CHAPTER – I

INTRODUCTION

1.0 INTRODUCTION:

Of all the creations of god, human life is the most sacred. It has two aspects, the biological and the sociological. The biological aspect of human life is maintained and transmitted by education.

The education of women is very essential for happy and healthy homes for improvement of society, economic prosperity and national solidarity. Pandit Jawaharlal Nehru also emphasized “Education of a boy is the education of one person. But education of a girl is the education of the entire family.” The girls should be enabled to avail of learning opportunities especially for the development of self image. Her burden of child care and domestic work should be reduced by providing supportive services and families.

From very beginning of life, even before the birth of a child, parents start making plans as to what their child will become in the future. They start the search for good schools as they consider that schools are the only learning centers.

A child spends roughly 7 hours in a school daily. This time is very crucial as he learns companionship, interaction with others, team spirit and sense of sharing. As far
as knowledge is concerned a child learns more than enough of it in school. But is that knowledge the surely of his learning? Today in a class there are nearly about 40-50 students. So the classrooms are increasingly becoming impersonal, so that it is very difficult for a teacher to give personal attention to each and every student. The intelligent students remain in the good books of the teacher, where as weak students are generally neglected. So they become the prey of bad companies. Schools and teachers are so bogged down by the pressures of syllabus that they are not able to do any remedial teaching.

The National Policy on Education (NPE) 1986 and the modified policy in 1992 and programme of Action 1992, commit the entire educational system to work for women’s equality and empowerment, and accord a high priority to the education of women. Education of women plays an important role in the socio-economic development of country.

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

1.1 MEANING OF EDUCATION:

The word education has a very wide connotation. It is hard to define. There is no single objective, which can cover the world of life with its various manifestations. The two poles of our concern; the temporal and the world of spirit are widely apart. Philosophers and thinkers from Socrates to Dewey in the West and from Yajnavalkya to Gandhi in the East have defined education in accordance with their philosophy of life with the result that there emerged divergent concepts an definitions of education. The concept of education is like a diamond, which appears in different colors when seen from different angles.

The education plays an important role in the development of the world. The development of the society and the world, therefore, depends on education and the society and the world will continue to develop for so long as there is education, learning and teaching through the educative process.
Education is a powerful instrument of national development social, economic and natural. The highest priority should therefore be accorded to development of national system of education which will accelerate transformation of the existing social system into a new one based on the principle of justice, equality, liberty and dignity of the individual, enshrined in the constitution of India; provide adequate and equal opportunity to every child and help him/her to develop his/her personality to its fullest; make the coming generation conscious of the fundamental unity of the country in the midst of her rich diversity, proud of her cultural heritage and confident of her great future.

The essence of education lies in stimulating the growing generation with a consistent, compelling and creative system of values around which cultural heritage, both spiritual and material of the community is transmitted, to the tender souls so as to develop them into civilized, creative and productive members of a progressive society. Sets of various institutions are involved in this task, in so far as Teacher Education is concerned.

1.2 THE TEACHER:

In the 13th chapter of the “Bhagavadgita” the characteristics of a real teacher are laid down as follows: absence of pride, free from hypocrisy, non-violence, forgiving
nature, straight forwardness, service of the preceptor, purity of mind and body, steadfastness and self-control.

The famous Sanskrit verses which the teacher and taught recited together tell the essence of their mutual relationship:

“Sahanavavatu
Sahnabhunaktu
Sahaviryamkaravavahai
Tejasvinamavadhitamastu
Mavidvisavahai”

Which means May He project us both; May He save us both; May we do together great deeds; May over learning be taught; May we not hate each other.

**WHO IS A GOOD TEACHER?**

A teacher is one who imparts knowledge to the pupils. When a teacher is doing or helping someone else to learn, he or she is teaching, it is also important to keep in mind that the quality of teaching is directly related to the quality and the value of learning that is taking place in his students. Successful teachers, like other artists, develop their own ways of getting the results they seek.

A teacher should be a good model or a leader so as to be initiated by his/her students both within and outside the classroom situations. The inter relationship
between the teacher and the taught is well expressed with a degree of difference among teachers through a good saying that:

“The mediocre teacher tells,
the good teacher explains,
the superior teacher demonstrates and
the great teacher inspires”

Among the teachers, the last category would highly be limited and perhaps majority of them would come in the first category and the rest of the teachers may come under the remaining two categories. The nation wants last category of teachers for its growth and development.

**IMPORTANCE OF TEACHER :**

The teacher plays an important role in the field of education. Today’s education is child-centered. But the child-centered education cannot be successful without the teacher. The teacher is the maker of the future of the child. The children of today are the citizens and leaders of tomorrow. It means that the teacher is the maker of the leaders or the rulers of the nation.

In any system of education, teacher has a pivotal role to play. The responsibility of making the education work successful lies with the teacher. He is undoubtedly the key point in all educational programmes and the quality of education depends on the quality of teachers. In good olden days ‘*Guru*’ was considered indispensable. As long as
learning was considered desirable, the disciple was with the GURU only. In the modern concept of education, child is the center of all educational activity and learner achievement is considered as the indicator of quality. Learning is a continuous phenomena. The learner has the potential to explore, investigate and innovate, therefore he requires challenging situations. ‘Learning to be’ which was the key word till 20th century is now replaced by ‘Learning to learn’. Providing challenging situations to the learner is the job of the teacher in the present age. If this is taken care of, learning continues for ever. This approach requires lot of preparation, high degree of competence and commitment on the part of the teacher. In other words, the teacher today is required to be able to cope with the aspirations of rising generations of youth and the changing needs of the society playing a multidimensional role.

TEACHING:

Teaching is more than standing before a class and applying a few specific techniques. It is not merely presenting text book information and then testing the student’s ability to repeat it. There is no magic formula for transforming knowledge from the teacher’s mind to align the pupils. Teaching is not a mechanical process. It is an intricate, exacting and challenging job. Teaching is thus not everybody’s cup of tea.
It is not a soft option. It requires blood, sweat and tears. Teaching is not a monologue, but a dialogue and interactive in nature.

**TEACHING IS AN ART :**

Teaching is considered to be an art. Children are the raw material with which the teacher has to deal. Teaching is a sublime art. It is impossible to separate the teacher and teaching. The teacher, in fact, mirrors himself into the child; he puts an indelible stamp on the young, growing, plastic mind of the child. The child generally takes after the teacher and copies the personality of the teacher.

The artist handles inanimate material and imparts life to it through his work. He gives any shape he likes to the material. He gives expression to his own ideas. He imposes his will on the material with which he works, and creates an object.

Teaching in its simple meaning is referred to either as occupation or profession of a community known as teacher or an activity or group of activities undertaken to help an individual to learn or to acquire some knowledge, skills, attitudes or interests etc.

By all means and in any shape, teaching is always designed in a social context and therefore related with the social structures, cultural environment, values and ideals of the people, society and the government. All these factors always stand for dynamicity and therefore, the meaning and definitions of teaching have always been in a state of change depending upon the need of time, place and society.

**PLACE OF TEACHER IN ANY EDUCATIONAL SYSTEM :**
According to the Department of Teacher Education, the educationists, teachers, administrators thought that a teacher should know the objectives before the nation in terms of the economic, social, political and cultural growth, which should engender in him the ability to train present generation of students into enlightened citizens of India.

The framers of Second Five Year plan in India observed, “At all times the teacher is pivot in the system of education”. This is especially true in the case of a nation in its transition. The Secondary Education Commission (1952-53) also points out that every teacher and educationist of experience knows that even the best curriculum and the perfect syllabus remain dead unless quickened into life by right methods of teaching and the right kind of teachers. For imparting good education a good teacher is needed. All other things related to infrastructure are secondary.

Mudaliar Commission (1952-53) Report stated rightly, “We are convinced that the most important factor in the contemplated education reconstruction is the teacher-his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community”. On similar lines Kothari Commission (1964-66) stated that, “Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best possible professional preparation and creating satisfactory conditions of work in which they can be fully effective”.

1.3 IMPORTANCE OF TEACHER EDUCATION:
The ancient people of India gave an honorable place to women in society. According to the Vedas, women should have the opportunity to attain knowledge of the Vedas from the four corners of the world. More than 400 verses in the Vedas are ascribed to 24 woman seers. In the Vedas a woman has been called Updeshtril (knowledge giver) and this indicates women working as teachers.

The Rig-Veda proclaims “O Learned Lady! All life is dependent on you, because you impart education to all”. In the Manu’s Smriti it is started, “From the point of view of reverence due a teacher is ten-fold superior to a mere lecturer a father a hundred fold to teacher, a mother a thousand fold to a father”.

Again it is written in Manu Smriti, “Where women are honored, there the gods delight, and where they are not there all work and effort comes to naught”.

The University Education Commission 1948-49 observed. “There cannot be educated people without educated women. If general education had to be limited to men or to women that opportunity should be given to women for then it would most surely be passed on to the next generation”.

**Table :1.1 Number of Teachers at the High/Secondary and Higher Secondary Stage (1950-51 to 1998-1999)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1950-51</td>
<td>20</td>
<td>107</td>
<td>127</td>
</tr>
</tbody>
</table>
To study the problems relating to women’s education and to get detailed scientific data thorough research should be taken up by the Institutes of Education in different states and co-ordinated at the National Level.

A large number of training institutions have to be provided for women, especially in the backward states.

For full development of our human resources, the improvement of homes and for moulding the character of children during the most impressionable years of instancy, the education of women is of greater importance than that of man.

The education of women is very essential for happy and healthy homes, improvement of society, economic prosperity and national solidarity. There is no doubt that women education in India is on the increase but still it is lagging far behind when compared to other countries. Still millions of women are deprived of this basic right. Still there is a wide gap between the education of men and women in our country. Every effort should be made to remove this gap. Education of women is more important than

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960-61</td>
<td>62</td>
<td>234</td>
<td>296</td>
</tr>
<tr>
<td>1970-71</td>
<td>155</td>
<td>474</td>
<td>629</td>
</tr>
<tr>
<td>1980-81</td>
<td>254</td>
<td>658</td>
<td>912</td>
</tr>
<tr>
<td>1990-91</td>
<td>417</td>
<td>917</td>
<td>1334</td>
</tr>
<tr>
<td>1998-99</td>
<td>579</td>
<td>1168</td>
<td>1797</td>
</tr>
</tbody>
</table>
that of man. Kothari Education Commission has rightly asserted that, “There can’t be educated people without women”. If general education had to be limited to men or to women, for then it would most surely be passed on to be next generation”. Pt. Jawaharalal Nehru also emphasized, “Education of boy is the education of one person, but education of a girl is the education of the entire family.”

Laying stress on the need of women education, National Policy on Education says the education of women should receive emphasis on not only on grounds of social justice but also because it accelerates social transformation.

So if homes are to be made happier and healthier, if new generation is to be made cultured and educated, if social transformation is to be brought rapidly education of women should be increased to the maximum.

The need to incorporate women’s issues in Higher Education system has been felt the world over for nearly two decades now. Women studies were pioneered in the United States where they are most developed and established today. In other western countries, women’s studies have emerged only during the last decade or so and initially operated at a low key, however, women’s studies in the West have survived and have been legitimized in the education system.

1.4 AIMS OF WOMEN EDUCATION:
While good progress has been made in the sphere of women education, this progress is not very heartening keeping in view the high number of women in the country. However, during the last fifty years India has produced great women in different walks of life, science, literatures, various disciplines of studies in the various universities and in political life of the country. These great women are comparable to any women in any part of the world in their specific spheres concerned various committees and commissions on education appointed by the government have emphasized the unique need and nature of women education. Evidently, the curriculum for girls should not be the same as that for boys. Happily, the educationists in our country are conscious of this due necessity. So suitable recommendations have been made by the various commissions on education for reforms of women education.

**HIGHER EDUCATION FOR WOMEN:**

In view of the great zeal shown by girls for higher education, it is optimistic that their numbers in universities and degree colleges will ever be on increase. Some necessary changes are also being introduced in the curriculum in order to suit their special interests and aptitudes. The girls are also attracted towards various professional courses, such as Medical, Engineering, Teaching and Nursing etc. Girls show special inclination towards teaching profession, after this their choice falls on Nursing and Medical professions than on others. So special provisions has to be made for attracting
them to the professions of their choice. For this suitable stipends and other necessary facilities must be provided so that the desirous ones are not deprived of the education they want.

THE CONCEPT OF TEACHER EDUCATION:

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

According to Monroe Encyclopedia of Educational research, “Teacher Education refers to the totality of educational inputs, which contribute to the preparation of a person for a teaching position in schools”. But the term is more commonly employed to designate the programmes of courses and other experiences offered by an educational institution for the announced purpose of preparing persons for teaching and other educational services.

Teacher Education now includes every aspect of the student teacher’s personality. We may define teacher education as such institutionalized educational procedures that are aimed at the purposeful organized preparation or further education of teachers who are engaged directly or indirectly in educational activity as their life
work. This concept of teacher education does not exclude members of other professions who prepare for teaching as secondary or supplementary activity.

**History of Teacher Education:**

**Ancient Period**

In the ancient period some times so many students came to a teacher that he could not fulfill his responsibilities towards them. Hence, he used to seek the assistance of meritorious students of higher classes called ‘Pattacharya’ who assisted their teacher (Guru) in teaching. If the teacher sometimes went away, he used to entrust the whole work of teaching and school to such students.

As in the monitorial system in this system meritorious students of the same class and some students of the higher classes assisted the teacher in the performance of teaching and other allied works. After having been thus trained these students used to become efficient teachers and school organizers.

**Muslim Period**

As the chief aim of Muslim rulers in India was to propagate their religion it was very difficult for them to have any idea of teacher education.

**British Period**

In the beginning the Educational Board of Bombay, Madras and Calcutta for the first time felt the need of teacher education. They established a few training centers where the teachers of primary schools were imparted training. The Native Education
Society of Bombay trained 25 teachers and sent them to different parts of the province so that the standard of teaching in the primary school might be raised. In 1812, Calcutta School Society was established at Calcutta which made provision for the Training of the teachers on the basis of monitorial system. East India Company started giving Rs. 500 monthly aid since 1825. Training School for the training of teachers was founded at Madras in 1825, in order to encourage the work of the society, in accordance with the suggestions of Munro, the then Governor of Madras.

The contention that teachers are born, not made, can be true only in a few rare cases. It is also not contended that training, by itself, is sure to make a good teacher. But it is generally observed that a teacher with training becomes more mature and confident to perform his task more efficiently. Proper education of the teacher enables him to have a knowledge of how children grow, develop and learn, how they can be taught effectively and how their inner potentialities can be brought out and developed. Teacher education is needed to kindle the imagination of the teacher and to remove the evils of the ‘hit and mess’ process to record a professional status to the teaching profession and above all to make the optimum use of the time and energy of the teacher and the taught.

It has been aptly remarked, “If you educate a boy, you educate one individual. If you educate a girl, you educate the whole family and if you educate a teacher, you educate the whole community”.

The Education Commission (1964-66) said, “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 the education of millions”.

The UNESCO-ILO Document on status of teachers (1967) states, “It should be recognized that the advance in education depends largely on the qualification and ability of the teaching staff in general and on the human, pedagogical and technical qualities of the individual teachers”.

**Dictionary of Education**:

C.V. Good (1973) defines teacher education as “All formal and informal activities and experiences that help to qualify a person to assume the responsibility as a member of the educational profession or to discharge his responsibility most effectively”.

Encyclopedia of Educational Research: (1941) Walter. S. Monroe qualifies, teacher, education as, “The total education experiences which contribute to the preparation of a person. But the term is completely employed to designate the programme for courses and others experiences offered by an educational institute for the announced purposes for preparing persons for teaching and other educational service and for contribution to their growth in competency for such service. Such
teacher education programmes are offered in teacher colleges, normal schools and colleges and universities”.

The following are the main functions and objectives of teacher education.

1. Better understanding of the student.
2. Building Confidence.
3. Methodology of teaching.
4. Building a favorable attitude.
5. Familiarizing with school organization.
7. Improving Standards.
8. Training of democracy.

**Types of Teacher Education and Institutions Pre-service:**

1. Pre-primary or Nursery
2. Primary or Elementary
3. Training Colleges for special subjects and special education.
4. B.Ed colleges for Middle, Secondary and senior secondary teachers.
5. Post graduate Training (M. Ed)
6. Training Administrators and Supervisors, etc. DIET & SCERT.
7. Comprehensive colleges and Regional colleges and four year integrated course.
8. Correspondence courses and Open education, Distance education.
In-Services:

1. Discussions
2. Seminars
3. Workshops
4. Talks
5. Seminar Reading
6. Summer Camps

Academic programmes:

Besides many other activities; the NCTE has taken interest in initiating novel academic activities. Some of these are given below:

Proposal of closing down of B.Ed correspondence courses; the standing committee of the NCTE on college and Secondary Teacher Education held its special meeting on August 31st 1987, regarding closing down of B.Ed. Correspondence courses and a memorandum to the ministers of Human Resource Development was submitted by a delegation led by Dr. K. L. Shrimale, former Union minister of Education.

Teacher Education Curriculum Frame Work:

It was felt by the educationists that there should be periodic review and revision of the Framework in the light of experiences of implementation, new-trends and
developments. In 1978, hence a meeting of an expert group was held for three days in February-1998 to prepare an Approach paper towards renewal and revision of the NCTE curriculum Framework is being revised. Teacher Accountability, Social and Professional Responsibilities etc.

Table: 1.2 Teacher Education/ Teacher’s Training Colleges and Institutes in India (1946-47 and 2000-2001).

<table>
<thead>
<tr>
<th>College/Institute</th>
<th>1946-47</th>
<th>2000-2001</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td>Admission Capacity</td>
<td>Admission Capacity</td>
</tr>
<tr>
<td>Normal/Basic/ Elementary Teacher Training Schools</td>
<td>527</td>
<td>1,050</td>
</tr>
<tr>
<td></td>
<td>33,947</td>
<td>1,40,000</td>
</tr>
<tr>
<td>Teacher Training Colleges</td>
<td>34</td>
<td>800</td>
</tr>
<tr>
<td></td>
<td>2,493</td>
<td>1,50,000</td>
</tr>
</tbody>
</table>

Table: 1.3 Percentage of Trained Teachers (1950-51 to 2000-2001)

<table>
<thead>
<tr>
<th>Category</th>
<th>1950-51</th>
<th>2000-2001</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percentage of trained teachers in primary/schools/junior Basic</td>
<td>58.8</td>
<td>91.0</td>
</tr>
<tr>
<td>Percentage of trained teachers in middle schools/Senior schools</td>
<td>53.3</td>
<td>92.0</td>
</tr>
<tr>
<td>Percentage of trained teachers in high/post basic schools</td>
<td>53.5</td>
<td>96.0</td>
</tr>
<tr>
<td>Percentage of trained teachers in higher secondary/junior colleges(10+2 pattern)</td>
<td>__</td>
<td>93.0</td>
</tr>
</tbody>
</table>

1.5 NEED AND SIGNIFICANCE OF TEACHER EDUCATION:
The 21st century has been acknowledged as the century of learners and teachers, and we have to demonstrate that every teacher every day is performing the miracle of teaching. The learning society offers many and varied opportunities for learning at school and in economic, social and cultural life. The teacher will have to be essentially a learner and update their knowledge. The teacher will have to be essentially a learner and the learner in his turn will also act as a teacher.

Kothari Education Commission (1964-66) observed “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 improvement in the education of millions”.

National Education Commission popularly known as Kothari Education Commission (1964-66) stated: “The destiny of the nation is being shaped in our classrooms”. It is obvious that the class-room teacher who directs, controls and guides classroom operations is in-change of building the nation’s destiny by gradually transforming the children under his charge into enlightened citizens, who later through their vision and selfless work contribute to the all-round benevolent progress of the nation which not only should hold its head high in the comity of nations of the world but also become the harbinger of a healthy, vibrating and dynamic New World Order guaranteeing peace, progress and prosperity for all.
National Policy on Education (NPE), 1986 calls for the overhaul of Teacher Education as the first step towards educational reorganization. In this context effective Teacher Education becomes a core condition to ensure high proficiency and quality school education. In other words effective education anticipates effective Teacher Education.

OBJECTIVE OF B.ED PROGRAMME:

The curriculum is prepared keeping in view the secondary student teacher (B.Ed student). The objectives of B.Ed programmes are as follows. The B.Ed student should:

1. Possess competence to teach subjects of his specialization on the basis of accepted principle of learning and teaching in the context of the new school curriculum.

2. Develop skills, understandings, interests and attitudes which would enable him to foster all-round growth and development of the children under his care.

3. Possess sufficient theoretical and practical knowledge of health and physical education, games and recreational activities and work experience.

4. Develop skills in identifying, selecting, innovating and organizing learning experiences for teaching the above mentioned general and special subjects.
5. Develop understanding of psychological principles of growth and development, individual differences and similarities and cognitive, affective, affective, psychomotor and attitudinal learning.

6. Develop skills in guiding and counseling the children in solving their personal as well as academic problems.

7. Understand the role of home, the peer group and the community in shaping the personality of the child and help to develop an amicable home-school relationship for mutual benefit.

8. Understand the role of the school in changing the society.

9. Be enabled to foster creative thinking among pupils for the reconstruction of knowledge.

10. Acquaint himself with the factors and forces, within the school and outside, affecting educational system and classroom situation.

11. Acquaint himself with the educational needs of special groups of pupils.

12. Develop communication skills and to use the modern information technology.

13. Learn to communicate to his pupils the importance and the feeling of national integrity and unity.

14. Imbibe the right attitudes and values, besides being proficient with the skills relating to teaching and

15. Foster a desire for life-long learning.
GENERAL SCHEME OF B.ED PROGRAMME:

Table: 1.4 Internal Assessment Components and Marks

(A) Theory- I Semester

<table>
<thead>
<tr>
<th>Paper</th>
<th>Test (1)* Marks</th>
<th>Assignment (1)* Marks</th>
<th>Participation in Group Activities</th>
<th>Total Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed₁ S₁</td>
<td>10</td>
<td>10</td>
<td>---</td>
<td>20</td>
</tr>
<tr>
<td>Ed₂ S₁</td>
<td>10</td>
<td>10</td>
<td>---</td>
<td>20</td>
</tr>
<tr>
<td>Ed₃ S₁</td>
<td>10</td>
<td>10</td>
<td>---</td>
<td>20</td>
</tr>
<tr>
<td>Ed₄ S₁</td>
<td>10</td>
<td>10</td>
<td>---</td>
<td>20</td>
</tr>
<tr>
<td>Ed₅–MOT-1</td>
<td>10</td>
<td>10</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Ed₆-MOT-2</td>
<td>10</td>
<td>10</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Ed₉ – CE</td>
<td>10</td>
<td>10</td>
<td>---</td>
<td>20</td>
</tr>
</tbody>
</table>

Note: Each test shall be one hour long conducted for a maximum of 25 marks and later reduced to 10 marks.

* Figure in parentheses indicates the number of tests and assignments

(A) Theory- II Semester
<table>
<thead>
<tr>
<th>Paper</th>
<th>Test (1)* Marks</th>
<th>Assignment (1)* Marks</th>
<th>Participation in Group Activities</th>
<th>Total Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed₁ S₂</td>
<td>10</td>
<td>10</td>
<td>---</td>
<td>20</td>
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<td>Ed₂ S₂</td>
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<tr>
<td>Ed₃ S₂</td>
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<td>Ed₄ S₂</td>
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<tr>
<td>Ed₅ –MOT-1</td>
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<tr>
<td>Ed₁₀ – OPT – 2</td>
<td>10</td>
<td>10</td>
<td>---</td>
<td>20</td>
</tr>
</tbody>
</table>

Note: Each test shall be one hour long conducted for a maximum of 25 marks and later reduced to 10 marks.

* Figures in parentheses indicates the number of tests and assignment
(B) Practice Teaching

The activities and the allotment of marks for Practice teaching in each Method of Teaching School Subjects (Ed$_7$ & Ed$_8$) are as follows:

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Particulars</th>
<th>Semester – I</th>
<th>Semester – II</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><em>(marks)</em></td>
<td>Mark s</td>
<td>Mark s</td>
</tr>
<tr>
<td>1</td>
<td>Micro teaching under simulated conditions (3 skills without overlapping)</td>
<td>9 (3x3)</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Lesson Planning</td>
<td>8 (4x2)</td>
<td>16 (4x4)</td>
</tr>
<tr>
<td></td>
<td><em>(4 lessons) (2 best lessons to be considered for evaluation)</em></td>
<td><em>(4 lessons)</em></td>
<td><em>(8 lessons)</em></td>
</tr>
<tr>
<td>3</td>
<td>Lesson Teaching (Including Teaching Aids)</td>
<td>8 (4x2)</td>
<td>16 (4x4)</td>
</tr>
<tr>
<td></td>
<td><em>(4 lessons) (2 best lessons to be considered for evaluation)</em></td>
<td><em>(4 lessons)</em></td>
<td><em>(8 lessons)</em></td>
</tr>
<tr>
<td>4</td>
<td>Innovative Teaching (simulated)</td>
<td>8 (1x8)</td>
<td>One lesson</td>
</tr>
<tr>
<td></td>
<td>1. Model of Teaching or 2. Integrating Technology in Teaching</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


(C) **Community Orientation and Co-Curricular Activities** :

In addition to the above practice teaching components, each student teacher shall participate/undertake the following activities \((\text{Ed}_{11})\) and submit a report in respect of each item:

1. **Socially Useful Productive Work (SUPW)**
2. **Co-curricular Activities (CCA)**
3. **Physical Education / Games (PE/G)**
4. **Citizenship Training Camp (CTC)**: The CTC should aim at fostering qualities like collective work, co-operative living, fellow feeling, like-minded towards rural culture etc. among student teachers. The college shall arrange to have such activities in CTC that foster the above orientations. The CTC should
exclusively be conducted at a rural place by the college during first or the second semester.

These activities shall be graded as A, B, C, D, and E and the grades for these activities shall be shown in the marks card. The grade elaboration is as follows:

A – Excellent
B – Good
C – Average
D – Fair
E – Poor

1.6 SIGNIFICANCE OF LEARNING STYLE, ADJUSTMENT, INTELLIGENCE AND SELF-CONCEPT.

Learning Style:

This approach to learning emphasizes the fact that individuals perceive and process information in very different ways. The learning style theory implies that how much individuals learn has more to do with whether the educational experience is geared towards their particular style of learning or whether or not they are ‘smart’. Infact educators should not ask, “Is this student smart?” but rather “How is this student smart?”. The concept of learning styles is rooted in the classification of psychological types. The learning styles theory is based on research demonstrating that as the result of
heredity, upbringing and current environmental demands different individuals have a tendency to both perceive and process information differently. The different ways of doing so are generally classified as:

1) Concrete and abstract perceives – Concrete perceives absorb information through direct experience, by doing, acting, sensing, and feeling. Abstract perceivers, however, take in information through analysis, observation and thinking.

2) Active and reflective processors – Active processors make sense of an experience by immediately using the new information. Reflective processors make sense of an experience by reflecting on and thinking about it.

Traditional schooling tends to favour abstract perceiving and reflective processing, other kinds of learning aren’t rewarded and reflected in curriculum, instruction and assessment nearly as much.

**How the learning styles, theory, impacts education:**

**Curriculum:**

Educators must place emphasis on intuition, feeling, sensing and imagination in addition to the traditional skills of analysis, reason and sequential problem solving.

**Instruction:**

Teacher should design their instruction methods to connect with all four learning styles using various combinations of experience, reflection, conceptualization and
experimentation. Instructors can introduce a wide variety of experiential elements into the classroom, such as sound, music, visuals, movement experience and even talking.

**Assessment:**

Teacher should employ a variety of assessment techniques, focusing on the development of “whole brain” capacity and each of the different learning styles.

**Types of Learning Styles:**

**Visual Learners (Learn through seeing)**

These learners need to see the teacher’s body language and facial expression to fully understand the content of a lesson. They tend to prefer sitting at the front of the classroom to avoid visual obstructions. (e.g. people’s hands) They may think in pictures and learn best from visual displays including diagrams, illustrated textbooks, overhead transparencies, video, flipcharts and hand-outs, during a lecture or classroom discussion, visual learners often prefer to take detailed notes to absorb the information.

**Auditory Learners (Learning through Listening)**

They learn best through verbal lectures, discussions, talking things through, and listening to what others have to say. Auditory learners interpret the underlying meanings of speech through listening to tone of
voice, pitch, speed and other nuances. Written information may have little meaning until it is heard; these learners often benefit from reading text aloud and using a tape recorder.

**Tactile/Kinesthetic Learners (Learn through moving, doing and touching.....)**

Tactile / Kinesthetic persons learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration.

A significant number of theorists and researchers have argued that learning styles are not determined by inherited characteristics but develop through experience. Styles are therefore not necessarily fixed, but can change over time, even from one learning situation to the next. Some theorists, on the other hand, are more interested in how learners tackle a specific learning task, their learning strategy, than any habitual preference or style.

What these authors have in common is an emphasis not simply on the learner but on the interaction between the learner, the context and the nature of the task. Indeed some researchers argue that learning styles are
only a minor factor in determining how learners react to learning situations the effects of contextual, cultural and relational issued are much greater.

Learning styles are not fixed personality traits, it shifts the emphasis towards encouraging a balanced approach to learning and perhaps more importantly, an explicit awareness of the range of approaches available to the learner.

The term ‘Learning Style’ has no one definition, it is used loosely and often interchangeably with terms such as thinking styles, ‘cognitive styles’, learning modalities and ‘multiple intelligence’.

**Adjustment:**

The dictionary meaning of the word ‘Adjustment’ is to fit, make suitable adapt, arrange, modify, harmonize or make correspondent. Thus, when we make or modify one or both of them to correspond to each other.

According to Darwin’s (1859) theory of evaluation, those species which adapted successfully to the demands of living, survived and multiplied while others who did not died out.
According to Webster (1951), Adjustment is the establishment of a satisfactory relationship, as representing harmony, conformance adaptation or the like.

Adjustment as a process describes and explains the ways and means of an Individual's adaptation to his self and his environment without reference to the quality of such adjustment or its outcome in terms of success or failure. It only shows how Individuals or a group or groups of people cope under changing circumstances and what factors influence this adjustment.

Classroom teacher can facilitate a more adequate adjustment of pupils to the problems of life.

The process of adjustment starts right from the birth of the child and continues till his death. The concept of adjustment is as old as human race on earth.

Man, among the living beings, has the highest capacities to adapt to a new situations. Man as a social animal not only adapts to physical demands but he also adjusts to social pressures in the society. Adjustment means reaction to the demands and pressures of social environment
imposed upon the individual. The demand may be external or internal to whom the individual has to react.

Conflicts among the various needs or demands of a person present special problems of adjustment. If you gratify one of the conflicting needs, the need which is not gratified will produce frustration and leads sometimes to abnormal behaviors.

Adjustment as an achievement means how efficiently an individual can perform his duties in different circumstances. Business, military, education, and other social activities need efficient and well-adjusted men for the progress of the nation.

If we interprets adjustment as achievement, then we will have to set the criteria to judge the quality of adjustment.

Four criteria have been evolved by psychologists to judge the adequacy of adjustment they are as follows.

1. Physical Health: The individual should be free from physical ailments like headache, ulcers, indigestion and impairment of appetite.

2. Psychological Comfort: One of the most important facts of adjustment is that individual has no psychological diseases as obsession, compulsion, anxiety and depression etc.
3. **Work Efficiency**: The person who makes full use of his occupational or social capacities may be termed as well adjusted in his social setup.

4. **Social Acceptance**: Everybody wants to be socially accepted by other persons. If a person obeys social norms, beliefs and set of values, we may call him well adjusted but if he satisfies his needs by antisocial means then he is called maladjusted.

It is universally agreed upon by all persons who are concerned with social welfare and progress of a country that the teacher plays a crucial role in building of a nation and truly he is called nation builder. He is charged with an important responsibility of modifying and shaping the personality of children in accordance with national objectives of life. The responsibility of the teacher becomes more important in developing nations that are engaged in exploiting their physical and human resources for the all round development of the nation. Our country is a developing nation engaged in a huge task of planning, construction and developing and utilizing all possible resources for the progress of the country.

Teachers have to play their unique role in the process of national development. The greatest contribution of the teachers will be to channelize the energy of youths to undertake the task of reconstruction in all walks of
social life. The nation is faced with many social, economic, religious and political problems.

Teaching has become increasingly challenging and complex under the present changing conditions. One of the various challenges hurled at teachers in recent past, is of maintaining the physical and mental health of children and youth of the nation. It is the new responsibility. The teacher of today has to emphasize the harmonious development of children so that they can contribute to the maximum for national development and social welfare of the country. Teachers can play an important role in maintaining the mental health of the nation with their knowledge of human behavior, recent discoveries and theories regarding human problems and remedial measures. Classroom teacher can facilitate a more adequate adjustment of pupils to the problems of life.

Adjustment can be interpreted as both process and the outcome of that process in the form of some attainment or achievement. When a poor child studies under the street light because he has no lighting arrangement at home he is said to be in a process of adjustment. What he attains in terms of success in his examination or the fulfillment of his ambition or pride in his achievement is nothing but the result of his adjustment to his self and his
environment. Thus, adjustment as an achievement means how the effectiveness with which an individual can function in changed circumstances and is, as such, related to his adequacy and regarded as an achievement that is accomplished either badly or well. Adjustment although a universal phenomenon, can be studied through its various aspects or dimensions.

The adequacy of the adjustment which the individual makes depends in considerable measure upon the severity of the adjustment problems with which he is faced. If the situations to which he must adjust (in relation to his potentialities) are such that he can satisfy his needs without undue difficulty, he is less likely to resort to a social or a typical behavior and he is, therefore, more likely to be adjusted. Severe and continued frustration of his needs, is likely to lead to maladjustment as the individual in desperation grasps at any straw that will cause even a momentary reduction in the tension associated with the frustration of his needs.

The severity of the adjustment problem with which the individual has to cope would depend on such factors as

- The nature of the need being denied.
- The extent to which it is being denied.
• The extent to which other needs are also being denied.
• The possibility of substitute goals and partial satisfactions and
• His basic security and the degree of his awareness of the frustration of his needs.

As long as his frustration concerns only a few of his needs, or even a larger number but to a minor degree, the individual can generally get along much just as a car can run even though not all cylinders are supplying maximum power. However, when problem becomes unusually severe he is likely to become disparate and deviant behavior is likely to result.

All the laws and principles of learning apply to the concept of adjustment – whether the behavior involved is desirable or undesirable – in exactly the same way as they do to the learning of academic material. Thus, not only does the individual learn his adjustments but his learning follows the same sequence of steps.

• The individual is motivated by virtue of a need being temporarily unsatisfied.
• He looks to some goal as a potential satisfier.
• Progress toward this goal is blocked by a barrier.
• Emotional tension develops and varied response ensues as the individual attempts to reach the goal and reduce the tension.

• The goal – original or substitute – is usually reached and equilibrium is restored.

• Those reactions which are instrumental in reaching the goal and reducing the tension are learned whereas those not effective in this connection are dropped.

The very fact that learning takes place only when the individual’s present pattern of response is no longer adequate in meeting the demands of the situation implies that certain degree of inadequacy and incompetence is characteristic of any learning situation. However, since an adjustment problem relates to the individual in a much more personal way then does the learning of, say academic material, it is more likely to involve feelings of inferiority and insecurity and these are quite obvious in the insecure person’s tendency to derogate others, his poor reaction to competition, over sensitivity to criticism, and his over response to flattery. Thus, if the individuals present behavior patterns are adequate for him to cope with situations readily, he has no adjustment problem. If, however, the situation
in which he finds himself is one in which he lacks the ability to attain his goals, he is faced with an adjustment problem, and the more severe the problem, the greater his insecurity and the more likely is the development of a typical and ineffective behavior.

Behavior patterns are learned as a result of the individuals attempt to reduce tension associated with the frustration of needs. Once learned, they maintain themselves by providing some satisfaction and they develop into habit motives which give stability and performance to his behavior, hence, Shaffer and Shoben’s definition of personality as the individuals persistent tendencies to make certain kinds and qualities of adjustment.

**Intelligence:**

It is acknowledged by all teachers that one of the most important single variable which affects schooling is the quality of behavior called intelligence. The term intelligence is vague and ambiguous in its meaning.

In our day-to-day conversation we often comment that a particular child or individual is very intelligent or is not intelligent. All such comments are based on our observation of the performance or behavior of the individual concerned in comparison to others of his group.
Intelligence, the dictionary says, is - “The capacity to acquire and apply knowledge”.

**Boring** defined - “Intelligence is what intelligence tests test”

**Stern (1914)** - “Intelligence is a general capacity of an individual consciously to adjust his thinking to new requirements. It is the general mental adoptability to new problems and conditions of life”.

**Woodworth and Marquis (1948)** – “Intelligence means intellect put to use. It is the use of intellectual abilities for handling a situation or accomplishing any task”.

Intelligence must be understood as the mental capacity or mental energy available with an individual at a particular time in a particular situation.

This mental capacity helps him in the task of theoretical as well as practical manipulation of things, objects or events present in his environment in order to adopt to or face new challenges and problems of life as successfully as possible.

His capacity or the fund of mental energy available with him can be judged only in terms of the quality of his behavior or performance.
The distribution of intelligence is not equal among all human beings. It resembles the pattern of distribution of health, wealth, beauty and similar other attributes or endowments. It is a normal distribution that is governed by a definite principle which states that the majority of people are at the average a few very bright and a few very dull.

Wide individual differences exist among individuals with regard to intelligence. Truly speaking no two individuals, even identical twins or individuals nurtured in identical environments or endowed with equal mental energy, intelligence vary from individual to individual but it also tends to vary in the same individual from age to age and situation to situation. The age at which mental growth ceases, varies from individual to individual. It tends to stabilize after the age of 10 and is fully stabilized during adolescence.

Many studies have been conducted to find out whether men are more intelligent than women and vice versa but no significant difference has been found. It may therefore, be stated that difference in sex does not contribute towards difference in intelligence.

**A. Binet (1905),** a French psychologist, was the first to take interest in intelligence. He defined intelligence as the ability of an individual to direct
his behavior towards a goal, to make adaptation in his goal-oriented behavior when necessary to know when he reached the goal.

Intelligence cannot be increased or decreased. The amount of intelligence that a person possesses is inherited and fixed. The amount through fixed does not reveal itself at the start of life with the growth of the child, the amount inherited by a child also grows. The general belief is that the growth of intelligence stops and it reaches its limit at the age 16 or 17. It is true that a man of forty knows more than he was a boy of sixteen. But this does not mean that the amount of intelligence possessed by him has increased. This may be due to his experience is regards his intelligence, his position remains the same.

It is certainly justifiable to assume that love, affection, concern and generosity, judiciously bestowed on growing children, have very desirable effects, poor environments retard development of intelligence.

The growth of intelligence of certain children may be checked due to certain unfavorable circumstances and when these are removed, intelligence begins to grow and functions normally.

An intelligent person has the ability to adjust himself to the changing circumstances with case, efficiency and speed. He has the capacity to
assimilate ideas very quickly and clearly. He can cope with new situations very successfully. All the inventions of the world can be attributed to persons of very high intelligence.

The unintelligent or the dullard fail to think of new situations they are always guided by others. They lack originality.

If we plot a measure of intellectual development against chronological age from birth to adolescence using a random subject we will obtain S-shaped curve.

It is generally observed that, other things being equal, an individual who has higher I.Q. has more chances of success than the one who has lower I.Q. It is also to be remembered that besides intelligence success in life depends upon such important factors as motivation and persistence.

The other use of the intelligence testing relates with its capacity to diagnose, distinguish and discriminate the differences in the mental functioning of individuals. This potentiality of intelligence testing can be utilized for

a) Identifying exceptional children like gifted, backward and the mentally retarded.

b) Assessing the degree of mental retardation or extent of giftedness.
c) Diagnosing the cause of problematic behaviors and suggesting possible remedial action.

d) Arranging suitable educational programmes in view of the varied individual differences found in the mental functioning of the learners.

**Self-Concept:**

During the past decades there has been a greater emphasis on the study of self-concept for understanding and predicting the many facets of human behavior, which is a vital component in the process of education, since it has been observed that these are intricately and closely related to each other. Self-concept is one of the most dominating factors influencing the individual behavior and on the other hand life experience too effect the self-concept. Successes and pleasurable events in a life lead to the enhancement of self-concept while failure, frustration and other denigrating experiences tend to lower the concept of oneself. Self-concept which originally was considered to be the key stone in nondirective counseling by Rogers, is now taken as of major importance in the field of education also, because it is observed that self-concept has close connections with some personal aspects like learning, motivation, attitudes, perception and
adjustment which determine the academic and other success of the individual in and out the school.

There are a variety of ways to think about the self. Too of the most widely used terms are self-concept and self-esteem. Self-concept generally refers to the ability of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person wholes to be true about his or her personal existence. Self-esteem generally refers to how we feel about or how we value ourselves. Self-concept can also refers to the general idea we have of ourselves and self-esteem can refer to particular about components of self-concept.

The term Self-concept and Self-esteem are commonly used to describe learners views of themselves. They are often used interchangeably but intact are quite distinct. Self-concept is a cognitive appraisal of our physical, social and academic competence. In comparison self-esteem self worth is an affective or emotional reaction to the self.

Franken states that “There is a great deal of research which shows that the self-concept is, perhaps, the basis for all motivated behavior. It is the self-concept that gives rise to possible selves, and it is possible selves that create the motivation for behavior".
Self-concept is best conceived as a system of attitudes towards oneself. Just as a person, as a result of experiences, forms attitudes which he organizes into a self-consistent system and depends against threats and attacks, so the person also forms attitudes towards himself. Self-concept consists of all the perception, feelings, attitudes, aspiration and values of oneself concerning oneself.

It appears that a person is not born with self-concept but gradually forms one as a result of his interaction with the environment. The development of self-concept involves a slow process of differentiation in which the child gradually emerges into focus out of his total world of awareness and defines progressively more clearly just who and what he is and his position in relation to his environment. Underlying the development of self-concept are the person's assets and liabilities in relation to his environment.

For teachers the most important component of general self-concept is academic self-concept, the aspect that deals with students' perception of their competence as learners self-concept and school performances strongly interact. Children enter school expecting to learn and do well, but as they progress, this expectation is altered by their accomplishments. When
learning experiences are positive, self concept is enhanced; When they are negative, it suffers.

The connections among the self concept, academic performance and students attitudes towards school have prompted efforts to improve the way students view themselves. These efforts have used two distinct approaches; 1) Attempts to improve self concept directly. 2) Attempts to improve self concept as a byproduct of increased academic success. The first involves a verity of strategies, such as using multicultural learning materials with minority students establishing residential summer camps and implementing sensitivity training and support groups. The other approach focuses on accomplishment and achievement. As student experiences success, their confidence grows and self concepts improve.

The education programme that tried to improve self concept directly stressed a learning environment of support and trust, with students selecting from a verity of stimulating materials. Attempting to change students self concepts without improving their performance ignores the critical role that information informing and changing self concepts.

The implications for teachers in the development of students self concepts are clear. They must design learning activities so that students are
successful; if they do, self concepts are likely to improve. A teacher needs to design environments and make assignments so that students can have experience in attaining high levels of success. Teacher who challenge students with worthwhile tasks and help them meet these challenges enhance both achievement and self concept. Grading practices also influences self concept.

1.7 IMPORTANCE OF ACADEMIC ACHIEVEMENT:

Success in mastering the developmental tasks set by the social group will bring the person happiness. Social recognition and success with new tasks, which are dependent on the foundation laid earlier. Before the child enters school, for example he is expected to learn to walk and talk and take care of his bodily needs, before he reaches legal adulthood, he is expected to handle his affairs without help from adults and tube emotionally independent of his parents. If a person comes up to group expectations, he is regarded as a success. If not he is judge as failure. In time, he learns to thinks of him and to regard himself as a success or failure his awareness of the group judgment of him has a powerful influence on his self-judgment.

Achievement in an educational institution may be taken in the studies. According to Smith (1969) and Spencer and Helmrich (1983) is the task oriented behavior that allows the individual’s performance to be evaluated according to some internally or
externally imposed criterion, that involves the individual in competing with others or that otherwise involves some standard of excellent (Morgaetal 1986) the acquisition of desirable characteristics is as much an achievement as in knowledge of the principle of science of facts, world history or language and literature. “Used in this broad sense it is customary or schools and college to be concerned to a great extent with the development of knowledge, understanding and acquisition of skills.” (Narayan Rao 1980) The investigator agrees with the definition given by Narayan Rao he defines Academic Achievement is related to the acquisition of principle and generalization and the capacity to perform efficiently certain manipulated of objects, symbols and ideas. Assessment of academic performance has been largely confined to an evolution in terms of and information, knowledge and understanding. It is universally accepted that the acquisition of actual data is not an end in itself but an individual who has receive education should show evidence of having understood them but for obvious reasons the examinations are largely confined to the measurement are of the amount of information which students have acquired achievement in terms of subject matter is conventionally observed in all institutions by employing a system of marks for effective teaching and learning. It is universally accepted that marks scores for the basis of classification and certification motivation and measurement of educational performance.
Academic Achievement is nothing but overall performance of an individual during the year of studies and it is very essential for the successful development of the students.

For the successful development of an individual, the Academic Achievement is important, which is exclusively depends on types of learning and adjustment. But the Academic Achievement differs from school to school and from student to student.

Academic Achievement is the base for testing the knowledge, understanding and also development of various skills.

Academic Achievement is related to the acquisition of principles and generalization and the capacity to perform efficiently, certain manipulation of objects, symbols, ideals and ideas.

The Academic Achievement mainly depends on intelligence and aptitude along with other factors like curiosity, memory, attitude and insight.

According to Malavka Ganguly, “Achievement is the accomplishment of acquired proficiently in the performance of an individual in a given skill of body of knowledge.” It may mean knowledge attained or skills developed in the school subjects usually designated by test scores or by marks assigned by the teacher or by both. Since academic achievement in various walks of life, the attention if educators are being increasing drowns to it.
Academic Achievement is defined as “Success in completion with standard of excellence.” This is also defined as the desire to exceed regardless of social rewards.

Academic Achievement continues to be one of the most important values held in high esteem in all cultures, countries and times. In recent years there is growing awareness among the parents and children about the importance of the academic achievement. It is felt that if a child does not do well in the examination he/she may not lead a successful life. Every child when it is admitted to the school it is expected to achieve in terms of various activities that are provided in the school to normal degrees of expectation.

1.8 STATEMENT OF THE PROBLEM:

“A STUDY OF ACADEMIC ACHIEVEMENT OF FEMALE STUDENT TEACHERS OF KARNATAKA IN RELATION TO THEIR LEARNING STYLE, ADJUSTMENT, INTELLIGENCE AND SELF CONCEPT”.

1.9 GENESIS OF THE PROBLEM:

In Vedic period and other olden days. Education was restricted to a certain group of people. As advancement started taking place in science and technology peoples attitude changed towards life and after lots of experience in their life people started to realize the importance of education and now education has an important role in everybody’s life.
During adolescence maximum development is taking place, the children want to think, analyses sharply, critically solve changing problems and this would help to them to learn effectively and there by achieve well in their examination. But compared to boys and girls, the performance of girls are good rather than boys.

The B. Ed trainees are those student teachers who are undergoing pre-service training in secondary teacher education, their self-concept, learning style, adjustment and intelligence plays an important role in the field of secondary schools. The B.Ed trainees are the future teachers who deal with students in secondary school. The age of the students at the secondary schools are 14/15/16 years this is the stage where the children’s thinking and reasoning ability is developed along with creativity and satisfaction of curiosity.

According to Psychology, the period from 14 onwards is a crucial stage where the children has to develop in many dimensions, such as moral, physical, mental, emotional and social development.

This can be done, if the teacher teaching at this level, themselves have an attitude of satisfaction towards job and teaching profession. They should possess the positive self concept. It includes self confidence, self reliance and self motivation.

The teachers joining the B. Ed course are both male and female. It is usually observed that female teachers work with more dedication and patience than male teachers.
There are many factors that might account for the variations in achievement such as interest of the learner, understanding of the curriculum, methods of teaching, use of teaching aids, encouragement of the students, library and laboratory facilities.

“Good education requires good teachers” means that it becomes essential that the most capable and appropriate people be recruited in to the teaching profession, provided with a high quality pre-service programme of teacher education, and then offered opportunities to upgrade their knowledge and skills over the full length of their professional career. It is therefore essential that there is a major reorientation of teacher education to ensure that teachers are furnished with the necessary knowledge and skills to cope with the new demands placed on them. Teacher Education needs to be adequately strengthened and upgraded to accommodate the changing the role of the teacher, so that teachers can effectively address contemporary issues regarding education.

To know the other factors which are affecting on the Academic Achievement, the investigator was very much interested to undertake this study. Hence in the present study the investigator has undertaken to study the Academic Achievement of female student teachers of Karnataka in relation to their Learning Style, Adjustment, Intelligence and Self-concept.

1.10 SOCIAL SIGNIFICANCE OF THE STUDY :
Social Significance means how the present study helps in solving social problems. Educators advocate that there is a need for proper social development from infancy onwards. In fact the whole civilization rests on the understanding and adjustment of an individual with another. A socially mature individual likes to mix up with people. She is capable of making and keeping friendships. He is not self centered, she is always ready to sacrifice her interests for the greater cause of groups, society and nation while demanding and asserting for her rights. She always cares for the social obligations. She possesses the ability for sharing and shouldering the social responsibilities. She is prepared to play the role of a leader or of a follower as the situation demands from her. She is able to make proper decision and take suitable action at the time of any social crisis, problem or situation in which her help is needed. Actually speaking she is imbibed with all the important social qualities like patience, respect for others, opinions, kindness and sympathy, co-operation, courtesy and politeness, cheerfulness, self confidence, self control, sentiment of self regard, respect for fair sex, religions and culture.

She possess a greater degree of adaptability and adjustability. She can make herself adjusted easily to the varying needs of the society social circumstances.

The present study of Learning style, Adjustment, Intelligence and Self-concept of the B. Ed trainees helps in solving the social problems as follows.
• It helps us to know the goals set by the future teachers, their decision making, ability and their adjust and coping behavior. Their influence is much on the students of the age ranging form 14/15/16 years. Thus the influence can produce morally, ethically and adjustable person in the different situations of life.

• The development of self is an integral part of the process of the socialization. Thus the socialized future teachers lead to the development and formation of stabilized future generation with a stable society of intelligence and intellect.

• The choice of behavior consistency integration, continuity and a number of attributes of human actions seem to be very much influenced by the self. These all lead to the better Academic Achievement of the B.Ed trainees who are the future sculptures of the next generation.

1.11 NEED AND IMPORTANCE OF THE PROBLEM:

• Teacher Education needs to be adequately strengthened and up graded to accommodate the changing role of the teacher, and so that teachers can effectively address contemporary issues regarding education.

• The impact of social and other forms of change in society and the demands placed on the school system, there is a need for the constant upgrading and modernization of the knowledge, skills and understanding required of teachers.
Teacher Education has to be reformed in order adequately to prepare teachers for their new and more diversified functions in the schools and the community.

The content and methodology of teacher education and stresses the need to adopt an approach which emphasizes the career-long professional development of teachers.

Teacher are also increasingly expected to handle, in their day-to-day work, a number of issues of critical importance in the present day context, such as learning problems, adjustment, checking the intelligence and self-concept.

Teachers need to be able to deal with a wide range of learners of varied intellectual, cultural and social backgrounds in urban and isolated contexts.

The teacher is expected to provide the students and the community with an admirable role model as a professional teacher.

The teacher is expected to promote skills and competency in literacy and numeracy, sensitivity to the environment and harmony between the school and its community.

The teacher is expected to help the growth of basic skills and attitudes for proper and continued development of cognitive, social, moral and emotional development.

The teacher is expected to transmit culture and knowledge, and help students become aware of the world community.

The teacher is expected to nourish creative and critical abilities.

The teacher is expected to help each individual achieve full self-actualization to become a fully functional member of a society.
The teacher is expected to encourage adaptability in a dynamic and ever-changing society.

The teacher is expected to ensure students physical well being.

The teacher is expected to be accountable to the community and its parents.

Teachers need to ensure their continuing personal development.

There is a need to concentrate on promoting the professional competence of teachers and other educational personnel, through the development of institutional facilities and services, new skills and attitudes through personal profiles, emphasizing professional support services, and the training and continuous educational personnel.

Countries in all regions of all the world have identified a number of major issues regarding teacher education which require urgent resolution.

1.12 OBJECTIVES OF THE STUDY:

1. To find out Academic Achievement of female student-teachers of Karnataka.

2. To find out the Academic Achievement in relation to the learning style of female student-teachers of Karnataka.

3. To find out the Academic Achievement in relation to the adjustment of female student-teachers of Karnataka.

4. To find out the Academic Achievement in relation to the Intelligence of female student-teachers of Karnataka.
5. To find out the Academic Achievement in relation to the self-concept of female student-teachers of Karnataka.

6. To find out academic achievement of female student-teachers of Karnataka.

7. To find out the relationship between urban and rural Academic Achievement of female student-teachers of Karnataka.

8. To find out the learning styles of female student-teachers of Karnataka.


10. To find out the Adjustment of female student-teachers of Karnataka.

11. To find out the relationship between aided and unaided Academic Achievement of female student-teachers of Karnataka.

12. To find out the relationship between SC, ST and Others Academic Achievement of female student-teachers of Karnataka.

13. To find out the correlation between urban and rural Academic Achievement of female student-teachers of Karnataka.

14. To find out the correlation between SC, ST and Others Academic Achievement of female student-teachers of Karnataka.

15. To find out the correlation between aided and unaided Academic Achievement of female student-teachers of Karnataka.

1.13 LIMITATIONS OF THE STUDY:
The present study is restricted to only female student-teachers of the Karnataka State.

The present study is limited only to the four divisions of Karnataka State.

The Study is limited only to the sample collected by the research investigator.

The present study is limited only to the B.Ed female student-teachers of Karnataka State.

1.14 OVERVIEW OF THE STUDY:

The investigator carried out the research work and has presented the same in five chapters. Each chapter is sub divided into different units as follows:

The First Chapter deals with the introduction, statement of the problem, genesis of the problem, need and importance of the problem, objectives of the problem, social significance of the problem and limitations of the study.

The Second Chapter namely review of related literature, the investigator writes the review of related studies by different researchers concerned to the present study.

The Third Chapter deals with Operational definitions of the study, Variables, Tools used for the study, Population of the study, Sample of the study, Statistical analysis of the study and Methods of collecting data.

The Fourth Chapter namely deals with Results and Discussion.