall teaching competencies.

12. The variable selected are not the best predictors of teaching competence.
13. There is no difference in the transactional strategies and in course content of one year and two year B.Ed. programmes.

1.13 METHODOLOGY

1.13.1 Design of the Study

The methodology followed in the study is a survey kind as it explores the effect of content mastery, teaching attitude and language proficiency, methodology on teaching competence of one year and two year B.Ed. students by analysing the main effect and interaction effect.

1.13.2 Sample for the Study

The sample selected for the study is one year B.Ed. students of Social Science group from Government Training College, Thalassery (2004-05 and 2005-06 batches of 30 students from each batch), 60 students in one year B.Ed. Two year B.Ed. students 35 numbers from 2005 batch of RIE, Mysore and 36 Students from 2006 batch of R.I.E. Mysore and in total 71 students in two year group.

1.13.3 Tools used for Treatment

The following tools were used for finding out relative effectiveness of one year and two year B.Ed. students of selected variables on teaching competence.

1.13.3.1 Subject Mastery Test

The investigator prepared a Social Science achievement test and Standardized. This test was used to measure the subject mastery of one year and two year B.Ed. students of Social Science. The details of the test is discussed in Chapter III.
1.13.3.2 Teaching Attitude Test (SP Ahluwalia)

The teaching attitude test developed by Dr. Alhuwalia was first published in the Year 1978 and was adapted by the Investigator in 2005. This inventory has 90 items and has six subscale measuring teaching attitude of teachers. The investigator conducted a pilot test to a sample of 80 student teachers studying in Colleges of education under Calicut University and then used the adapted test in the present study. The detailed description of the test is given in the Chapter III.

1.13.3.3 Language Proficiency Test

Language proficiency test prepared and standardized by Central Institute of English and Foreign Study for Graduates and Post-graduates is used for measuring the language proficiency of selected sample.

1.13.3.4 Students Observation Schedule for Rating Teaching competence Constructed by Department of Education (RIE, Mysore)

Students Observation Schedule constructed by RIE, Mysore and revised in year 2005 was used by the investigator to measure the teaching skills of one year and two year B.Ed. students.

1.13.3.5 Methodology Test

A methodology test was prepared and standardized by the investigator. It was used after internship programme for both one year and two year B.Ed. students for 2005 and 2006 batches.

1.13.5 Statistical Techniques used for Analysis

1. Step wise Regression Analysis was done to predict the best predictor of teaching B.Ed. students.
2. Two way Analysis of Variance is used to know the main and interaction effect of independent variables on the dependent variable.

3. Pearson’s Product Moment Correlation was calculated for even and odd items of attitude scale, subject mastery test and methodology test.

1.14 SCOPE AND DELIMITATIONS OF THE STUDY

The present study is designed to find out the relative effectiveness of one year and two year models of Teacher Education Programme on teaching competence. The study also examined the main and interaction effects of subject mastery, Teaching attitude and language proficiency and methodology on teaching competence of one year B.Ed. students of Kerala and two year B.Ed. students of R.I.E Mysore (Social Science) of 2005 and 2006 batches.

The investigator is confident that the results obtained from the study will be helpful to teachers and educationist dealing with B.Ed. programme. It is expected that the study will make it easy to reach at valid generalization and assumptions.

The investigator believes that even though precautions were taken while stating the objective yet certain limitations were also crept into the study.

1.14.1 The study was limited to Social Science students only. Since the investigator is from the background of Social Science.

1.14.2 It is limited to English medium B.Ed. programme only as two year B.Ed. programme is not offered in regional language.

1.14.3 The study was limited to four independent variables and 1 dependent variables as to attempt and analyse more systematically on these variables.
1.14.4 The study was limited to one year B.Ed. students studying in Colleges of education in Kerala to compare regional level Government college of education and National level RIE model which also Central Government Institute of Education.