Prospects and Challenges of Teacher Education in India

Research & Collaboration

Quality Maintenance

Management and Privatization

Curriculum Renewal and Integration

Inclusive Education

Teacher Preparation

Culture, Professionalism and Accountability in Teacher Education

Editor

Dr. Nita Mitra

SILIGURI B. ED. COLLEGE

Prospects and Challenges of Teacher Education in India

(Proceedings of UGC Sponsored National Seminar held on 19th & 20th May, 2015 at Siliguri B. Ed. College, WB in collaboration with Ramakrishna Mission Sikshanamandira, Belur Math, West Bengal)

Edited by
Dr. Nita Mitra

Prospects and Challenges of Teacher Education in India
(Proceedings of UGC Sponsored National Seminar held on 19th & 20th
May, 2015 at Siliguri B. Ed. College, WB in collaboration with
Ramakrishna Mission Sikshanamandira, Belur Math, West Bengal)

Theme of the Seminar

In Indian Culture the place of a teacher has always been acclaimed with the highest level of honour. Also, the teachers used to offer teaching as a noble activity that was supposed to be a flow from the core of the heart without any expectation in return. Now, hisotry has placed India in the modern environment where teaching is a purposeful activity contributing to and being itself a part of local and global economy. This has forced the programme of Teacher Education to take a compulsory and huge dimension under the centralised regulatory bodies. Swami Vivekananda, one of the Great Educators of India, agreed with the need for the modernisation of India. But he was reluctant to accept the modernisation at the cost of the cultural heritage of India. In order to accomplish this apparently impossible goal, one must review the different aspects of Teacher Education (which are changing so fast) and examine the road map in Indian context. One can peep through the windows of sub-themes given below and get a bird's eye view of the total theme.

Sub-themes

- Teacher Preparation at different levels (primary, secondary etc.)
- Regulation and Support to institutions of Teacher Education for quality maintenance and improvement.
- Management and Privatisation of Institutions of Teacher Education.
- Curriculum Renewal and Technology Integration in Teacher Education.
- Interface of Teacher Education and Inclusive Education.
- Research and Collaboration in Teacher Education.
- Culture, Professionalism and Accuntability in Teacher Education.
- Any other relevant topic.

Organising Committee

ADVISORY COMMITTEE :

Professor Dr. Suparna De Sarkar, *President*
  Governing Body, Siliguri B.Ed. College

Swami Tattwasarananda, *Principal*
  Ramakrishna Mission Sikshanamandira

Swami Divyagunananda, *Controller of Examinations*
  Ramakrishna Mission Sikshanamandira

Professor Santanu Kumar Mandal, *Member,*
  Governing Body, Siliguri B.Ed. College

Sri Pradip Kumar Atar, *Member,*
  Governing Body, Siliguri B.Ed. College

Mr. Samsul Alam, *Member, Governing Body,*
  Siliguri B.Ed. College

Dr. Pranab Krishna Chanda, *Retd. Ex-Principal,*
  Siliguri B.Ed. College

ORGANISING COMMITTEE :

Convenor :
  Dr. Nita Mitra, *Siliguri B.Ed. College*

Jt. Convenor :
  Dr. Abhijit Guha, *Ramakrishna Mission Sikshanamandira,*
  Belur Math, Howrah, W.B.

Member

Dr. Rituparna Basak (Dasgupta), *Faculty* Siliguri B.Ed. College	Smt. Ratna Nandi (Ghosh), *Librarian* Siliguri B.Ed. College
Dr. Nityagopal Mondal, *Faculty* Siliguri B.Ed. College	Sri Arindam Bandyopadhyay, *Head Clerk* Siliguri B.Ed. College
Dr. Arun Kumar Barai, *Faculty* Siliguri B.Ed. College	Sri Uday Kumar Talukdar, *Accountant* Siliguri B.Ed. College
Smt. Nivedita Bhattacharyya, *Faculty* Siliguri B.Ed. College	Sri Nisanta Shett, *Cashier* Siliguri B.Ed. College
Smt. Paromita Das, *Faculty* Siliguri B.Ed. College	Sri Sujit Kumar Some, *Typist* Siliguri B.Ed. College

Professor Dr. Somnath Ghosh
M.Sc., Ph.D
Vice-Chancellor
University of North Bengal

18th May, 2015

MESSAGE

It gives me immense pleasure to learn that Siliguri B.Ed. College is organizing a **National Seminar** in collaboration with the **Ramakrishna Mission Sikshanamandira, Belur**. Such seminars in the presence of distinguished persons, I presume, will evaluate the existing education scenario and suggest means for enhancing teaching aptitude and growth-oriented evaluation.

I hope that the Seminar will be successful and convey my best wishes are for all the members of the organizing committee, teachers, students and the participants on this glorious occasion.

Somnath Ghosh
18.5.2015
Prof. Somnath Ghosh
Vice-chancellor

Foreword

The Teacher Education of West Bengal with Special Reference to North Bengal in the Post L.P.G. ERA

Both the erudite scholars and the budding teachers will receive a jolt to see the length of the theme of my write-ups. Despite my earnest and honest efforts I can't tailor the same. It is my own fault. It may be interpreted by the scholars that the writer has no command over the subject. I accept this and apologise to well-read scholars and teachers. It appears from experiences that sometimes some moments come to a person's life while he was ready to accept or reject it. If he accepts, it will be definitely an injustice upon the issue or if he rejects, it will hurt the heart of a most beloved and respected person. Keeping in mind this strenuous situation I have finally accepted the invitation of a Principal of a B.Ed. College whom I love and respect simultaneously. This is the backdrop of my entry into the domain of terra-incognita. Again I am apologising to the man of letters of the arena.

Be that as it may, the learned readers are well acquainted with the axiomatic truth that the Education Policy and System was incorporated in the joint list of the Constitution of the Indian Republic. Naturally, there is no ambiguity in the objectives of the makers of the constitution of the Independent India. Virtually, considering the diversity of the distinctive social and religious frame, caste hierarchy, uneven mental makeup and finally the linguistic multiplicity of the 'Desh', the honourable members of the constituent assembly had shown their farsightedness by placing the education in the joint-list i.e. State and Union Government will jointly look after the matter. The patriots and the freedom fighters of the Independent India were quite aware of the problems of Education particularly higher and professional one. Needless to say, the uneven educational development of the Princely India and the British India was also discernible. Honestly speaking, the makers of the Republic of India genuinely wanted to make a blend between diversity in unity and vice versa the unity in diversity. In spite of this highly idealistic thinking they could not be fully conscious of the ground reality. In the present paper an attempt has been made to search the root of the

ground reality vis-a vis the panacea. However, with humble submission I am conveying my learned readers that I have concentrated my discussion on West Bengal with special reference to North Bengal only. Rather you can say it is micro-level searching, not macro one. Because, the problem of not only each State is different from the other, even within the State we found regional imbalances also. This imbalance is historical one, not artificial, but imposed one. The most of the States are administrative one, not homogeneous in Language, topography, ethnicity etc. Frankly speaking, the legacy of uneven educational growth of the Colonial Imperial Government is felt even today. What disparity was made by during almost two hundred years could not possible be wiped out within fifty years. In such a situation, a concrete or fruitful discussion is almost problematic on all India perspective. Of course, it is my personal view. It is true that there are common issues amongst the States, but that commonalities were also complicated.

In support of my contention, I am presenting here not innumerable illustrations but a few only. In South India particularly, we found the proliferation of the hundreds of higher and professional educational institutions based upon trustee Board. In fact, the Trustee Boards, in real sense, is the vanguard of the rapid expansion of the higher education including Teacher Education. The state of Tamilnadu is a classic example. Here we found large number of Medical, Engineering, B.Ed, M.Ed Colleges. If any researcher makes a comparison between Tamilnadu and West Bengal, he will simply be astonished to see the most disappointing condition of West Bengal in respect of Teacher and Professional education. For lack of space I have debarred myself from presenting any statistical chart or graphs in favour of my contention. So, we can say without any hesitation that the problem of teacher education is different from one State to other State. A teacher education is different from one State to other State. Naturally, all India frame will not help us to understand the gravity of the problem of teacher education of West Bengal and the remedies. Thus for all reasons I am virtually forced to study the problems, prospects and challenges of teacher education of West Bengal though with special reference to West Bengal.

(II)

History-minded readers may ask me why I have selected L.P.G. (Liberalisation, Privatisation, and Globalisation) era as the epicentre of my discussion, rather a dialogue. People of any walks of life directly or indirectly to some extent are very much conscious about the historic and economic-transformation of the world in the last decade of the last century. However, I have no intention to enter into any semantic debate on this issue. Simply I have taken it as a beginning of my study. This L.P.G .era had greatly shocked the very foundation of conventional concept of development. Whatever may be the motive of the Western propagator of the L.P.G., but it is an acknowledged fact that the waves of the L.P.G have touched

the every corner of human life. So, Education on Teacher Education was not free from tentacles. Anyway, the study will not be limited to the specified period. For the sake of fruitful discussion, this 'Laksman Rekha' will be crossed sometimes wherever and whenever it requires. Actually, without the National Educational Policy of the National Government, our discussion will be incomplete. Because, definitely they had a vision and mission in regard to the education, the backbone of the nation. But their vision was not fully materialised. The legacy of colonial rule, the bizarre situation of education, particularly the teacher education ,will be included in the discussion canvas. Now I am coming to highlight the epicentre of my discussion i.e. the challenges and prospects of teacher education in West Bengal with special reference to North Bengal or Teesta Banga.

The teacher education of West Bengal has not received much attention of the policy makers of the professional education as well as Government. Many high-level commissions have been appointed both by the state and the union government to search the roots of the problem of teacher education. They recommended various idealistic measures which was more hyperbolic than pragmatic. Apart from this, the bureaucratic lukewarm attitude to the recommendations created hurdles for implementing it. Obviously, the problems of teacher education have been continuously increasing. The problem took a different turn in the seventies of the past century. I am presenting here a specific example from North Bengal which was composed by five districts of that time. In the five districts we found only four B.T.Colleges (at that time people used to call the colleges of Teacher Education as the B.T.Colleges) in Darjeeling, Jalpaiguri, Cooch Behar and Malda. There was no B.T.College in West Dinajpur. Out of these four B.T.Colleges, one was Government, two were Government sponsored colleges (at Darjeeling and Jalpaiguri) and another was Govt. aided (at Coochbehar). To meet the demand of the non-trained school teacher the University of North Bengal had introduced Evening B.T.Class at Jenkins' school for the teachers. The number of seats in those four colleges was limited. Naturally, these four colleges could not cater the need of the increasing number of the intending training teacher. All was done as a stop-gap arrangement. Before the beginning of the L.P.G. era we found one B.Ed. College known as Siliguri B.Ed.College affiliated to the North Bengal University. This was the last government aided B.Ed.College in North Bengal.

The lackadaisical attitude of the policy makers, the University of North Bengal vis a vis the Government had made the teacher education non effective one. I am giving a specific example in my support. The University of North Bengal was established in November 1962. Till now, the total B.Ed.Colleges affiliated to the University of North Bengal is only 12. On the otherhand the Gour Banga University which was set up in 2008 has given affiliation to 21 colleges. What was more

interesting is that the Gour Banga University has opened up a separate department for education as well as M.Ed and Ph.D. course. It reflected the indifferent attitude of the policy makers of North Bengal vis a vis the teaching community. Some teachers and official of North Bengal University used to say that their quality of teacher education is high. All these are bogus talks. Because like the North Bengal University , the Gour Banga University was a university recognised by the U.G.C. This is a childish talk ,or rather, they suffer from superiority complex.

The funny and shameful thing was that the university authority fully knew it well that the N.C.T.E. and the Central Government had made the B.Ed. compulsory for the high school services, M.Ed. degree for the teachers of B.Ed. Colleges and Ph.D. degree for the post of Principals. In spite of it, the North Bengal University could not adopt any effective steps to cater the needs of teachers, Lecturers and Principals of schools and B.Ed. Colleges. To whom, we blame for such unacademic situation? The University Authority could not relinquish their moral responsibility. As a parent university of this territory, the University of North Bengal must have certain responsibilities.

Now I will give another example of whimsical attitude of the University of North Bengal in regard to the teacher education. They had limited the number of seats in the respective B.Ed College. The oldest B.Ed college of North Bengal,located at Jalpaiguri, has intake capacity of 50 only while the Berhampur Christian B.T. college's intake capacity is more than 200. The Higher Education Department of West Bengal is the apex body but they did not know the local problems, needs and solution. They were very much guided by the Reports and Recommendations of the university authority. Had the North Bengal University been opened up a M.Ed college on department, the teacher education of North Bengal could compete with the institutions of teacher education of the rest of West Bengal, say Assam, Sikkim and others. Unfortunately such steps had not been taken by the university.

Nature abhors vacuum. So the employment desired students went elsewhere for acquiring their B.Ed, M.Ed. degrees. It is rumoured that the students of the region has been paying a huge sum of donation for getting admission as well as degrees from outside North Bengal and outside West Bengal. This situation is the logical outcome of the directionless policy of the University of North Bengal in regard to the teacher education. It is most unfortunate comment, but it is hard truth.

(III)

The policy of the State Governments, Higher Education Department in regard to the teacher education is a reflection of negligence and callousness. This is

reflected both in the foundation of the new B.Ed. colleges as well as recruitment of teachers. If we go through the statistics we will find that the former is true and the latter is casual one. They did not give any importance to the quality of education in teacher education. e.g. if a teacher is retired, normally the post will not be filled in. If it is, it is for the pressure of the student on influential person. The colleges of Government, Govt. Sponsored, Govt. Aided and Self financed managed is forced to recruit part time teachers or Guest or Contractual teachers. I am presenting here a grim scene of a college run mostly by the contractual or guest teacher. After passing the T.E.T. Examination, a part time teacher of the B.Ed. college will leave the job of the college and join to the primary school. How silly the matter is. A teacher who taught in the B.Ed College, is now teaching the students of the class I, II etc. Could we expect any quality education in such an atmosphere? All those are happened frequently. In such a situation how do we expect quality education in the B.Ed Colleges?

There is another factor which hindered the development of quality education. The factor is Vernacularization of the teacher education all over India. It does not mean that I am against the teaching in mother tongue. I strongly endorsed it. But at the same time I want to caution the ambitious and meritorious students that in the multilingual India. You should not be unilingual, at least bilingual in fluent manner. Anyway after the proliferation of the large number of Self-financed Colleges in the post L.P.G. Era, we found that the union government and N.C.T.E. has promulgated the requisite qualifications for the teachers. In West Bengal, we found a massive dearth of the qualified teachers for the B.Ed. colleges. We meet the demand, self-finance managed college authorities have recruited teachers from Orissa, Sikkim, U.P. etc. areas. The lion's portion of the teachers had taken their B.Ed and M.Ed. degree in vernacular. Naturally they can not appear in Bengali or English fluently. So automatically communication between the teachers and the students are reached at a doldrums' stage. In this atmosphere one cannot expect quality of teacher education. The intellectual discourse is almost nil.

The quality of teacher education has received a big jolt when the Union Govt. announced the B.Ed. degree is must for every teacher including those who have been serving the school in the last twenty years. To solve the problem of teacher education, the Govt. have introduced a short cut way for B.Ed degree. The name of the system is Distance Learning. It means a teacher will attend the course once a week of the duration of two years course. How will it be possible to complete the vast syllabus? So, the quality of teacher education is only a slogan, not a practice.

However, the present Govt. of West Bengal has adopted a positive step to improve the conditions of the teacher education. The Govt. had already set up a

separate university for the colleges of the State. As a result uniform syllabus, examination system, teacher recruitment will be conducted by the Teachers' Training University authority. We will be anxiously waiting to see the positive role of the Teachers' Training University in regard to the quality of education.

Quality is the new paradigm of Teacher Education.

Dr. Anandagopal Ghosh
Former Professor and Head,
Department of History, North Bengal University

Key-note Address

Most Respected DR. NITA MITRA, Professor Pradhan, Prof. Chanda, Teachers coming from different higher education institutions, dignitaries and my dear students.

At the outset I express my deep compunction for not being able to be physically present in this UGC sponsored national level Seminar on *PROSPECTS AND CHALLENGESOF TEACHER EDUCATION IN INDIA*, which again is being organized in joint collaboration with our College. Although all along these two days I wish to feel the warmth of the high level discourses from Belur Math.

It is a well-known fact that during 1906-1956, the program of teacher preparation was called teacher training. It prepared teachers as mechanics or technicians. It had narrower goals with its focus being only on skill training. The perspective of teacher education was therefore very narrow and its scope was limited. As W.H. Kilpatrick put it, 'Training is given to animals and circus performers, while education is to human beings.'

Teacher education encompasses teaching skills, sound pedagogical theory and professional skills. Hence, now Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.

Teaching skills would include providing training and practice in the different techniques, approaches and strategies that would help the teachers to plan and impart instruction, provide appropriate reinforcement and conduct effective assessment. It includes effective classroom management skills, preparation and use of instructional materials and communication skills.

Pedagogical theory includes the philosophical, sociological and Psychological considerations that would enable the teachers to have a sound basis for practicing the teaching skills in the classroom. The theory is stage specific and is based on the needs and requirements that are characteristic of that stage.

Professional skills include the techniques, strategies and approaches that would help teachers to grow in the profession and also work towards the growth of the profession. It includes soft skills, counselling skills, interpersonal skills, computer skills, information retrieving and management skills and above all life-long learning skills.

An amalgamation of teaching skills, pedagogical theory and professional skills would serve to create the right knowledge, attitude and skills in teachers, thus promoting holistic development.

The teacher educations in India today faces the following challenges which in brief, are again the pints which are to be positioned as the priorities.

These are as follows:

1. Professionalism in Teacher Education.
2. Development of Education as a Discipline.
3. Bridging gap between School and Teacher Education Curricula.
4. Continuing Education of Teachers.
5. Inclusive education.
6. Teacher Education for Integral Value Components like physical education, aesthetic education, yoga etc.
7. Philosophy of life integrated with Teacher Education.
8. Common School System.
9. In-service teacher education integrated with pre-service teacher education and .
10. Integration of research in Teacher Education.

Thus, the teacher Education is supposed to be intimately integrated with a sound indigenous philosophy of life in the coming days which will be free from ambiguity and which will be made to remain open to addition, alteration, modification and even zero audit and an all-out effort for creating a congenial ambiance for teacher education may kindle hope in the present situation and this new paradigm in the postmodern era may restore to teacher education its rightful place for which we can be proud of.

I pray for this Seminar enable all to take home soothing experience which would augment the teacher education scenario in our country in some way or other.

Thank you.

<div align="right">

Swami (Dr.) Tattwasarananda
Principal
Ramakrishna Mission Sikshanamandira
Belur Math, W.B.

</div>

Brief Report of the National Seminar

The report is not a description of what had happened on which date at what place.

It is a report of a humanly exchange of ideas at a geographically soothing location of North Bengal among the stakeholders of Teacher Education who had come from different parts of the nation and beyond.

The organising institution was Siliguri B.Ed. College and the collaborating institution was Ramakrishna Mission Sikshanamandira (Autonomous), Belur Math, West Bengal.

In true sense, it was a collaboration between Dr. Pranab Krishna Chanda, Retired Principal of Siliguri B.Ed. College and his beloved student , Dr. Abhijit Guha, Associate Professor, Ramakrishna Mission Sikshanamandira (Autonomous), Belur Math, West Bengal.

Swami(Dr.) Tattwasarananda, Principal of Ramakrishna Mission Sikshanamandira (Autonomous), Belur Math, West Bengal, made it possible with his kind cooperation .

The Governing Body, teaching and non teaching staff of Siliguri B.Ed. College made it a reality with their dedicated effort.

On the 19th May the seminar started with the inaugural session which was glittered with the galaxies of learned scholars.

On the Dias were:

- Dr. Netranand Pradhan, Head ,Dept. Of Educational Administration, and Co-ordinator,UGC-SAP(Phase-1), Faculty of Education &Psychology, The M.S. University of Baroda, Baroda-390 002
- Dr. Dulal Mukhopadhyaya, Professor of Education, School of Education, Netaji Subhas Open University
- Dr. Palash R Sengupta,Prfessor (HRM &OB) and Dean, Faculty of Arts, Commerce and Law, University of North Bengal
- Mr. K C Jose, Senior Lecturer Samtse College of Education, Bhutan
- Sri Gopal Chandra Sarkar, Retired (2001)Principal of Siliguri B.Ed. College
- Dr. Pranab Krishna Chanda, Retired (2014)Principal of Siliguri B.Ed. College

- Dr. Subhendu Bhusan Modak, Principal of A.C. Training College, and Chairman of the Board of Studies(Education), University of North Bengal.
- Dr. Anandagopal Ghosh, Retired Professor of History, University of North Bengal, and President of the inaugural session of the seminar.

The theme of the seminar was presented by Dr. Nita Mitra, Associate Professor, Siliguri B.Ed. College, and convenor of the Seminar.

The Key-note address was supposed to be delivered by Swami (Dr.) Tattwasaranandaji Maharaj, Principal of Ramakrishna Mission Sikshanamandira (Autonomous), Belur Math, West Bengal. Unfortunately, for some unavoidable assignments he could not be present in the seminar personally. His address, which he sent through e-mail, was read by Dr. Pranab Krishna Chanda.

The middle of the day was fully utilised through the presentation of expert-papers from the resource-persons. The rest of the day was utilised for the presentation of research papers by the participant scholars under the chairmanship of Dr. Dulal Mukhopadhyaya, Professor of Education, School of Education, Netaji Subhas Open University and Dr. Netranand Pradhan, Head, Dept. of Educational Administration, and Co-ordinator, UGC-SAP (Phase-1), Faculty of Education & Psychology, The M.S. University of Baroda, Baroda-390 002

On the 20th May the seminar started a bit earlier. During the morning session research papers were presented under the chairmanship of Dr. Pranab Krishna Chanda. The mid-day session was chaired by Mr. K C Jose, Senior Lecturer Samtse College of Education, Bhutan. The afternnon session was chaired by Dr. Pasanna Kumar Sahoo, Principal, Pragati College of Education, Siliguri, Darjeeling.

The valedictory session was chaired by Dr. Pranab Krishna Chanda. The seminar came to an happy end with the distribution of certificates.

Dr. Nita Mitra
Associate Professor,
Siliguri B.Ed. College
Convenor of the Seminar

Dr. Abhijit Guha
Associate Professor,
Ramakrishna Mission Sikshanamandira
(Autonomous), Belur Math, West Bengal
Joint Convenor of the Seminar

Professor (Dr.) Dulal Mukhopadhyaya (middle), Professor (Dr.) Palas R. Sengupta (left) and Professor (Dr.) Anandagopal Ghosh (right) in the photograph inaugurates the programme with the lightening of lamps.

Professor (Dr.) Palas R. Sengupta gives his speech.

Dr. Pranab Krishna Chanda, (Retired 2014) Principal of Siliguri B.Ed. College, reads out the inaugural speech of Swami (Dr.) Tattwasarananda, Principal of Ramakrishna Mission Sikshanamandira, Belur Math, in absentia.

Professor (Dr.) Anandagopal Ghosh, (Retired) gives his presidential speech.

Professor (Dr.) Netranand Pradhan, is on the dias (right in the photograph). To his right (left in the photograph) is Mr. K. C. Jose.

Prof. Gopal Chandra Sarkar (Retired 2002) Principal of Siliguri B.Ed. College, gives his speech.

Dr. Subhendu Bhusan Modak, Principal of A. C. Training College and Chairman, Board of Studies (Educational) U. G. Council, University of North Bengal.

One of the technical sessions.

Faculty members, Scholars, Researchers and other participants.

Swami (Dr.) Tattwasarananda, Principal of Ramakrishna Mission Sikshanamandira, Belur Math, inaugurates the manuscript of the Proceedings of the National Seminar.

Dr. Abhijit Guha, Associate Professor, Ramakrishna Mission Sikshanamandira, Belur Math and Joint Convenor of the National Seminar, gives his speech.

Dr. Nita Mitra, Associate Professor of Siliguri B.Ed College, and convenor of the National Seminar, gives her speech.

Contents

Section A
INVITED TALKS AND PAPERS

Prospects and Challenges of Teacher
Education in India

N. Pradhan*

ABSTRACT : There has been multifold increase in number of institutions and students' enrolment
in recent decades at all levels of education. But there have been inadequate supply of teachers
and poor quality of in-service teachers in both primary and secondary schools. Today we have
12052 teacher education colleges in India offering 16940 courses to a total of 11,30,964 student-
teachers (NCTE, 2014). We have a variety of institutions at different levels offering teacher education
programmes in open/distance mode and face to face mode. Most of the teacher education colleges
and university departments have been offering the regular one year programme and very few are
offering four year integrated course. Since 2009, RIEs have been offering a two years B.Ed.
programme and claiming it to be of great success (Panda, B.N., 2015). Realizing the importance of
teacher education, Kothari Commission Report (1964-66) has recommended for the drastic change
in teacher education at all levels of education. It has suggested for the duration of the course to be
expanded and change inputs in pedagogy, content knowledge, and develop professional attitude
among teachers. NCTE (2014) brought out a gazette that the bachelor degree programme has to be
a two years programme and all the institutions shall start offering the same by designing new
syllabi. All the state governments gave their consent instantly except that of Tamilnadu and West
Bengal. But after some initial resistance they also gave in. At this stage, it is very important to
consider as to how the two-year programme is different from the current programme and how is it
going to guarantee quality of the products. Mere expansion of the course does not guarantee the
output. It needs through and scientific plan to design syllabus, proper theory and practice integration,
practicing schools' co-operation, scientific admission procedures, and proper placement of the
teachers. Further, if the past programme was faulty, what will happen to the teachers who have
graduated and are employed already? Will they to be called back to enhance their quality as is
done by car manufacturers? An attempt has been made by the author to deliberate the prospects
and challenges of the newly launched programme of teacher education at secondary level.

Introduction

There has been a perennial shortage of qualified teachers at all levels of education
in India. Although the national level data shows that the teacher-student ratio at
national level is 1:39 for primary level and 25.92 at secondary level, one can notice
that large portion of these teachers are un-trained teachers, para-teachers, contractual
teachers and low-paid teachers. The teachers who are qualified, they lack the

---

* Head, Dept. of Educational Administration & Co-ordinator, UGC-SAP (Phase-I), Faculty of
  Education & Psychology, The M.S. University of Baroda, Baroda-390 002
  e-mail: netranand@yahoo.com

professional attitude and willingness to teach. Loving children and the thirst for knowledge as the main characteristics of teachers are seldom found among them. To improve the situation, the Government of India from time to time has instituted different commissions and committees to look into the matter and have suggested for improving the quality of teachers. Although many such initiatives can be found in the forms DIETs, CTEs, IASE, and in-service education by NCERT and SCERTs, the situation of school education is far from satisfactory. It is observed by the NCFTE, 2010 that teachers do not teach beyond text books. They do not consider children as creator of knowledge but as receiver of knowledge. Teaching in all sorts of educational institutions is far from satisfactory. To make the teacher education more professional and improve the quality of teaching, NCTE, 2014 has specifically mentioned that the duration of secondary school teacher education be of two years duration from the current practice of one year duration in all the colleges of teacher education in India. A cursory look suggests that there are certain subjects like educational psychology, sociological perspective of education, pedagogy and learning, ICT in education and Practice teaching are retained in the new syllabus of teacher education. Certain new aspects included are; Engagement with the field etc. So, the basic question is; whether two year duration is justified? In this context, an attempt has been made here to reflect on the prospects and challenges of teacher education in India.

History of teacher education

The first systematic in-service teacher education program was conceived in 1659 by United Kingdom and since then there has been tremendous growth in teacher education in the whole world. In India, we had the monitoring system of teacher education during 18th century and after 1882, there have been efforts to start training teachers in a systemic manner. A cursory look at the history of teacher education in India reveal that in order to improve the system, many efforts have been made by Indian Government to establish National Council of Educational Research and Training (1962) and then National Council of Teacher Education (1994) to systematize teacher education. The national Committees and Commissions like Secondary Education Commission (1952-54), Education and National Development (1964-66), Curriculum Framework developed by non-statutory NCTE in 1978, Revised version of Curriculum Framework by the NCERT in 1988, the first Curriculum Framework for Quality Teacher Education by NCTE in 1998 and the NCF for Teacher Education, 2009 have contributed substantially to improve the system of teacher education. Today, India has 12,052 teacher education institutions offering 16,940 courses (NCTE, 2011). These courses are; B. Ed. M.Ed., B. El. Ed., M. El. Ed., PTC, and Diploma in Teacher education. A total of 11, 30,964 students are enrolled in these institutions. The popular program of teacher education for secondary school level is the one year B.Ed. programme. In the RIEs of NCERT, a four year B.Ed. integrated course is also running successfully. Now since last few years, two year B.Ed. programme is also offered by RIEs and it is claimed that it is being run successfully (Panda, B.N. 2015). It was observed by Education Commission (1966) and NCTE in 2009 that the Bachelor degree programmes is not preparing the teachers who are well equipped

as professionals. It is mainly because of its short duration. Now in 2014, the NCTE recommended that throughout the nation, the B.Ed. one year programme is changed to two-year B.Ed. programme. The existing institutions of Secondary Teachers Training colleges have switched over to the new mode after little grumbling by few states like Kerala, Tamil Nadu and Odisha. However, after further discussion with respective state governments and universities by NCTE, all states have started the two-year B.Ed. programme.

Teacher education as a Professional Course

"People in this country have been slow to recognize that education is a profession for which intensive preparation is necessary as it is in any other profession". This concern expressed in the University Education Commission (1948-49) Report is alive in its relevance even today. The Education Commission (1964-66) professed, "The destiny of India is now being shaped in her classrooms". So did the National Policy on Education 1986 emphasize: "The status of the teacher reflects the socio-cultural ethos of the society; it is said that no people can rise above the level of its teachers" (NCFTE, 2009). The National Knowledge Commission (NKC, 2009) has also observed that teachers are the single most important element of the school system and the country is already facing a severe shortage of qualified and motivated school teachers at different levels. NCFTE, 2009 therefore has clearly mentioned that it is urgent to restore the dignity of school teaching as a profession and provide more incentives for qualified and committed teachers. The above lines as quoted from different Commissions and Committees reports reflect the importance of teachers in nation building and the need of professionalizing the program of teacher education.

The one year secondary teacher education program popularly known as B.Ed. program was in practice since long. This program has outlived its relevance. With the proliferation of B.Ed. colleges, particularly with privatization and commercialization, B.Ed. programmes have become weak both in theory and practice. Even the few institutions, which keep struggling to make this programme meaningful, find it difficult to overcome the structural constraints that the short duration of the programme poses. Secondary teacher education institutes continue to exist as insular organisations even within the university system where many of them are located. This precludes the larger academic debates on equity, gender and community to enter the day-to-day discourse of teacher educators. Institutes of teacher education have become breeding grounds of academic stagnation and resistance to change. The training of teachers happens in insular, intellectually impoverished environments that are severed from ground realities as well as the aims of education they espouse. Such an intellectual isolation actively discourages educational theorization and the growth of disciplinary and interdisciplinary enquiry. NCTE, 2014 therefore proposes for the two year program to professionalize the secondary teacher education programme. It states "It is desirable within a finite time frame that the existing one-year second Bachelor's (B.Ed.) degree programme is structurally transformed to a two-year one, with deeper and more protracted engagement with school-based experience and reflective and critical engagement with theory." Before we discuss

the prospects and challenges of the two year new teacher education programme, a synoptic view of the one year programme as described by NCF, 2005 has been presented below.

Problems of one year B.Ed. Programme

The one year B.Ed. programme that was in operation till 2014 had the following problems as observed by NCFTE, 2013.

1. Experiences in the practice of teacher education indicate that knowledge is treated as 'given', embedded in the curriculum and accepted without question; there is no engagement with the curriculum. Curriculum, syllabi and textbooks are never critically examined by the student teacher or the regular teacher.

2. Language proficiency of the teacher needs to be enhanced, but existing programmes do not recognize the centrality of language in the curriculum.

3. Teacher education programmes provide little scope for student teachers to reflect on their experiences.

4. Disciplinary knowledge is viewed as independent of professional training in pedagogy.

5. Repeated 'practice' in the teaching of a specified number of isolated lessons is considered a sufficient condition for professional development.

6. It is assumed that links between learning theories, models and teaching methods are automatically formed in the understanding developed by student teachers.

7. There is no opportunity for teachers to examine their own biases and beliefs and reflect on their own experiences as part of classroom discourse and enquiry.

8. Theory courses have no clear link with practical work and ground realities.

9. The evaluation system followed in teacher education programmes is too information-oriented, excessively quantitative and lacks comprehensiveness.

10. Apart from conceptual and pedagogical aspects, existing programmes need to develop certain attitudes, dispositions, habits and interests in a teacher. The present evaluation protocol has no place for evaluating these aspects.

There is no doubt that the above observations of NCFTE (2013) are true to some extent. The author feels that in addition to the above points, it can be seen that the one year teacher education programme does not have the course content to equip the pre-service teachers to teach in inclusive situation, the perspective of sustainable development, role of community knowledge, and ICT is neglected. Teachers also require language fluency in communication and the cultural perspectives of India.

But as these components are lacking severely, the teachers produced by the system are not well prepared to be called as professionals. Many of the teachers that we have are not teachers in true sense as they do not have the passion for teaching and love for children. The NCTE (2014) therefore has designed the two year B.Ed. programme to prepare teachers as professionals. In 2010, NCTE in its report reflects that Professionalization of Teacher Education is very important. It clearly states that "teaching is a profession and teacher education is a process of professional preparation of teachers. Preparing one for a profession is an arduous task and it involves action from multiple fronts and perspectives. A profession is characterized by a sufficiently long period of academic training, an organized body of knowledge on which the undertaking is based, an appropriate duration of formal and rigorous professional training in tandem with practical experience in the field and a code of professional ethics that binds its members into a fraternity.

Vision of Two-year Teacher Education

The Curriculum Framework document of NCTE, 2010 stated that "we engage in the act of envisioning the role of the teacher and the shape of teacher education unfolding in the coming years, it would do us well to take note of the movement of ideas, globally, that have led to current thinking on teacher education. While the search for a philosophy of teacher education that satisfies the needs of our times continues, we seem to be converging on certain broad principles that should inform the enterprise." It has further pointed out the present concerns of teacher education as follows.

1. First, our thinking on teacher education is integrative and eclectic. It is free from the hold of schools of philosophy and psychology. We also do not think of teacher education as a prescriptive endeavour; we want it to be open and flexible. Our emphasis is on changing contexts and our aim is to empower the teacher to relate himself/herself to them.

2. Second, modern teacher education functions under a global canvas created by the concepts of 'learning society', education liberal, humanistic and responsive to the demands of inclusive education. The emphasis in teaching is not on didactic communication but on non-didactic and dialogical explorations.

3. Third, modern pedagogy derives its inspiration more from sociological and anthropological insights on education. There is increasing recognition of the worth and potential of social context as a source for rejuvenating teaching and learning. Multi-cultural education and teaching for diversity are the needs of contemporary times.

4. Fourth, we acknowledge the existence of a diversity of learning spaces and curriculum sites (farm, workplace, home, community and media), apart from the classroom. We also appreciate the diversity of learning styles that children exhibit and learning contexts in which teachers have to function –

oversized classrooms, language, ethnic and social diversities, children suffering disadvantages of different kinds.

5. Lastly, we have realized the tentative and fluid nature of the so-called knowledge-base of teacher education. This makes reflective practice the central aim of teacher education.

Pedagogical knowledge has to constantly undergo adaptation to meet the needs of diverse contexts through critical reflection by the teacher on his/her practices. Teacher education needs to build capacities in the teacher to construct knowledge, to deal with different contexts and to develop the abilities to discern and judge in moments of uncertainty and fluidity, characteristic of teaching-learning environments. Against this backdrop and keeping in view the vision of teacher education as articulated above, the following set of concluding statements relating to a teacher's role, and the philosophy, purpose and practice of teacher education can be made.

1. Teachers need to be prepared to care for children, enjoy to be with them, seek knowledge, own responsibility towards society and work to build a better world, develop sensitivity to the problems of the learners, commitment to justice and zeal for social reconstruction.

2. Teachers need to view learners as active participants in their own learning and not as mere recipients of knowledge; need to encourage their capacity to construct knowledge; ensure that learning shifts away from rote methods. Learning is to be viewed as a search for meaning out of personal experiences and knowledge generation as a continuously evolving process of reflective learning.

3. Teacher education must engage with theory along with field experiences to help trainees to view knowledge not as external to the learner but as something that is actively constructed during learning. Teacher education should integrate academic knowledge and professional learning into a meaningful whole.

4. Teachers need to be trained in organizing learner-centered, activity based, participatory learning experiences – play, projects, discussion, dialogue, observation, visits, integrating academic learning with productive work.

5. Teacher education should engage teachers with the curriculum, syllabi and textbooks to critically examine them rather than taking them as 'given' and accepted without question.

6. Teacher education should provide opportunity to student-teachers for reflection and independent study without packing the training schedule with teacher-directed activities alone.

7. The programme should engage teachers with children in real contexts rather than teach them about children through theories alone. It should help them understand the psycho-social attributes and needs of learners, their special

abilities and characteristics, their preferred mode of cognition, motivation and learning resulting from home and community socialization.

8. The programme should help teachers or potential teachers to develop social sensitivity and consciousness and finer human sensibilities.

9. Teacher education programmes need to broaden the curriculum (both school and teacher education) to include different traditions of knowledge; educate teachers to connect school knowledge with community knowledge and life outside the school.

10. Teacher education programmes need to help teachers appreciate the potential of hands-on experience as a pedagogic medium both inside and outside the classroom; and work as integral to the process of education.

11. Teachers need to re-conceptualize citizenship education in terms of human rights and approaches of critical pedagogy; emphasize environment and its protection, living in harmony within oneself and with natural and social environment; promote peace, democratic way of life, constitutional values of equality, justice, liberty, fraternity and secularism, and caring values.

12. In view of the many-sided objectives of teacher education, the evaluation protocol needs to be comprehensive and provide due place for the evaluation of attitudes, values, dispositions, habits and hobbies, in addition to the conceptual and pedagogical aspects through appropriate quantitative as well as qualitative 'learning to learn' and 'inclusive education'. The concern is to make teacher education holistic and professional.

The two years Teacher Education: an Analysis

NCERT (2010) formulated the two years B.Ed. program and the layout of that curriculum for teacher education was comprising three broad curricular areas: (A) Foundations of Education which include courses under three broad rubrics, namely, Learner Studies, Contemporary Studies and Educational Studies; (B) Curriculum and Pedagogy which include courses under two broad rubrics, namely, Curriculum Studies and Pedagogic Studies; and (C) School Internship leading to the development of a broad repertoire of perspective, professional capacities, teacher sensibilities and skills.

In the year 2014, NCTE prescribed the two year B.Ed. programme and the three components are mostly same as that presctribed in 2010 by NCFTE. The courses are;

1. Perspectives in Education

2. Curriculum and Pedagogic Studies

3. Engagement with the Field

1. The first area, Perspective in Education includes six curricular areas;

   Course 1: Childhood and Growing Up

   Course 2: Contemporary India and Education

Course 3: Learning and Teaching

Course 6: Gender, School and Society (1/2)

Course 8: Knowledge and Curriculum

Course 10: Creating and Inclusive School (1/2)

2. The second area curriculum and Pedagogic Studies includes;

Course 4: Language across curriculum

Course 5: Understanding Disciplines and Subjects (1/2)

Course 7 (a & b): Pedagogy of a school subject

Course 9: assessment and Learning

Course 11: Optional Course (1/2)

3. The third course i.e., Engagement with the field includes;

1. Tasks and assessment that runs through all the courses in both the years.

2. School Internship

3. Courses to Enhance Professional Capabilities (EPC)

a. Course EPC 1: Reading and reflecting on texts (1/2)

b. Course EPC 2: Drama and Art in Education (1/2)

c. Course EPC 3: Critical Understanding of ICT (1/2)

d. Course EPC 4: Understanding the Self (1/2)

Taking this as the guidelines, all the Indian universities have designed their own curriculum of two-year teacher education program. An analysis of the syllabus prescribed by many universities viz., the Mumbai University, M.S. University, Calcutta University, Sambalpur University, and many others, reveal the following prospects and problems.

It can be seen that many of the courses that are there in the one year program viz., Educational Psychology, Principles of Teaching, Indian Society and Education or Sociology of Education, Principles of Teaching and Pedagogy, ICT in Education, Educational Technology, Current Problems of Indian Education, Educational Management, Educational Evaluation, Methods of Teaching 1 & 2, One optional paper, and Practice Teaching for 40 lessons are still there in some form or other in different nomenclature. One can find some new additions of papers like; Language across curriculum, Creating an Inclusive School, and courses on Enhancing Professional capacities viz., Understanding Disciplines and Subjects, Reading and Reflecting on texts, Drama and Art in education, Knowledge and curriculum, and Understanding Self as some additional papers. Further the change emphasized is the student-teachers' change in training approach. Now, the teachers are supposed to give enough opportunities to the children to create knowledge and not just act as an

agency to give knowledge. They will practice in one or two schools for the entire period of their practice teaching and that will be 4 weeks in the first year and 16 weeks in the second year. The shift in emphasis will be teacher centered to child centered education. Student-teacher will get more opportunities to examine the applicability of their acquired knowledge in real field. Looking into the above is it justified to change the course from one year to two year duration is a critical question. The first systematic attempt made by NCTE in 1998 at a national level conference at Goa had a two days deliberation on the topic of duration of B,.Ed. programand its course outline. It was decided that the duration be one and half year and the extra half year duration out of this shall be sole be used for internship programme. There was also the initiative from NCTE in 2002 that the duration of B. Ed. be enhanced from one year to two year. Some of the universities tried it out but gradually found that it is not useful because it did not enhance pre-service teachers' competencies and the same inputs were provided in an extended two-year time. However, with some added aspects that the two years program is now implemented, the following prospects and challenges are apprehended by the author.

Prospects of the two year Teacher Education

1. The program will provide the students an extra one year to be spent under the guidance of teacher education departments/colleges. This may help them to develop professional attitude and passion for teaching as some additional inputs are there in the syllabus.

2. The inputs like; Making Inclusive School, Language across the Curriculum, and Enhancing Professional Competencies may help student-teachers to develop professional competencies.

3. The approach of child-centered orientation in methodology may help to transact in a new way and enhance efficiency of teachers and students' achievement.

4. The new orientation in examinations may help them to design comprehensive and continuous methods of evaluation meaningfully.

5. It will help the student-teachers to understand the contemporary Indian society, situate the mental, emotional, social and physical development of school children, and organize their teaching accordingly.

6. Language proficiency of teachers may develop as it will be a special input for the student-teachers.

Challenges of the two-year Teacher Education

Major challenges for the new teacher education programme of two-year duration will be as follows.

1. The best of the students are not going to be attracted to this profession to invest two years of their youth and earn a salary that is not even at par with

class IV employee. Even if there is enhance professionalism which itself is doubtful, the scenario of employment and salary is not going to be changed drastically. One can see that in almost all the states of India, there is the provision of employing temporary staff and paying them very meager salary. So, many of the good students may like to join other profession than becoming a temporary teacher after spending two years in teacher education.

2. The extra inputs that are included in the two-year programme actually do not fit for two years. This could well be a part in the internship programme of six months. The extra inputs like Enhancing Professional Competencies could very well be done in the school where one joins as a teacher. As professional development is a continuous process, this certainly could be a part when one is joining as teacher.

3. Teacher trainees have different potentialities at entry levels. This is not cognized by the new programme as was the case with the past. So, the basic problem is that a uniform two-year programme like the one year programme will fail to produce teachers whose professional teaching competencies are nurtured in a differentiated manner.

4. This is the first year of the two-year B.Ed. Programme and one can see that the intake of student-teachers in all the teacher education colleges across the country is half of its intake than what it was used to be in the last several years. A total of 11,30,964 student-teachers were enrolled earlier in 16940 colleges. In the current year, this number might have reduced to less than half of the last year. That is a total of 5.00 lakh student-teachers may have been enrolled. It is expected that in the coming years, there will be a heavy shortage of teachers supply.

5. The UGC has been emphasizing on Choice Based (CBCS) system in all the courses offered by our universities. However, if we analyze the courses, no university offering teacher education programme or even the NCTE has thought about this properly. If a student wants to specialize in any course that is offered by any other institutions in India or abroad, the student has no chance of getting that opportunity to sdtudy.

6. The two year teacher education programme is designed in such a way that it will perpetuate the same problem of isolation from the other disciplines in universities. There are no such avenues where the student teachers and teacher educators will interact with experts and understand other disciplines.

7. By spending one year extra time, the professional standing and respect of the profession is not going to change. When the new products of the programme will face the problem in the employment, it will lead to further frustration and mental agony among the teachers.

8. There are lot of private institutions offering teacher education programme with profit motive. When the fees and other expenditure will be doubled, the prospective teachers will desist from taking up this course. Therefore there will be further scarcity of teachers' supply. A lot of private institutions may be eroded. Government institutions and aided teacher education colleges may survive but the further repercussion will be that government will have no option but to open more government funded institutions. If the two-year B.Ed. Programme in Regional Institutes has been running successfully, it is because the students are getting some kind of financial assistants from the institutions. There is a doubt that that all prospective teachers will get financial helps from government.

Conclusions

Teacher education is an important input for national development because on this the quality of education of our children depends. The two-year teacher education programme designed and lunched throughout the nation is welcomed by all institutions and stakeholders. Although time will tell about its success, it is our academic responsibility to dwell about the pros and cons and take necessary measures before it fails and affect our education system. Few aspects of the course like Childhood and growing up, Contemporary India and Education, Learning and Teaching, Gender and school, Critical understanding of ICT, Pedagogy of School subjects, the two methods of teaching, Assessment of Learning were already there in the old syllabus in different names. Few new aspects added up are; Knowledge and curriculum, Creating inclusive schools, and Engagement with the field for Enhancing Professional Competencies. Now the question is these dimensions could very well be taken care up by the prospective teachers during their internship and a whole new year is not needed. May be the alternative could be that of six months time can be added as internship programme by the student-teachers in a school attached to a teacher education institution. There is a dire need to study the effectiveness of the two year teacher education programme at the national level to say it works.

References

1. CASE (2015). Syllabus for Two Year B.Ed. Programme, The M.S. University
2. Mumbai University (2015). Syllabus for Two Year B.Ed. Programme, University of Mumbai, Mumbai
3. NCERT. (2008). Syllabus for two year Bachelor of Education, New Delhi
4. NCTE . (2014). Curriculum Framework: Two Year B.Ed. Programme, New Delhi
5. Panda, B.N. (2015). An Indepth Study of Two Year B.Ed. Programme in Regard to Suitability of Course Contentand Transactional Strategies with Reference to Objectives, Teacher Competencies anhd Commitment Areas. RIE, Bhubaneswar
6. Sambalpur University (2015). Two Year B.Ed. Programme, Jyoti Bihar Burla, Sambalpur
7. Singh, L.C. (2015), NCTE Regulations 2014: A Few reflections on their Impact and Prospects, University News, Vol 53. No.40., AIU, New Delhi

8. (https://web.stanford.edu/ – dlabaree/publications/An_Uneasy_Relationship_Proofs.pdf

9. (https://web.stanford.edu/ – dlabaree/publications/An_Uneasy_Relationship_Proofs.pdf downloaded on 6.10.2015)

10. http://ncte-india.org/ncte_new/pdf/Demand%20&%20Supply.pdf downloaded on 27.10.2015

11. Teacher Education - Historical Overview, International Perspective - Teachers, Teaching, Programs, and Schools , SateUniversity.com

12. http://education.stateuniversity.com/pages/2479/Teacher-Education.html#ixzz3nmx6RqVL

Technology Integration in Teacher Education : A Quality Dimension

D. Mukhopadhyaya*

Introduction

"No century in recorded history has experienced so many social transformations and such radical ones as the twentieth century. Theymay turn out to be the most significant events of this, our century, and its lasting legacy." submit Peter F. Drucker (1994)

We had moved through four revolutions in education:

- The shifting of responsibilities from family to school
- The adoption of written word instead of verbal communication
- The invention of printing press
- The developing of electronics

But we are now passing through the fifth revolution, the information revolution. In the days of information revolution knowledge is the best and most important asset in personal and social lives.

India-civilized Past

Great scholar Max Muller has narrated in his own words : " If I were asked under what sky the human mind has most fully developed some of its choicest gifts, has most deeply pondered on the greatest problems of life, and has found solutions to some of them which well deserve the attention of even those who have studied Plato and Kant, I should point to India".

In searching the roots of education in the past, we get examples of education systems in those days:

"The teacher is the prior form; the people is the later form, knowledge is their junction; instruction is the connection." (Taittaeriya Upanishad, 1.4.1)

---

* Professor of Education, School of Education, NSOU, WB

In the "Katha Upanishada" we find-

> "Know the self as the Lord of the Chariot and the
> body as verily, the chariot, know intellect as the
> charioteer and mind as verily, the rains.
> The sense, they say, are the horses; the object of
> the senses as the paths; the self-associated with
> the body, the senses and the mind-wise men
> declare is the enjoyer."

-The Katha Upanishada, 1.3.3 (Transated by Radhakrisnan, 1998)

In Old Indian Literature one can also find two categories of knowledges: Paravidya and Aparavidya. Method of Instructions were individual and aim of education was to liberate mind; "Sa vidyajahbimmuktaye."

The duties and responsibilities of teachers were many and varied. This was reflected in various old scripters:

- This truth is not grasped when taught by an inferior man.   [Katha – 1,2,8]
- The teacher should be well versed in sacred lore. [Mund-i, 2, 12]
- The teacher would teach a fit pupil only and teach him the exact truth, as he knows it.   [Mund – 1, 2, 13]

This indicates that the teachers had to gather some knowledge to select the fit pupil and only that knowledge were imparted which exactly fitted them.

In the 'Taitteriya Upanishad', we find the mechanisms of instructional systems.

> "Acharyapurva-rupam, antevasy
>
> uttara-rupam, vidyasandhi, pravachanas
>
> Samdhanam, ityadhivdyam".   -Taitteriya Upanishad, 1.4.1

Or

> "He, the supreme God, may protect us both,
> may nourish us both, may we perform
> the heroic deeds together. May we not envy
> each other, may we live together happily."

This is the modern concept of 'Learning to Live together and live with others' as considered one of the Pillars in the UNESCO Report (1998), Learning the Treasure Within.

In the 'Hastana Satak' of the Mahavharata, we find the concept of multi-channel learning

> "Acharya Padamadatte
>
> Padamsishyaswa-medhaya
>
> Padamekamswabrahmachirivvi
>
> Padamkalacramena hi."

During the Buddhist era there was systems of training of monks and in future they generally took the charge of teaching in Sanghas.

Generally a pupil monk was entrusted to "learn recitation, holding examination, making exhortation, and explaining Dhamma."   [Chullav., viii, 7, 4]

The history of teacher and teacher training can be traced in the later Vedic education, though these were written in the form of duties and responsibilities of teachers. Some of these are as follows:

i) "This truth is not grasped when taught by an inferior man." [Katha – 1,2,8]

ii) The teacher should be well versed in sacred lore. [Mund-i, 2, 12]

iii) The teacher would teach a fit pupil only and teach him the exact truth, as he knows it. [Mund – 1, 2, 13] This indicates that the teacher should had some knowledge to select the fit pupil and only that knowledge were imparted which exactly fitted them.

There are many more instances about the qualities and knowledge required to be a good teacher.Actually Education was given the highest priority – Swadesh Pujyate Raja, Vidwan Sarvatra Pujyate.

From the Vedic age downwards, the central conception of education of the Indians has been that it is a source of illumination giving us a correct lead in the various spheres of life. Knowledge is considered as the third eye of man, which gives him insight into all affairs and teaches him how to act and in that case the teacher has an important place. In Bhartiya Darshan 'Guru' has significant place. It consists of two words, Gu-ru. The word 'Gu' indicated darkness and 'ru' means controller. So 'Guru' means to avoid darkness or ignorance.

In those times method of teaching was mainly catechetical. Pupils asked questions and the teacher elaborately discussed them. Thus through question, cross-question and answer the study went on and on.

There were three types of schools and teachers were teaching in those schools: i) Homes of teachers as schools   ii) Debating Circles and Parisads iii) Conferences

During the Buddhist era there was system of training of monks and in future they generally took the charge of teaching in Sanghas. Generally a pupil monk was entrusted to "learn recitation, holding examination, making exhortation, and explaining Dhamma." [Chullav., viii, 7, 4]

In the 'Hastana Satak' of the Mahavharata, we find the concept of multi-channel learning

> "Acharya Padamadatte
> Padamsishyaswa-medhaya
> Padamekamswabrahmachirivvi
> Padamkalacramena hi."

During the Buddhist era there was systems of training of monks and in future they generally took the charge of teaching in Sanghas.

Generally a pupil monk was entrusted to "learn recitation, holding examination, making exhortation, and explaining Dhamma."   [Chullav., viii, 7, 4]

The history of teacher and teacher training can be traced in the later Vedic education, though these were written in the form of duties and responsibilities of teachers. Some of these are as follows:

i) "This truth is not grasped when taught by an inferior man." [Katha – 1,2,8]

ii) The teacher should be well versed in sacred lore. [Mund-i, 2, 12]

iii) The teacher would teach a fit pupil only and teach him the exact truth, as he knows it. [Mund – 1, 2, 13] This indicates that the teacher should had some knowledge to select the fit pupil and only that knowledge were imparted which exactly fitted them.

There are many more instances about the qualities and knowledge required to be a good teacher.Actually Education was given the highest priority – Swadesh Pujyate Raja, Vidwan Sarvatra Pujyate.

From the Vedic age downwards, the central conception of education of the Indians has been that it is a source of illumination giving us a correct lead in the various spheres of life. Knowledge is considered as the third eye of man, which gives him insight into all affairs and teaches him how to act and in that case the teacher has an important place. In Bhartiya Darshan 'Guru' has significant place. It consists of two words, Gu-ru. The word 'Gu' indicated darkness and 'ru' means controller. So 'Guru' means to avoid darkness or ignorance.

In those times method of teaching was mainly catechetical. Pupils asked questions and the teacher elaborately discussed them. Thus through question, cross-question and answer the study went on and on.

There were three types of schools and teachers were teaching in those schools:
i) Homes of teachers as schools   ii) Debating Circles and Parisads iii) Conferences

During the Buddhist era there was system of training of monks and in future they generally took the charge of teaching in Sanghas. Generally a pupil monk was entrusted to "learn recitation, holding examination, making exhortation, and explaining Dhamma." [Chullav., viii, 7, 4]

In the medieval era though there were Tolls and Pathsalas but they were in the declining stage instead Maktabs and Madrasas took its place. Teachers were trained to develop their mental faculties through religious education.

In the medieval era Teaching Methods were not much developed and quality of education was detoriated due to the change of education systems. Technologies were there according to age.

Some Changes in Teacher Education in India

Some significant changes could be seen in teacher education in the last decade. Some of these are as follows:

* NCTE Act was enacted in the Parliament in 1993. This has helped a coordinated and systematic preserves and in-service teacher education.
* According to POA-1992 DIETs, CTEs and IASEs were established as centrally sponsored scheme of TE.

Present State of Educational Process of Education has changed due to the changes in social, political and economic systems. This has changed the teacher and at the same time teaching. Now the Priorities are :

* Marks in the Examination
* Learning / Understanding
* Liking the subject

Integration of Technology in Teacher Education

New technologies have changed nearly every aspect of modern life:

* Medicine
* Travel
* News production
* Scientific enquiry
* Food production and many more and many more

UNESCO Report on Education for Sustainable Development 2005-2014 suggested Five Pillars of Education instead of Four Pillars considering the new demand of the world. These are as follows:

1. Learning to know
2. Learning to be
3. Learning to live together
4. Learning to do
5. Learning to transform one self and society

i) Some New Drivers in Education

For centuries, three factors have driven economies all over the world: land, labor and capital. Now there are three new big "drivers":

- Ideas
- Brainpower
- Information, specially scientific information

Traditional resources for the industrial revolution were timber, coal, oil and minerals (iron ore for iron, bauxite for aluminum). These are nearly all non-renewable.

Our new natural resources are:

- Sand and silica — for microchips and fiber optics
- Air and wireless
- Science and creativity — including photonics, lasers and digital storage.

All these are plentiful and cheap. Actually the introduction of printing press has led to the first information and communications explosion. Before Gutenberg in 1452, Europe had only 30,000 books in all and by 1500 AD it rose to more than9 million.

Now let us consider some more developments:

- 1872 The first typewriter
- 1876 The first phone message
- 1884 The first Linotype machine
- 1894 Silent movies
- 1895 First radio signals
- 1922 Talking movies
- 1926 Infant television

In 1988 we could send 3,000 messages at once on one fiber-optic cable. Now we can send more information on a single optic fiber cable in a second than was sent over the entire Internet in 1997 in a month.

These developments have strong impact on education and schooling. We now use standardized classrooms, standardized tests and standardized results.

ii) Educational Technology

Educational Technology is not a set of machines or device, it is actually a means or a way of structuring thought and action; it is a system rooted in positivism and empirical science, social engineering, and the social discourses related to vision of progress, economic interest and control.

Technology optimises human learning and development of technology increases

the capacity and capability of human learning. The development of new technologies has enhances the changes of methods and methodologies of teaching learning process. Till the first half of the 20th century teacher was at the center stage and whatever helped the teacher in controlling the TLP was put in to the fold of ET. But things changed after 2nd world war. Learners now come to the center stage and learners are given more priorities than the teachers. In the last few decades' new systems of teaching learning processes have evolved and systems approach from Cybernetics has taken the center place in education. The computer system evolved from Cybernetics has influenced education systems, the learning processes of an individual and also the group. The following figures (Fig. 1 & 2) will help us to follow the changes in the classroom systems in the 20th and the 21st centuries.

Most of the teachers in the present days are discipline oriented. Teachers or educationists are experts in their own field of studies and remain in their closed-door compartments.
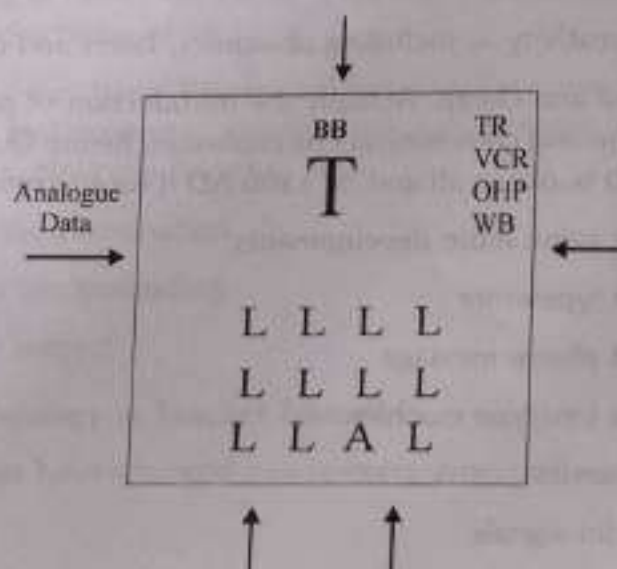
Figure 1: Elements of the traditional classroom in 20th Century
(T = Teacher, L = Learner, A = Absent learner)
Equipments- Whiteboard or overhead projector

Thus a teacher of Physics or Chemistry hardly know anything about methods and methodologies of Education and in the same way a teacher of pure Psychology or Education knows little about development of software required for the application in the TLP. Thus in most of the occasions one compartment requires the help from other sides.

Different computer games are now developing which requires interdisciplinary areas. Computer games like Sim City requires a team of experts from various fields like Town Planning, Psychology, Sociology, Engineering, etc. Now this is possible due to the emerging trends of Technology of Education.

In the old days a teacher had to depend only on one-way communication like lecturing. Thus the learners could know the one side of the problem. But now due to

the possibility of developing Virtual Reality, the rigid concepts are slowing breaking. It is now becoming reality that teachers, experts and educationists will also change their thinking styles slowly, because it will require time to arrive at the expected level.
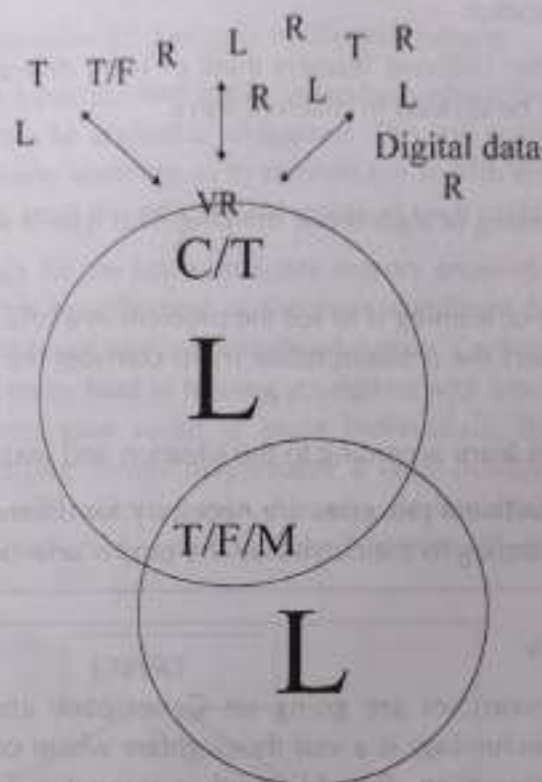
Figure 2: The twenty first century classroom

L - Learner,   T/F/M - teacher/ facilitator/ manager,   R - resources (print, speech, music, pictures, animations video etc),   C/T - computer/ telephone (network link)

Some Uses of Educational Technology

Some recent advances in technology might help us to understand their stupendous impact on education. ET has gained a lot from this advancement of science and technology.

Dawson, J.M. marketing Director, has described it in a very lucid way in his article "The Future of Educational Technology". According to Dawson (2005):

"The key to educational technology is software and what the students and teachers do with it. Judging the appropriateness, effectiveness, and capability of technology in the classroom is difficult. New classroom tools mean new opportunities for learning and teaching. Simple-to-use multimedia authoring applications, digital media collections, the Internet, and new, educationally valid curriculum-based software are all making the learning-centered classroom a reality."

We will give some example now to understand how the changes are going on in our different walks of life.

i) Animators

ii) The electronic numerical integrator and computer (ENIAC), the first all-electronic computer, built in 1946

iii) Distance Education

iv) Learning Styles: Different learners think or learn differently. The styles of learning may be divided in different ways.

The main groups may be:

- Serialised thinking or algorithmic thinking. This type is similar to deductive thinking.

- Another style of learning is to see the problem in a total form. They do not prefer to dissect the problem rather try to consider the problem in a total form.

- Some learners learn according to the situation and learning environment.

Thus different instructional processes are necessary for different learners. Future learners will learn according to their styles by the proper selection and application of ET.

v) Virtual Reality

Extensive researches are going on Cyberspace and Virtual Reality. Cyberspace technology is a vast thoroughfare where computer meets and exchange information. By adding other computers in on line process, practically an unlimited space can be used to collect and exchange information.

This will help future learners to learn independently and design their own learning modes and styles.

vi) Lifelong Learning

Due to the rapid development of technology and communication systems we are rapidly moving towards a new learning society where everybody will be a lifelong learner. Continuous learning will be the key element of societal development in the learning society. In the learning society and technology will help learners in the new learning society.

vii) Multiple Learning Resources:

Today computers can do multiple activities in TLP. Many new dimensions of computer applications are developing rapidly. The future learners will be able to use ET in different ways in education.

viii) Multiple Learning Resources:

Artificial Intelligence used in education systems is now called "intelligent tutors", a step beyond traditional computer aided instruction. The Intelligent

Tutoring System (ITS) should be able to deduce a learner's approximation of the knowledge that he is being tutored for. The tutorial strategy must be intelligent in that the system can implement strategies to reduce the difference between expert and student performance (Fig. 3).

ix) Future Education for Specially challenged people:

What we have learned about individual educational plans for disabled students may be applied to all learners. This will result in a greater efficiency in all schools, enabling us to provide the human and computer resources needed to meet the educational needs of each child.

Technology for the future includes *sensory prosthetic devices* for disabled people. This may be one of the most significant factors in providing all children an equal and appropriate education. *Cochlear implants* are already providing many hard of hearing youngsters with functional hearing. *Speech synthesizers* give voice to mute individuals. New developments in *microelectronic lenses* may enable a large number of visually disabled people to read printed books. Already, *reading machines for blind* people open the vast world of print to them. Experiments with *computer-controlled*
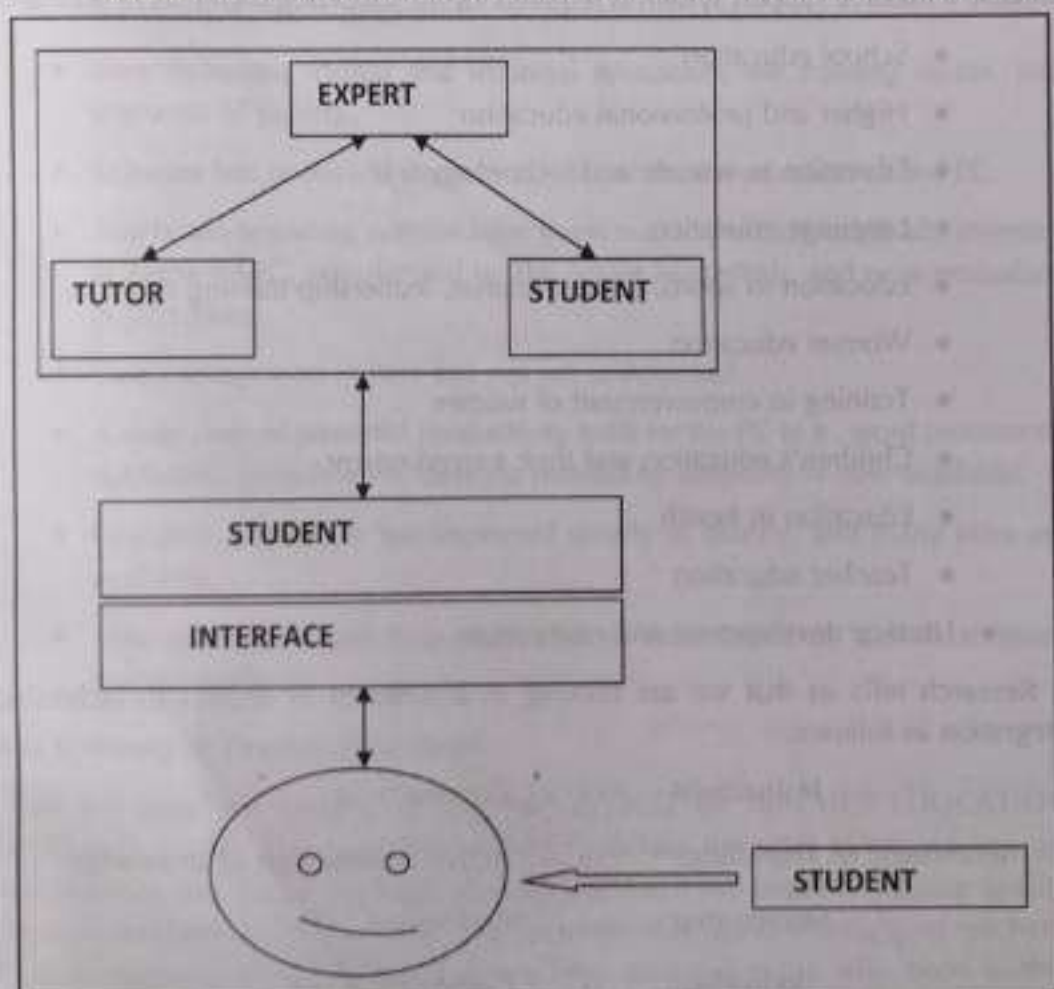
Fig. 3. Intelligent Tutoring Systems

muscles in people with spinal cord disabilities have enabled them to walk across the stage to receive their college diplomas.

x) EDUSAT: EDUSAT is a dedicated satellite for education. In education it is used for:

To develop quality in education interactive new generation pedagogy is essential. The ICT enabled education may provide interactive communication in education. These include:

- One way TV broadcast,
- Interactive TV via phone in,
- Interactive TV with computer support e-mail,
- Video conferencing,
- Computer conferencing,
- Web-based interaction etc. (Mukhopadhyay, 2002)

This requires a full satellite of which channels are dedicated for education only. Because a massive support system is required for the following segments of education:

- School education
- Higher and professional education
- Education in science and technology
- Language education
- Education in sports, games, dramas, leadership training etc.
- Women education
- Training in empowerment of women
- Children's education and their entertainment
- Education in health
- Teacher education
- Literacy development and many more

Research tells us that we are moving in a different in respect to technology integration as follows:

Instructivist	→	Constructivist
Transmission of Knowledge	→	Active construction of knowledge
Step-by-step	→	Exploration
Individual	→	Collaborative

Learning from technology   →   Learning with technology

Decontextualized   →   Authentic

But pedagogy has not kept up. It is now:"One step forward for technology, two steps back for pedagogy"

From the above three suggestions can be put forward to help move forward. These are:

1. Use technologies as cognitive tools

2. Use authentic learning contexts and tasks

3. Engage in professional development, sustained through community

In more recent years, the emphasis in educational computing has shifted to subject matter integration, using the computer as a tool to support teaching and learning in specific disciplines. Teaching about technology takes a back seat to teaching and learning with technology. Thus today technology in Teacher education is:

- Today, instructional design, educational media, and educational computing are robust fields of endeavor.

- They influence formal and informal education, the training sector, and segments of society.

- Software has improved dramatically since the introduction of the PC.

- Text-based operating systems have given way to the GUI, originally invented at Xerox PARC, popularized by the Apple Macintosh, and now embodied in Windows.

- Voice recognition is here but not yet widespread.

- A wide array of powerful productivity tools for the PC (e.g., word processors, databases, spreadsheets, desktop publishing software) is now available.

- Educational software has improved greatly in quality, and many titles are available.

- The Web has made huge quantities of information as well as software readily available.

What is Wrong in Teacher Education?

The sub head has been given by the UNESCO on TEACHER EDUCATION GUIDELINES (2002). The guidelines states: "Teachers are vital unless we can get more teachers, and better teachers, we will not reach the target of making quality education available for all by 2015. But there are still world shortages of teachers, still large numbers of under qualified teachers, and still many who need further professional education and training as they work."

The document points many shortcomings in TE, which are relevant for Indian too. Some of these are important in our country and need to be mentioned:

- Budgets of Teachers' Education purposes is low and in times gets less priorities

- In many countries female teachers are minority in primary schools

- A large number of teachers are untrained or under trained and in many cases the difference between the effectiveness of trained and untrained teachers cannot be found. The report points out: "About half of the teachers in developing countries are unqualified in terms of their own countries formal standards for teachers' education. Many teachers have little more than secondary education themselves. Teaching methods are often old fashioned, with too much focus on rote learning (**DIFD2001: 9**).

- In transition countries (India must be one of them), society is expecting teachers to change their approach as education itself is being reformed. And these new changes will affect initial education of teachers and programmes of continuing professional development.

In order to meet the above demands and other growing demands of the society eucation and training of the teachers should have the elementary components, which will:

1. improve the general educational quality of teachers

2. increase the knowledge and understanding of the subjects they are to teach

3. enhance knowledge of pedagogy

4. develop understanding about the learners

5. improve practical skills, competences and commitment

These components require improved quality andcommitmentof teachers and teacher education and at the same time general education for which the teacher has been appointed.

The present information society is changing fast. Knowledge is becoming obsolete very rapidly. In this situation one time training of teachers is not sufficient. For this reason in-service training of teachers is essential to maintain the quality and standard of the teaching learning systems.

After the completion of the initial TE programme, it is expected that the successful participant will be able to do the following activities:

- Preparation for the future profession

- Engage in goal setting

- Understand the curriculum and develop professional knowledge so that they can do their day to day professional activities in the future

- Develop application of subject knowledge properly in actual classroom setting

- Apply teaching strategies and techniques according to the requirement in a particular setting of the class level, infrastructural facilities available and environmental situations

- Develop skills of classroom management

- Acquire necessary skills for assessment and recording of pupils' progress

- Prepare the foundation for further professional development

Conclusion

Mahatma Gandhi, when talking about the education in an independent India, at Chatham House, London on October 20, 1931, he said:

"I say without fear of my figures being challenged successfully, that today India is more illiterate than it was fifty or a hundred years ago, and so is Burma, because the British administrators, when they came to India instead of taking hold of things as they were, began to root them out. They scratchedthe soil and began to look at the root, and left the root like that, and the beautiful tree perished."

This is exactly true in all other areas also. We are now far ahead of this. The recent verdict of the Supreme Court and the Verma commission Report shows light in this direction.

Today the education system has become more complex than before. The learning society is changing in to a knowledge society. Teachers have to attend different problems and demands of the society and the students. In this complex situation education of teachers are very important to renew and update their knowledge in the respective fields of teaching.

But one thing should be mentioned here that there should be incentives for teachers who would show efficiency and integrity in their professional duties and responsibilities.

References

- Anderson, L. (1991). Increasing teacher effectiveness. Paris: UNESCO.

- Annual Report 2008-2009, National Council for Teacher Education, (NCTE), ND.

- Annual Report, 2007-08, MHRD, Government of India, New Delhi.

- Bates, A. W. (1993). Educational aspects of the telecommunications revolution.

- Bernard, A. (1999). The child-friendly school: a summary, UNICEF, New York

- Carron, G. and Chau, T.N. (1996). The quality of primary schools in different development contexts. Paris: UNESCO.

- Curriculum Framework for Teacher Education, draft 2006, National Council for Teacher Education (NCTE), New Delhi.

- Gaziel, H. (1998). School-based management as a factor in school effectiveness. International Review of Education

- Mohan Kumar, P. S. (2006): Total quality management (TQM) in higher education and relevance of accreditation

- Mukhopadhyaya. D.(2002) :Teacher Education in the Cybernetic Age: A Challenge before the Developing World. Paper presented in the International Conf. Moradabad.

- National Curriculum Framework for Teacher Education, 2009, NCTE, New Delhi

- National Council of Teacher Education : NCTE Initiatives For Quality Improvement in Teacher Education (2001) Programme. New Delhi: NCTE

- Right of Children to Free and Compulsory Education Act. 2009, The Gazette of India, August 27, 2009, New Delhi.

An Empirical Analysis of The Influence of Colleagues on Motivation of School Teachers

Debarshi Roy* and Palas R Sengupta**

ABSTRACT : It is widely accepted that teachers represent the most important segment in the organizational structure of a school. Thus the motivation of the teachers is of primary importance to the school management. A study of literature reveals that while there have been a wide range of studies on teacher motivation and the impact of the motivation of teachers on the performance of schools there have not been much studies which dealt with the influence of peers on the motivation of teachers .Thus there was a need to study how teachers are motivated by their peers. This study dealt with the peer factors that affect the motivation of teachers and their relative significance in such motivation. A random sample of teachers from North Bengal were involved in the study (N= 111). This sample included primary, middle and high school teachers of a wide range of schools. The findings were analyzed and the factors that affect their motivation were categorized. A factor analysis resulted in the extraction of three factors. These were termed as Relationship factors, Ambition factors and Clash factors. A multiple regression analysis was then conducted using the factor scores as predictor variables.

The findings had wide practical significance for school management and organizational behaviorists as it provided an insight into the peer factors that motivate knowledge workers like teachers and sought to help experts to manage and strategize approaches for optimal teacher motivation.

Keywords : Motivation , Teacher , Colleagues , System, principal component regression

Introduction

The word motivation is derived from a Latin word *motivus* which means a moving cause. It describes the various internal and external forces which act on a person to initiate a certain behavior. Motivating forces thus account for the arousal, selection,

---

* PhD Scholar at the Department of Commerce, University of North Bengal . His research interests include organizational behaviour with special focus on school organization, educational leadership , behavioural game theory and applied behavioural systems design. Email : roy.debarshi@gmail.com

** M.Com, LL.B., PhD., D.Litt. is currently a Professor(HRM & OB) and Dean, Faculty of Arts, Commerce and Law, University of North Bengal. He has about 33 Yrs. of research and teaching experience. He has published a number of research papers in Indian and Foreign Journals and has guided a number of PhD Scholars. His research interests include Human resource Management, Organizational Behaviour and Organization development. Email : senguptapalas@gmail.com

direction, and continuation of behavior (*Psychology Applied to Teaching: Biehler and Snowman*). There are three approaches or views to motivation. The behavioral approach to motivation lies in the philosophy of reinforce desired behavior .It is mostly based on the works and theories of Burrhus Frederic Skinner (1904-1990). The cognitive view to motivation gives importance to intrinsic motivation which is in fact motivation from inside one's self .This view is closely related to Jean Piaget and his principles of equilibration, assimilation and accommodation. The Humanistic view of motivation says that people are motivated to satisfy deficiency needs only when those needs are unmet. Numerous motivational theories like Maslow's hierarchy of needs and Frederick Herzberg's motivation hygiene theory are based on the humanistic views of motivation.

Motivation is an important strategic tool in the management of any enterprise especially people driven, knowledge based organizations like schools. Thus the efficacy of the teaching-learning process itself is dependent to a large extent on the motivation of the teachers. High levels of teacher motivation results in visible enthusiasm to perform both academic and non academic tasks. Conversely, low levels of motivation are observed in apathy and disinterest to perform even the routine tasks of classroom teaching or evaluation. Brumback (1986) and Maehr (1984) had studied the importance of teacher's job satisfaction and motivation on the results of students and on the performance levels of teachers. It was found in both the studies that motivated teachers performed better.

A study of related literature revealed that while studies had been conducted on the motivation of teachers, specific studies dealing with the influence of colleagues on the motivation and performance levels of teachers were sparse and very few vertical studies on this specific factor were found by the researcher. However a number of studies on the influences of colleagues on the motivation levels of workers in general had been conducted and some were relevant to the topic of this study.

Morton Inger (1993) emphasized the collaborative approach between teachers to *'make connections between subjects, and explore new relationships between the school and the world of work'* (Inger , CenterFocus , December 1993) . Inger also stressed that collaborative approach not only enhanced teacher performance, it also led to greater job satisfaction and less burn-out rates by mitigating the isolation which classroom teaching brings forth. The traditional image of teachers as selfless people who have chosen to sacrifice their lives to educate their students has seen a paradigm shift. Teaching is now a profession just as any other with the presence of all the organizational variables that affect job satisfaction and motivation in other professions. This study attempted to study in detail the role of colleagues in motivation of teachers to perform to their optimal capability in school.

The experience of the teachers with their colleagues was assumed to be dependent on ten factors. These factors were;-

1. Helpful
2. Friendly

direction, and continuation of behavior (*Psychology Applied to Teaching: Biehler and Snowman*). There are three approaches or views to motivation. The behavioral approach to motivation lies in the philosophy of reinforce desired behavior .It is mostly based on the works and theories of Burrhus Frederic Skinner (1904-1990). The cognitive view to motivation gives importance to intrinsic motivation which is in fact motivation from inside one's self .This view is closely related to Jean Piaget and his principles of equilibration, assimilation and accommodation. The Humanistic view of motivation says that people are motivated to satisfy deficiency needs only when those needs are unmet. Numerous motivational theories like Maslow's hierarchy of needs and Frederick Herzberg's motivation hygiene theory are based on the humanistic views of motivation.

Motivation is an important strategic tool in the management of any enterprise especially people driven, knowledge based organizations like schools. Thus the efficacy of the teaching-learning process itself is dependent to a large extent on the motivation of the teachers. High levels of teacher motivation results in visible enthusiasm to perform both academic and non academic tasks. Conversely, low levels of motivation are observed in apathy and disinterest to perform even the routine tasks of classroom teaching or evaluation. Brumback (1986) and Maehr (1984) had studied the importance of teacher's job satisfaction and motivation on the results of students and on the performance levels of teachers. It was found in both the studies that motivated teachers performed better.

A study of related literature revealed that while studies had been conducted on the motivation of teachers, specific studies dealing with the influence of colleagues on the motivation and performance levels of teachers were sparse and very few vertical studies on this specific factor were found by the researcher. However a number of studies on the influences of colleagues on the motivation levels of workers in general had been conducted and some were relevant to the topic of this study.

Morton Inger (1993) emphasized the collaborative approach between teachers to 'make connections between subjects, and explore new relationships between the school and the world of work' (Inger , CenterFocus , December 1993) . Inger also stressed that collaborative approach not only enhanced teacher performance, it also led to greater job satisfaction and less burn-out rates by mitigating the isolation which classroom teaching brings forth. The traditional image of teachers as selfless people who have chosen to sacrifice their lives to educate their students has seen a paradigm shift. Teaching is now a profession just as any other with the presence of all the organizational variables that affect job satisfaction and motivation in other professions. This study attempted to study in detail the role of colleagues in motivation of teachers to perform to their optimal capability in school.

The experience of the teachers with their colleagues was assumed to be dependent on ten factors. These factors were:-

1. Helpful

2. Friendly

3. Professional and Academically competent
4. Hardworking and Dedicated
5. Competition
6. Conflicts
7. Team Spirit
8. Trustworthy and Dependable
9. Political power play
10. Informal relationships

Methodology

This was a descriptive research study and no there was no intervention on the part of the researcher to influence the existing situation. The study was conducted with a sample of randomly chosen school teachers teaching and residing in the districts of Darjeeling and Jalpaiguri in West Bengal (N = 111) and was based on the responses to a confidential questionnaire that was given to the sample. The sample consisted of a mix of high, medium, primary and pre primary level teachers from a wide range of schools covering missionary managed English medium schools, individually managed private English medium schools, Hindi and Bengali medium schools both in the urban and rural areas. Most of the questionnaires were personally given to the respondents through visits and the rating scale and the questions were explained. The analysis of the response was then carried out. The software used for

DATA ANALYSIS AND RESULTS

TABLE 1 : Descriptive Statistics

	N	Range	Minimum	Maximum	Mean	Std. Deviation	Variance
VAR00001	111	4.00	1.00	5.00	2.9279	1.43154	2.049
VAR00002	111	4.00	1.00	5.00	2.6847	1.25757	1.581
VAR00003	111	3.00	1.00	4.00	2.1892	.88947	.791
VAR00004	111	4.00	1.00	5.00	2.3063	1.02507	1.051
VAR00005	111	4.00	1.00	5.00	2.7207	1.06320	1.130
VAR00006	111	4.00	1.00	5.00	2.6396	1.15044	1.324
VAR00007	111	4.00	1.00	5.00	2.6396	1.06850	1.142
VAR00008	111	4.00	1.00	5.00	3.1532	.93613	.876
VAR00009	111	3.00	1.00	4.00	2.2523	.94838	.899
VAR00010	111	3.00	1.00	4.00	2.3784	1.00049	1.001
VAR00011	111	4.00	1.00	5.00	2.9640	1.27869	1.635
VAR00012	111	4.00	1.00	5.00	2.4144	.97671	.954
Valid N (listwise)	111						

the quantitative analysis was SPSS 17.0. The questionnaire used for the study had twelve questions which the respondents had to rate on a five point Likert- type scale. In the first two questions the respondents were asked to rate their efforts to give their best at work in school and to rate their overall experiences with their colleagues in school. The scale used here was; 1 = Terrible 2 = Not satisfactory 3 = Satisfactory 4 = Good 5 = Excellent. These two questions represented the dependent variables. In the following ten questions the teachers' experiences with the various aspects of their relationships with their colleagues were rated on a five point Likert-type scale. This five point scale was; 1 = Never 2 = Not common 3 = Sometimes 4 = Mostly 5 = Always. These ten questions represented the independent variables. At the first the stage the data was checked for reliability and validity. On ensuring its reliability and validity the data was subsequently analyzed and inferences were then drawn.

The overall Cronbach's Alpha for the overall study was .803. The Cronbach's alpha for section A of the questionnaire which included two questions which represented the dependent variables was .876 and the Cronbach's alpha for Section B of the questionnaire which contained the independent variables was .683. Thus the reliability was in the acceptable range.

A correlation analysis with the dependent variable as given in question 1 which asked the respondents to rate their efforts to give their at work in school and question 2 which asked the respondents to rate their overall experience with their colleagues in school yielded a correlation coefficient of .785.

Table 2 : Correlation between the effort to give ones best at work in school and the experience with colleagues at school.

Correlations

		VAR00001	VAR00002
Effort to give ones best at work in school	Pearson Correlation	1	.785**
	Sig. (2-tailed)		.000
	N	111	111
Experience with colleagues at school	Pearson Correlation	.785**	1
	Sig. (2-tailed)	.000	
	N	111	111

**. Correlation is significant at the 0.01 level (2-tailed).

The results of the factor analysis are given the following tables :-

Table 3: KMO and Bartlett's Test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.797
Bartlett's Test of Sphericity	Approx. Chi-Square	551.668
	df	45
	Sig.	.000

Table 4 : Total Variance Explained

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.422	44.218	44.218	4.422	44.218	44.218
2	1.420	14.203	58.420	1.420	14.203	58.420
3	1.126	11.258	69.678	1.126	11.258	69.678
4	.838	8.384	78.062			
5	.716	7.159	85.221			
6	.561	5.605	90.826			
7	.321	3.212	94.039			
8	.244	2.438	96.476			
9	.219	2.186	98.662			
10	.134	1.338	100.000			

Extraction Method: Principal Component Analysis.
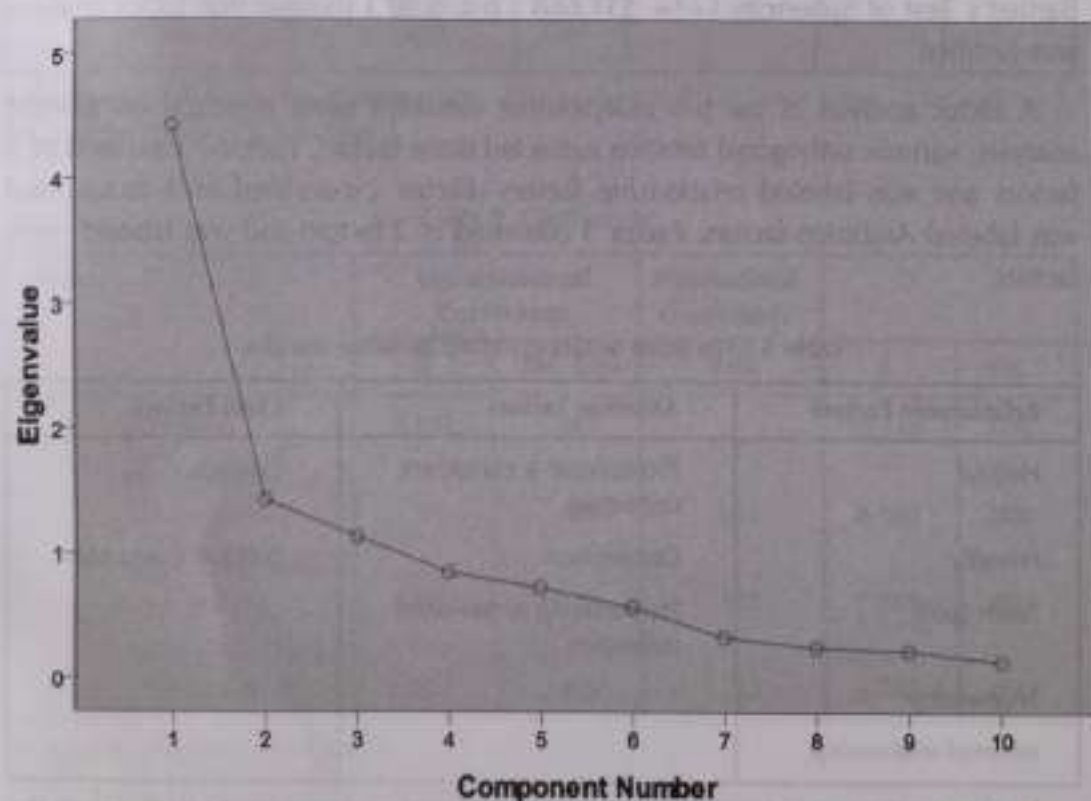
Figure 1. Screen Plot

Table 5 : Rotated Component Matrix[a]

	Component		
	1	2	3
VAR00003	.842	.214	.206
VAR00004	.890	.319	-.007
VAR00005	.223	.743	.384
VAR00006	.216	.871	.089
VAR00007	.215	.864	.077
VAR00008	-.158	-.075	-.770
VAR00009	.799	.297	-.056
VAR00010	.609	-.046	.470
VAR00011	.022	-.362	-.635
VAR00012	.524	.073	.393

Extraction Method: Principal Component Analysis.   Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 7 iterations.

The Kaiser-Meyer-Olkin Measure of Sampling Adequacy (KMO − .797) and Bartlett's Test of Sphericity (χ^2− 551.668 , p< 0.00) showed that factor analysis was justified.

A factor analysis of the ten independent variables using principal component analysis, varimix orthogonal rotation extracted three factors. Factor 1 consisted of 5 factors and was labeled *relationship* factors. Factor 2 consisted of 3 factors and was labeled *Ambition* factors. Factor 3 consisted of 2 factors and was labeled *clash* factors.

Table 6 : The three factors extracted by factor analysis.

Relationship Factors	Ambition Factors	Clash Factors
Helpful	Professional & competent colleagues	Conflicts
Friendly	Competition	Political Power play
Team Spirit	Hardworking & dedicated colleagues	
Trustworthy		
Informal relationship		

In the next step principal component regression was conducted using the component scores as predictor variables. Ul-Saufie et al (2011) had postulated that if

principal components are used as inputs the prediction capabilities of multiple regression models' improves. This is because the complexities of the model are reduced and multicollinearity is eliminated. Hence a multiple regression analysis was run wherein the variable 1 which represented the motivation of the teachers to give their best at work in school was taken as the predicted variable and the components extracted by the principal component analysis as the predictor variables. The results are:

Table 7. Model Summary[a]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.768[a]	.589	.578	.93004	1.492

a. Predictors: (Constant), REGR factor score 3 for analysis 1, REGR factor score 2 for analysis 1, REGR factor score 1 for analysis 1

b. Dependent Variable: VAR00001

Table 8 ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	132.872	3	44.291	51.205	.000[a]
	Residual	92.552	107	.865		
	Total	225.423	110			

a. Predictors: (Constant), REGR factor score 3 for analysis 1, REGR factor score 2 for analysis 1, REGR factor score 1 for analysis 1

Table 9 Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	2.928	.088		33.168	.000
	REGR factor score 1 for analysis 1	.779	.089	.544	8.780	.000
	REGR factor score 2 for analysis 1	.701	.089	.490	7.907	.000
	REGR factor score 3 for analysis 1	.332	.089	.232	3.743	.000

a. Dependent Variable: VAR00001

Table 10. Coefficients*

Model		Collinearity Statistics	
		Tolerance	VIF
1	REGR factor score 1 for analysis 1	1.000	1.000
	REGR factor score 2 for analysis 1	1.000	1.000
	REGR factor score 3 for analysis 1	1.000	1.000

a. Dependent Variable: VAR00001

Table 11. Collinearity Diagnostics*

Model	Dimension	Eigenvalue	Condition Index
1	1	1.000	1.000
	2	1.000	1.000
	3	1.000	1.000
	4	1.000	1.000

a. Dependent Variable: VAR00001

Table 12. Collinearity Diagnostics*

Model	Dimension	Variance Proportions			
		(Constant)	REGR factor score 1 for analysis 1	REGR factor score 2 for analysis 1	REGR factor score 3 for analysis 1
1	1	.60	.00	.39	.00
	2	.00	.00	.00	1.00
	3	.01	.96	.03	.00
	4	.39	.04	.58	.00

a. Dependent Variable: VAR00001

Dependent Variable: VAR00001
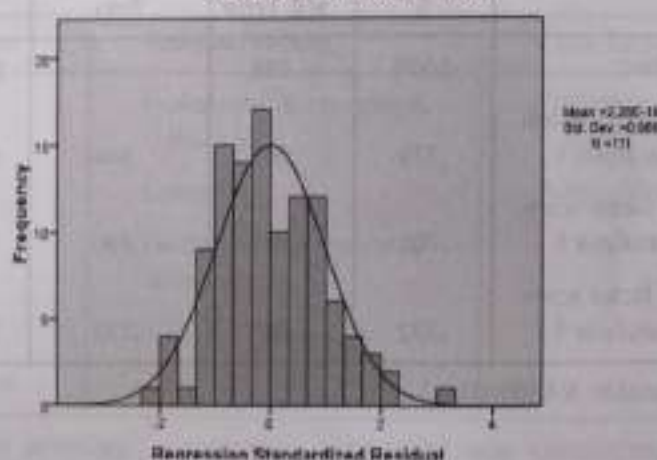
Figure 2 : Histogram

Table 13 Residuals Statistics[a]

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	.7163	5.7638	2.9279	1.09906	111
Std. Predicted Value	-2.012	2.580	.000	1.000	111
Standard Error of Predicted Value	.092	.302	.171	.046	111
Adjusted Predicted Value	.6470	5.8353	2.9264	1.10021	111
Residual	-1.93353	3.04301	.00000	.91727	111
Std. Residual	-2.079	3.272	.000	.986	111
Stud. Residual	-2.098	3.328	.001	1.002	111
Deleted Residual	-1.96858	3.14825	.00152	.94784	111
Stud. Deleted Residual	-2.132	3.498	.003	1.014	111
Mahal. Distance	.094	10.628	2.973	2.157	111
Cook's Distance	.000	.096	.008	.014	111
Centered Leverage Value	.001	.097	.027	.020	111

a. Dependent Variable: VAR00001
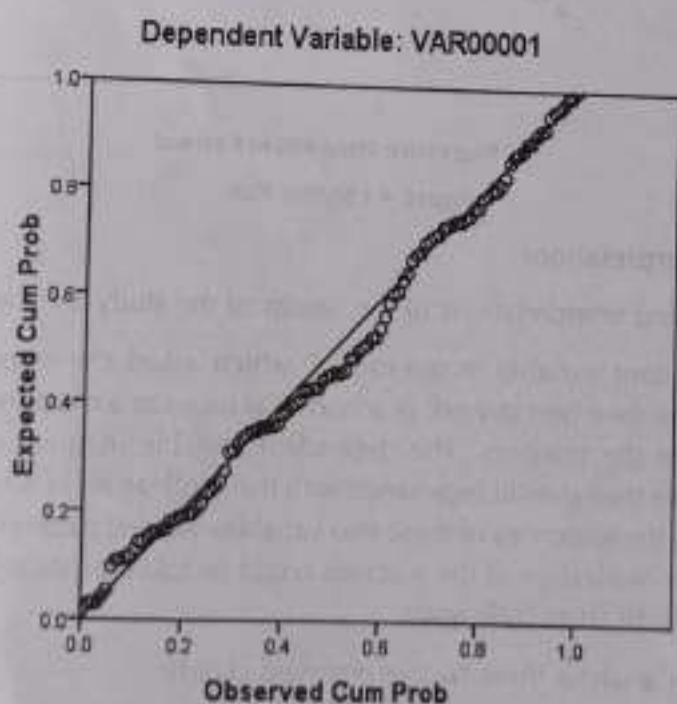
Figure 3 : Normal P-P plot of regression standardized residual

The results of the multiple regression which was conducted using component scores as predictors and the enter method produced a model ($F_{1,107}$ = 51.205 , P <.0005 , Adjusted R^2 = .578). Durbin-Watson statistics = 1.492., the conditionality Index = 1. Thus there was no significant auto correlation or multicollinearity .Figure

2 illustrates that the residuals are approximately normally distributed. Significant predictor variables were the following :-

Table 14

Predictor variables	Beta	P
RELATIONSHIP FACTORS	.544	P<.0005
AMBITION FACTORS	.490	P<.0005
CLASH FACTORS	.232	P<.0005

Dependent Variable: VAR00001

Regression Standardized Residual
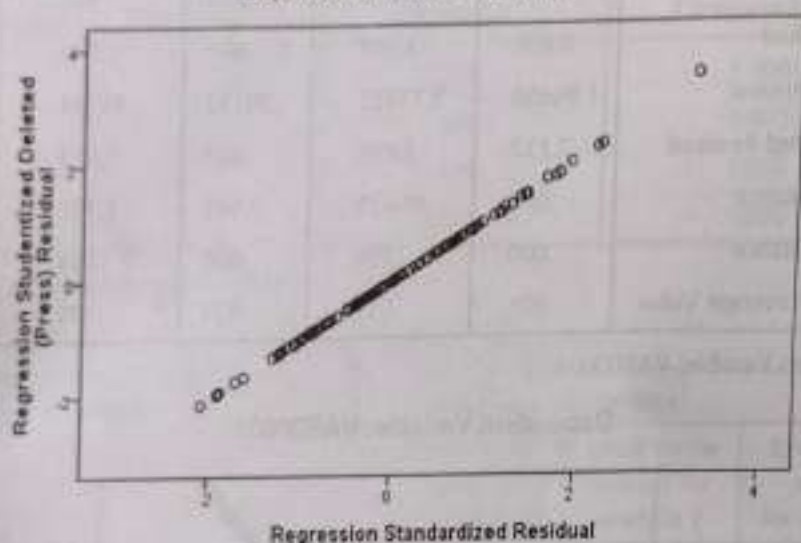
Figure 4 : Scatter Plot

Analysis and Interpretations

The analysis and interpretations of the results of the study are the following:-

1. The dependent variable in question 1 which asked the respondents to rate their efforts to give their best at work in school was taken as a measure of ascertaining the motivation of the teachers .The dependent variable in question 2 asked the respondents to rate their overall experience with their colleagues in school. Correlation analysis between the responses of these two variables yielded a correlation coefficient of .785. Thus the motivation of the teachers could be taken as strongly correlated to the experiences with their colleagues.

2. After factor analysis three factors emerged clearly:

- Factor 1 which was labeled *Relationship Factors* had 5 items, all of which were related to the relationship of the teacher with the colleagues at a personal level. This included helpful nature of the colleagues, Friendliness of the colleagues, team spirit, trust and informal relationships .This factor is important to the motivation of school teachers due to several reasons. The job of a school teacher is personal and interactive in nature , thus relationship

variables are important to daily work life and motivation . It was noted that variables which are interpersonal in nature like friendliness, team spirit, helpfulness, trust and informal relationships had a positive impact on teacher motivation. This might be due to the fact the teaching is an interpersonal job where informal interactions are the most potent power drivers. Teachers might tend to have higher emotional quotients so they want to build relationships through their work. This is why teachers are more motivated by interpersonal, relationship variables.

- Factor 2 represents *Ambition Factors* which are factors which are spurred on by ambition and a need to excel. These factors include hardworking and professional colleagues, competent colleagues and competition among colleagues to do better.. It was seen in this study that these factors correlate more with the overall experience of teachers with their colleagues (as given in Table 3) than with the motivation of teachers to do their best in school (as given in Table 2).

- Factor 3 represents *Clash factors*. These factors include conflict and workplace politics. These factors lead to a confrontation or clash thus affecting inter-colleague relationships. The principal component regression showed that this factor also has a positive effect on the motivation of school teachers albeit lesser than relationship and ambition factors. Clash among employees triggers motivation to excel at work and at times triggers insecurity which leads to greater workplace motivation .

3. The principal component regression resulted in a model that fitted satisfactorily. The predicted variable which was the motivation of the teachers was found to be satisfactorily predicted by the three components which were extracted by the principal component analysis . The model architecture is illustrated in Figure 5.

4. So the model that emerged out of this study inferred that teachers are motivated by the warm, camaraderie, friendly, helpful, team spirit, trust oriented work atmosphere that schools bring. They are motivated albeit to a lesser degree by ambition to compete with professionally competent and hardworking colleagues. Pennington and Ho (1995) suggested that teachers are more motivated by the nature of the teaching work rather than on career advancement This study had similar findings . Workplace conflicts and politics also serve to motivate teachers.

5. The factors were positively correlated to the motivating experience of the teacher with their colleagues as thus were grouped as peer-synergistic factors Synergistic factors act in sync as motivators and have a convergent intra group relationship and they accentuate mutual efficacy. This was put forward as a motivational system and termed peer-based motivation system.

6. These findings can used by the management of schools to design teacher orientation programmes , training modules and even create a work culture in schools where models are created for teacher motivation . Even colleague interaction and groups can be predesigned with the help of profile match recruitment and creating a

homogenous school culture. School should design systems for maximizing synergistic relationships on a personal level. School should provide adequate emphasis on career development and foster competitive spirit .At times conflict and workplace politics serve to augment teacher motivation to work. These aspects need to be identified and controlled .
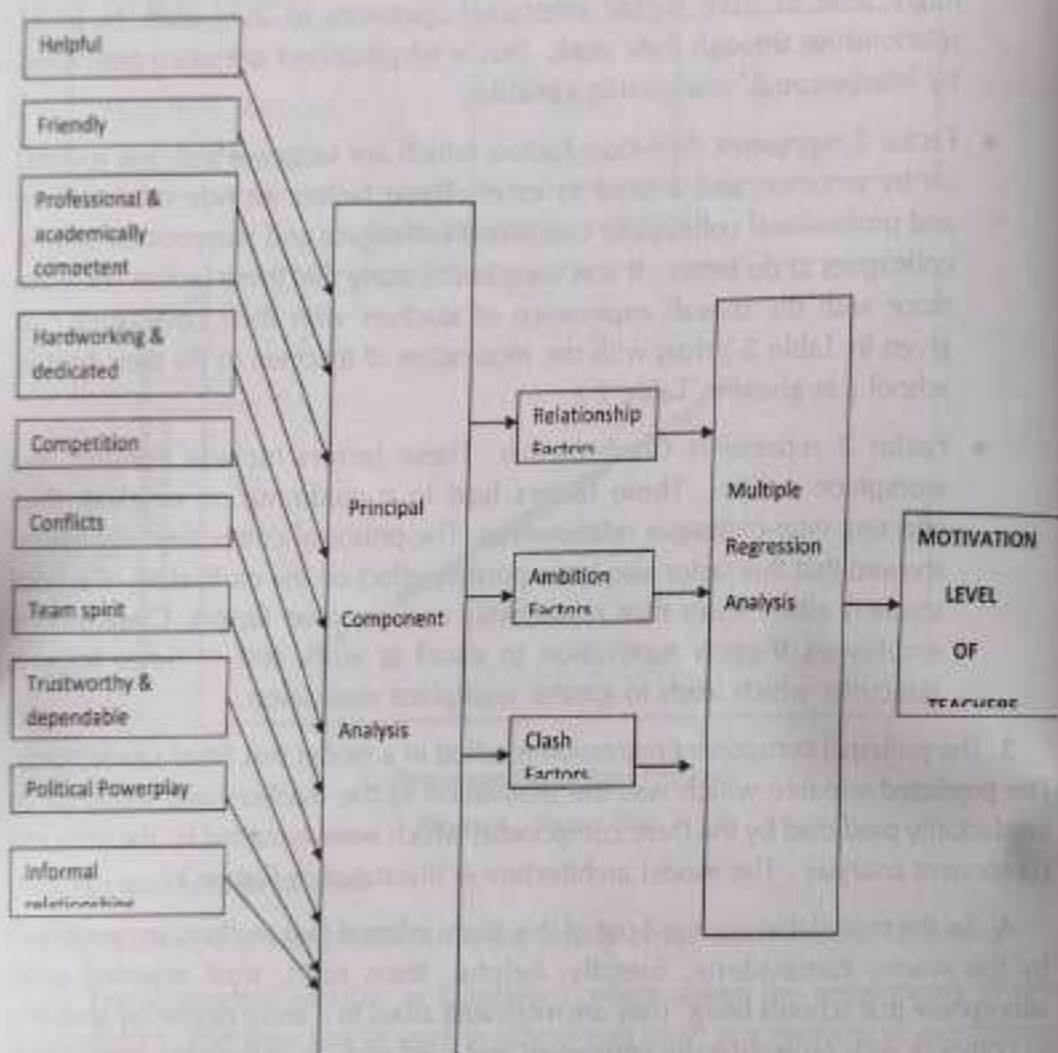
Figure 5 : Principal component regression architecture for the predicting the motivation of teachers from colleagues .

(adapted from Ul-Saufie A.Z. , Yahya A.S. , Ramli N.A. (2011) . Improving linear regression model using principal component analysis for predicting PM$_{10}$ concentration in Sebarang Prai , Pulao Pinang . International journal of environmental sciences , 2(2))

Summary and Conclusion

This study dwelt into the impact of colleagues on the motivation of teachers. It was a descriptive research survey and involved a random sample of 111 teachers from North Bengal. It was noted that the factors that had been chosen had a positive correlation to the motivation of the teachers. Factor analysis brought forth three factors

which were labeled as relationship factors, ambition factors and clash factors. It was noted that interpersonal factors like team spirit, helpfulness, friendliness, trust, informal relationships had a positive effect on teacher motivation. More formal and achievement oriented factors like competition, professional competence, hard work and dedication had a positive albeit less impact on motivation of teachers. motivation. Clash factors like conflicts and workplace politics had an even lesser impact on teacher motivation. A system model was drawn up using these factors and their impact on the motivation of teacher. This system model was termed peer-synergistic motivation model.
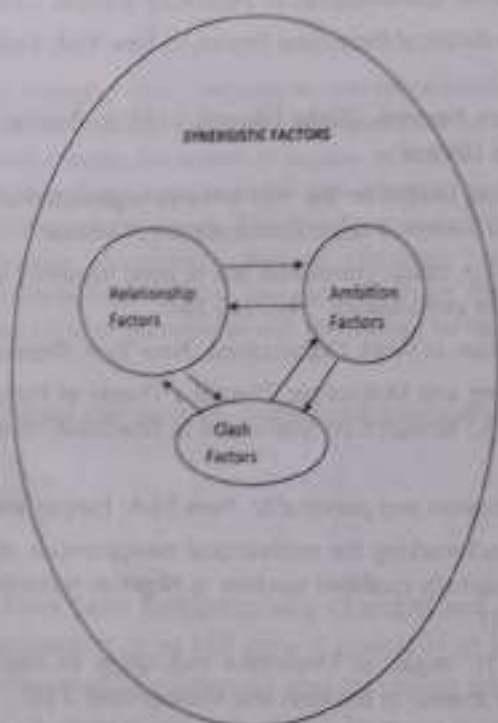
Figure 6 : Peer-based Motivation System

References

Basset-Jones N. , Lloyd G.C. (2005). Does Herzberg's motivational theory have staying power? *Journal of management Development*, 24(10) , 56-57

Biehler Robert F , Snowman Jack (1993) . *Psychology Applied to Teaching*. Boston Massachusetts : Houghton Mifflin Company.

Brumback C.J. (1986). The Relationship Between Teacher Job Satisfaction& Student Academic Performance. *Unpublished Doctoral Thesis*. Georgia State University

Bryman A. , Cramer D. (1990) . *Quantitative Data Analysis for social Scientists*. London: Routledge

Denga, D.I (1996) . *Human engineering for high productivity in industrial and other work Organization*. Calabar: Rapid Educational publishers

Dessler G (2001). *Management : Leading people and organization in the 21st century*. Harlow: Prentice Hall

Diener E. , Diener M. (1995). Cross cultural correlates of life satisfaction and self esteem , *Journal of personality and social psychology* , 68(4), 161-163

Dweck, Carol S. (1986) . Motivational processes affecting learning . *American Psychologist, Vol* 41(10), 1040-1048.

Friedlander F. (1964) . Job characteristics as satisfies and dissatisfies . *Journal of applied Psychology,* 50 (2) , 143- 152

Hackman J R. , Oldham G. R. (1975). Development of the job diagnostic survey .*Journal of applied psychology* ,60 , 159-170

Hersey Paul, Blanchard Kenneth H , Johnson Dewey E (2000). *Management of Organizational Behaviour- Utilizing Human Resources* , New Delhi : Prentice Hall of India Private Ltd

Herzberg F., Mausner B. , Synderman B.B. (1959) . *The Motivation of Works* . New York: John Wiley and sons

Inger Morton (1993) . Teacher Collaboration In Secondary Schools .*CenterFocus* ,2 .

Kerlinger F.N. (1973). *Foundation of Behavioral Research.* New York :Holt Rienehart and Winston N.Y

Kimble Gregory A , Garmezy Norman , Zigler Edwards (1985) . *Principles of psychology.* New Delhi :Wiley Eastern Limited

Latt K. A. (2008). Motivating people on the way towards organizational performance . *Victoria University (Australia) Intern analyst Covalence SA* , Geneva

Lawler E , Suttle J . (1972). A casual correlation test of need hierarchy concept. *Organizational Behaviour and human performance* 7(4) , 265-287

Lawler E.E. (1973) .*Motivation in Work Organization* .New York :Brooks Cole

Maehr, M.L. (1984). Meaning and Motivation: Toward a Theory of Personal Investment. In R.E. Ames & C. Ames (Eds.) *Research on Motivation In Education.* New York: Academic Press, Inc.

Maslow A H. (1970). *Motivation and personality* .New York: Harper and Row

Ololube N. P. (2005). Benchmarking the motivational competencies of academically qualified teachers and professionally qualified teachers in Nigerian secondary schools .*The African symposium* ,5 , 17-37

Quratul-Ain-Manzoor (2011). Impact of Employees motivation on organizational effectiveness European. *European Journal of Business and Management* 3 (3).

Reiss, S. (2000). *Who Am I? The 16 basic desires that motivate our actions and define our personalities.* New York: Tarcher/Putnum.

Reiss, S. (2004). Multifaceted nature of intrinsic motivation: The theory of 16 basic desires. *Review of General Psychology,* 8, 179-193

Reis H , Sheldon K , Roscoe J , Ryan R (2000). Daily well-being : The role of autonomy , competence and relatedness. *Personality and social psychology* , 26, 419-435

Robbins Stephen P (1986) *Organization Behavior* 7th edition . New Delhi: Prentice Hall of India

Ryan R .M. (1995). Psychological needs and facilitation of integrative processes. *Journal of personality* , 63 , 397-427

Sheldon K .M. , Ryan R .M. , Reis H. T. (1996) . What makes for a good day ? Competence and autonomy in the day and in the person. *Personality and Social Psychology Bulletin* , 22 , 1270-1279

Sweeney P .D (1990). Distributive justice and pay satisfaction ; A field test of an equity theory prediction . *Journal of Business and Psychology* , 4(3) , 329-341

Ubom I U , Joshua M T (2004). Needs satisfaction variables as predictors of job satisfaction of employees : Implication for guidance and counseling. *Education research journal* , 4(3).

Ul-Saufie A.Z. , Yahya A.S. , Ramli N.A. (2011) . Improving linear regression model using principal component analysis for predicting PM_{10} concentration in Sebarang Prai , Pulao Pinang . *International journal of environmental sciences* , 2(2)

Changing Role of Teachers in 21st century

Dr. Premalata Mohapatra*

ABSTRACT : In the fast changing world because of new social challenges and demands towards education, the role of teachers has drastically been changed. New expectations have been emerged and at every level in each country the system of teacher education is undergoing an overhauling change. In addition to imparting new knowledge and information, the teachers are required to mould the society as per the social demands. The new dimensions of teacher education programme include teachers' knowledge, characteristic features, pedagogic content knowledge, classroom management and community expectations. The paper is about the context of the change and necessary measures to be taken in accordance with the change for development of professionalism

Keywords : Social challenges and demands, professional development of teachers, accountability and commitment

Introduction

Role of teachers have been fundamentally changed and teaching as a profession. In this profession, instruction does not consist primarily at lecturing to students who sit in rows and at desks, dutifully listening and recording what they hear but rather it offers every child a rich, rewarding and unique learning experience. The educational environment is not confined to the classroom, but extends instead into the home and the community and around world. Information is not bound primarily in books; it is available everywhere in bits and bytes. Schools are not just bricks and mortar structures; they are centers of lifelong learning. Information was accessed as per the needs of the students. Information was a sparse commodity. Schools used to be the source of knowledge, a place where children were educated more or less without parental control and preparing children for examinations. Teaching was mostly examination preparation. Teachers simply stood in front of the class and delivered the same lessons year after year, growing gray and weary of not being allowed to change, guiding students through engaging learning opportunities.

Now the role of teachers has been changed dramatically to help children learn how to think critically, solve problems, make informed judgments and create knowledge that benefits both the students and the society. Teachers are no longer

* Principal, Harkamaya College of Education Samdur, Gangtok, East Sikkim
E-mail : pimohapatra@rediffmail.com

needed as the supreme dispenser of knowledge, but guides to learning who understand their students.

In the Dolor's Commission Report (1996)"Learning the Treasure Within "it was stated that, "In any event, no reform can succeed without the co-operation and active participation of teachers". This is the reason why the commission recommended that the social, cultural and material status of educators should be considered as matter of priority. Hence the recommendations were;

Upgrading the   status of teachers, upgrading the knowledge skill of teachers, encouraging team work and, permitting   the teacher organizations from corporatist nature to collaborative nature,there have been a great number of changes in education systems worldwide recently.

With the present trend in changing roles of teachers, changing student needs ,teachers should know that the needs of the students are changing for which teachers are facing intense challenges with students today than teachers did 30-40 years ago. Students come to schools ill prepared to learn because of problems they are facing at home or in their communities. Physical and emotional abuse, drug addiction, criminal behavior, parental indifference is some of the problems and teachers are also familiar with their hopelessness and powerlessness in response. So teachers need to know effective ways to deal with the complicated human situations to counter in classroom situations daily. Therefore, teachers' role needs to be changed to make a difference.

The key to make a difference is by developing close and caring connections with the students. The healthy development of children in today's society is careful involvement of teachers. Young people today do not have presence of pro-social adults in their lives, a pre- requisite for healthy, emotional and social development. This shortage of caring adults, caring teacher-student connection is highly essential.

Research Studies conducted by Bernard, 1991, Hawkins, 1992 have revealed that strong, healthy connections are the key protective factor buffering children against the negative influences. For example, being strongly connected with a parent smoking, drinking makes a child vulnerable to adverse effects. Parents with good work habits can promote healthy environments. Children who are living in poverty, parental isolation and indifference can develop good habits by coming into contact with teachers who are pro- social adults.

If we aim to have a closer look at the characteristic features of the changes, we have to examine what they are. What everybody can see at first sight is that schools went through relevant changes. Schools used to be the sources of knowledge, a place where children were educated more or less without parental control. Schools used to prepare learners for exams (both final exams in secondary education and entrance exams for university admissions). Thus, teaching was mostly exam preparation or exam training, especially in the final years of the secondary schools.

Concept of Learning to Learn

Together with the changes, new expectations appeared towards our schools. Nowadays schools need to teach their learners how to gain information and how to select and use them. This happens so quickly that students learn how to use the Internet together with their teachers. Parents are involved in decision-making so they take part in the life of the school. It is no longer enough to send the kids to school in the morning, pick them up in the afternoon. Parents have to have a view of what is happening in the educational institution and the concept of learning to learn has slowly become a very important element of teachers' job.

Teachers as the facilitators in the learning process

The changes that took place in schools have changed the roles of teachers, too. In the past teachers used to be the major source of knowledge, the leader and educator of their students' school life. Teachers would organize after-school activities. They used to be the authority in the class and often took over the role of parents. Nowadays, teachers provide information and show their students how to tackle them. Although they are still considered to be a kind of leader in the class, they can be thought of as facilitators in the learning process. They are supporters rather than educators and also advisors towards parents.

Setting of goals and organizing learning process accordingly

If we focus on the teaching process, we still realize that there are a great number of changes in this field as well, and all of them have an influence on the role of teachers. First of all, teachers in modern classrooms are no longer lecturers, they are facilitators, their main task is to set goals and organize the learning process accordingly. Then, in the past, teachers used to follow a syllabus which was compulsory for them. Nowadays, teachers have a National Curriculum, a Core Curriculum and a local (school) curriculum that they have to consider, but - on the other hand - they have independence to choose the teaching materials (textbook), make up a syllabus of their own and teach their pupils so that they can perform well both at examinations and in life. Curriculum design is a task teachers have to be prepared for, although the present generation of teachers has been growing into making up syllabi for years.

Practice with technology

Another difference between the past and present tasks of teachers is represented by the technical background they need to be able to use and handle effectively (computer, photocopier, power point, projectors, etc). Instead of teaching chalk face, they need to be an information technology expert, a technician or/and a photocopy master.

Role in School Management

One of the biggest challenges for teachers is that their role in the school management has also changed. The school needs them as individuals, who can make

decisions and cope with the stress of the changing world of schools. At the same time teachers need to be able to work in teams, co-operate with colleagues and parents, they have to write projects to gain money for the school programmes, they have to be PR experts and need to do all these things for a modest monthly income.

The main question is how these changes manifest themselves for the society, for the participants (teachers, learners, parents) of education.

Teachers' knowledge base

All the above-mentioned changes have a common root. They show that it is not enough for teachers to be masters of their profession; they also have to be the artist of it. But what is the difference between a master and an artist? How can a teacher be both? What are the characteristic features of god or bad teachers/teaching? This is an evergreen question which often cannot be answered without understanding the real contexts of teaching. However, researchers have examined and described the different components of teachers' knowledge (Roberts: 1998), the characteristic features of teachers (Hargreaves & Fullan: 1992, Falus: 1998). They have come up with the importance of content knowledge (teachers' subjects), pedagogic content knowledge (how to adapt content to the learners), general pedagogic knowledge (e.g. classroom management), curricular knowledge, contextual knowledge (the context of teaching: community expectations) and process knowledge (learning skills, observation skills, etc.). Among the characteristic features, cooperation, flexibility and the ability to relate learners appear rather important.

What are teachers' needs in in-service teacher training?

The professional needs in teacher training requires first of all to answer in respect of how much teachers are aware of the fact that there is distinctive difference in training and learning. Training or teaching is the responsibility of the teacher while learning is the responsibility of the learner. The important teacher needed competencies are;

Conceptual competencies including various concepts of education and learning and psychological, sociological and neuro- physiological aspects of education;

Curricular and content competencies referring to specific stage of education;

Management competencies which includes visiting to different websites of different academic institutions to reach the staff, students for content updating;

Improvement of pedagogy to train teachers in emotions awakening moral sense, humanistic and spiritual values;

Handling of learner centered pedagogy;

Teacher with global vision and speed;

Skill of managing identity crises to sustain diversity in classrooms by promoting social and cultural unity.

According to a survey made in Hungary in 2009, it was revealed that teachers think that computer skills are very important for them (47%). It was also interesting to note that 43% of the teachers who were foreign language teachers by profession thought to learn another foreign language. About 31 % of the teachers said that an up-to-date foreign language teaching methodology course and 27 % wanted to improve the language skills in in-service teacher training .About one third thought syllabus designing, planning, text book evaluation and classroom techniques necessary for practicing teachers. Self management training was another feature to be included under in service training course. It was revealed that teachers were mostly interested in practical, right –into- teaching skills

Steps for taking the responsibility in achieving relevant changes:

Knowing the needs of the students:

Teachers should know that the needs of the students are changing for which teachers are facing intense challenges with students today than teachers did 30-40 years ago. Students come to schools ill prepared to learn because of problems they are facing at home or in their communities. Physical and emotional abuse, drug addiction, criminal behavior, parental indifference are some the problems and teachers are also familiar with their hopelessness and powerlessness in response. So teachers need to know effective ways to deal with the complicated human situations to counter in classroom situations daily. Therefore, teachers role need to be changed to make a difference.

Developing close and caring connections with students:

The key to make a difference is by developing close and caring connections with the students. The healthy development of children in today's society is careful involvement of teachers. Young people today do not have enough inspiring adults in their lives, a pre- requisite for healthy, emotional and social development. This shortage of caring adults, caring teacher-student connection is highly essential.

Research Studies conducted by Bernard, 1991, Hawkins, 1992 Dahal 2008,and Mohanty 2005 have revealed that strong, healthy connections are the key protective factor buffering children against the negative influences. For example, being strongly connected with a parent smoking, drinking makes a child vulnerable to adverse effects. Parents with good work habits can promote healthy environments. Children who are living in poverty, parental isolation and indifference can develop good habits by coming into contact with teachers who are pro- social adults.

Education's response to societal shifts in the demographic trends also has brought changes. Size of the classrooms being increased, mushroom growth of institutions is the key points. Larger classrooms meant fewer teachers for more students. More students per teacher meant fewer opportunities for students and teachers to make individual contact. These conditions have decreased the opportunities for teachers to make quality connections.

Increasing the quality of connections between teachers and students:

Advances in technologies have also contributed to the decrease in quality of connections between teachers and students. The technology today has cut down on opportunities for meaningful interaction. Television is a passive, relaxing, low concentration activity. One who spends 4-6 hours a day in watching television is not talking to anybody. Child development experts claim the influence of television on children has surpassed the influence of family, the school and the church as agencies of education which were considered the shapers of nation's children.

Rapid paced, geographically mobile life style makes it very difficult to find quality time to spend with young people. Inter generational bonds are difficult to form. Teachers are painfully experiencing in class room the adverse behavior of students. So question arises what should be the role of teachers? It is time to think about the following:

Teachers need to develop caring relationship with young people within limited time frames.

Teachers having the longest period of time with the students can take the advantage of being a rich resource for them for healthy development.

Teachers can be friendly with their students, but not friends.

Developing Accountability and Professional Commitment:

Commitment

A person's belief in and acceptance of values of his/her chosen occupation or line of work and a willingness to maintain membership in that occupation is professional commitment. Commitment means to promise or give your loyalty / money to particular principle, person, or plan of action .It depicts the firm and not changing orientation in support of one's belief in his/ her principles,. Professional has implications for an individual at the organizational/ occupational level. Commitment can be defined as,

- A belief in and acceptance of the goals and values of the profession.

- A willingness to exert considerable effort on behalf of the profession.

- A desire to maintain membership in the profession.

- A person's work/ performance affecting his self esteem.

- A deep and profound value of emotional intelligence.

- Socio – psychological bonding of an individual to his group/ organization/ goals and values/to his profession.

The three dimensional view of professional commitment are Affective, Continuance and Normative Affective commitment relates to psychological attachment, which he *wants to do*

Continuance commitment refers to staying with the organization which *he needs to*

Normative commitment refers to perceived obligations which *he feels to.*

For this teacher commitment is, as a passion, as an investment of time, a focus on the individual needs of the students, a responsibility to impart knowledge, attitudes, values and beliefs, maintaining professional knowledge, engagement with the school community.

Accountability:

It relates to the obligation of an individual/ organization to account for the activities, accept responsibility for them and to disclose the results in a transparent manner. It also includes the responsibility for money or other entrusted property. It is answerability, liability, blameworthiness and the expectation of account giving. As an aspect of governance, it has been   quite indispensable.

Teachers' accountability in the present day world are to be aware of the values and attitudes which leads to a healthy society; provide effective management of the learning environment and resources, skilled in counseling individual child groups, skilled in working with parents and other members of the society, involved actively in the affairs of the local community, ensure their continuing personal development including the upgrading of knowledge and teaching skills.

Improving the quality of teaching through teacher learning:

The current wave of reform in Education is focused on "improving the quality of teaching, better teacher preparation, more professional development in teachers and attracting teacher personnel of higher quality. Changes in the views how students construct knowledge have influenced the understanding of how teachers learn about teaching. The vision of teacher training institutions as professional learning organizations, the social organizations of instruction are most important in the context of improvement of school education. For school improvement much emphasis is needed on learning, both by the teacher and the student. The view of learning is based on the constructivist view. Constructivism is a multi faceted theory that suggests that knowledge is personally and actively constructed by the individual through experience and language, the learner constructs meaning by making connections between previous experiences and conceptions and the new learning situation. Social interaction is is essential for learning to take place as students discuss and test their ideas with other learners. This view of learning is a radical departure from the behaviorist view of learning that was prevalent when many of today's schools preservice students. Since a theory of learning is essential for development of teaching practice, understanding constructivist ideas requires teachers to be engaged with new ideas. Now the transformative learning is needed. It is a type of learning that produces changes in deeply hold beliefs , knowledge, and habits of practice,. The most effective teacher learning is likely to focus on instruction as interaction rather than on isolated elements of instruction. (Thompson and Zeuli, 1999.)They have

discussed five characteristics for transformative learning for professional development in teachers.

1. Creating a high level of dissonance to disturb the equilibrium between teacher 'existing beliefs and practices and their experiences with subject matter, students' learning and teaching.

2. Providing time, contexts, and support for teachers to think through discussion, reading, writing.

3. Ensuring dissonance creating and dissonance resolving activities.

4. Providing a way for practice with new understanding.

5. Providing continued help for surfacing new issues.

Conclusion

Teachers' success in making coherent instructional decisions depends on developing a position or stance on six dimensions; authority, agency, professionalism, collaboration, knowledge and instruction. As a school develops into a learning community and develops a professional and democratic culture, it is expected that teachers would take more responsibility to make professional decisions.

References

Bernard. P(1991).Changing nature of teacher education. Retrieved from Jama.Jamanetwork.com

Delors Commission Report(1996). Learning the treasure within. The Report to UNESCO of the International Commission on Education for the 21st century.

Fullan, M.G.(1996)Turning systemic reform on its head. Phi Delta Kappan 77,420-423

Hargreaves,A and MG Fullan.(1992).Understanding Teachers Development. London: Cassell

Hawkins,J.D.(1992).Risk and Protective factor for alcohol and other drug problems in adolescence and early adulthood. Retrieved from http/researchgate.net.

Roberts,J.(1998).Language Teachers Education. London:Arnold

Thompson, C.L.and Zeuli,J.S.(1999).The frame and tapestry:Standards based reform and professional development.In L.Darling Hammondand G. Sykes(ed)Teaching as the learning profession.341-375

Code of Professional Ethics for Teachers:
An Issue yet to be Addressed

Sanat K. Ghosh*

ABSTRACT : The main purpose of the present article is to focus on 'Code of Professional Ethics' (CPE), an issue to address the commitment, capacity and the ethical behaviour of professional school teachers as the major tangible inputs to provide quality education for all. In India, the draft CPE has been developed by NCTE in the light of the guidelines of UNESCO with the opinions of major teachers' organizations. Three components of CPE for professional teachers, namely, (i) Obligation towards students, (ii) Obligation towards parents, community and society and Obligation towards profession and colleagues are explored along with their possible assumptions. The CPE for teachers is found extremely relevant in our country, especially in the context of Right of Children to Free and Compulsory Education Act, 2009.

Introduction

Plans for improving quality of education often focus on quantitative data such as learning time, class size, physical infrastructure and facilities, teaching-learning materials, and qualifications of teachers, rather than on 'intangible inputs', such as – (i) the commitment of teachers and other staff to their profession, (ii) their capacity to help every pupil reach his/her potential, and (iii) their ethical and professional and ethical behaviour and responsible judgement. Such factors are nevertheless critical in providing quality education for all as well as fostering universal values such as, honesty, integrity and citizenship (Muriel, 2009).

To increase the professionalization of teachers and other staff, many countries have developed 'professional codes of conduct' in their education sector, in addition to their general statutory rules in force for all members of the public service. These codes are the cornerstone of quality education in several ways, viz., by building better teaching and learning environments they can improve the quality of learning; by promoting ethics they can make sure that common values are shared by all, and helping to curb misconduct. It is universally felt that like all other professions, the teaching profession should also have the 'Code of Professional Ethics' (CPE) which indeed is a pre-requisite to ensure its dignity and integrity of the profession (Beyer, 1997).

*   Professor of Education, Rabindra Bharati University, E-mail: sanatghosh.rbu@gmail.com

A code of conduct is a set of guidelines, a written document, produced by public authorities or by professional organizations, which details the set of recognized ethical norms (values) and professional standards of conduct to which all members of a profession must adhere (Muriel, 2009). Its main objective is to provide self-disciplinary guidelines to the practioners of a profession, through the formulation of ethical norms and standards of conduct. Such an CPE in education can be -

(i) *Guide and support education practioners by* – (a) providing guidance to the members to the profession on how to make ethical decisions based on ethical awareness and reasoning; (b) helping members of the education profession to solve some of the ethical dilemmas they are confronted with; (c) stipulating explicit professional rules that can guide teachers in their everyday conduct.

(ii) *Protect pupil and teachers by* - (a) protecting the pupils from harm, discrimination, intimidation, harassment, and/or humiliation; (b) maintaining with integrity, teachers position of trust and authority vis-à-vis their students, without abusing that authority position of power; (c) highlighting and reinforcing the possible implications of misconduct of members of the profession in terms of disciplinary consequences; (d) stipulating the rights of the teachers and improving his/her working conditions.

(iii) *Achieving and maintaining a high degree of professionalism of the education profession by* - (a) upholding the honour, dignity, self-esteem and reputation of teachers; (b) enhancing the dedication, efficiency of service and professional commitment of teachers; (c) promoting a sense of professional identity among teachers.

(iv) *Promoting public trust and support for the education profession by* – (a) presenting a positive image of the education profession; (b) emphasising the social responsibility of the profession towards pupils, parents and to the community at large; (c) establishing the conditions conducive to the best possible professional service (World Declaration of Professional Ethics, 2004).

In India, the code of professional ethics for teachers is found significant especially in the context of 'Right of Children to Free and Compulsory Education Act, 2009.' It entrusts teachers with some onerous professional responsibilities need to be internalized by them in the performance of their duties. For the purpose of this Code, the term 'teacher' covers all school teachers, whether in government or private schools, on full-time or part-time basis, at the elementary and secondary levels and the teachers holding administrative and supervisory positions. The Code of Professional Ethics for teachers provides a framework of principles to guide them in discharging their obligations towards students, parents, colleagues and community. Increased awareness of the ethical principles governing the teaching profession is now essential to ensure 'professionalism' among teachers.

In pursuance of the recommendations of the National Policy on Education (NPE), 1986/1992, the National Council of Educational Research and Training (NCERT) in collaboration with the All India Primary Teachers Federation (AIPTF), All India Secondary Teachers Federation (AISTF) and All India Federation of Educational Associations (AIFEA) had drafted, for the first time, a Code of Professional Ethics for Teachers, in 1997. Recognizing the need for revising the Code of Professional Ethics for School Teachers, the National Council for Teacher Education (NCTE) appointed a five-member Committee, headed by Prof. A K Sharma to review the 'Code of Ethics for Teachers' keeping in view the context of the relevant sections of the 'Right of Children to Free and Compulsory Education (RTE) Act, 2009' and also examined the Codes of Professional Ethics currently in use in some other countries. The draft Code prepared by the NCTE Committee has been sharing with the representatives of State Education Departments, All India Federations of Primary and Secondary Teachers organizations and UNESCO, and senior officials of the Ministry of HRD, educational administrators and experts in a National Seminar. It was also decided to put on the website of NCTE inviting comments and suggestions from the stakeholders in school education. Valuable suggestions received online and in the seminar-workshops will be considered while finalizing the document.

Ideally, the Code of Professional Ethics should be prepared by the professional organizations of teachers themselves as it is their responsibility to ensure its observance as a self-imposed discipline on the part of their members. The NCTE has prepared this document as a facilitative mechanism for professional bodies of teachers to use it as a template for discussion amongst them, make any amendments, if necessary, and adopt it to give dignity to their profession. The draft Code of Ethics developed by NCTE Committee (2010) is given below:

The Preamble

In the Preamble it has been recognised that -

- every child has a fundamental right to education of good quality;
- every child has an inherent potential and talent;
- the education should be directed to the all round development of the human personality;
- the need for developing faith in the guiding principles of our polity, viz., democracy, social justice and secularism;
- the need to promote the concept of composite culture of India and a sense of national identity;
- teachers, being an integral part of the social milieu, share the needs and aspirations of the people;
- the need to enhance self-esteem of teachers;
- the need to organize teaching as a profession for which expert knowledge, specialized skills and dedication are pre-requisites;

- the community respect and support for the teachers are dependent on the teachers' professionalism; and

- the need for self-direction and self-discipline among members of the teaching community,

CPE as Major Obligations of Teachers

The present CPE for school teachers is an attempt to provide direction and guidance to the teachers in enhancing the dignity of their professional work towards students, parents, community, society, profession, and colleagues. Thus the teachers should have -

1. Obligations towards Students

1.1   Treats all students with love and affection:

The demonstration of genuine love and affection by teachers for their students is essential for learning to happen. Treating all children with love and affection irrespective of their school performance and achievement level is the core of the teaching learning process. Students who do not perform well in studies are generally deprived of teachers' consideration for them. In addition, the teacher should also treat all children with equal love and affection irrespective of their parental background and religious or caste affiliations. The teacher as support to the parents should deal with students with a humane touch as through this process, student–teacher rapport could be established for mutually beneficial interaction between them. Teachers should create trust, confidence, interest, enthusiasm and hope and not fear, frustration and disappointment in the students. The approaches in this regard need not be defined as each teacher has the potential to design his/her behavioural styles to provide an affable support to children.

1.2 Respects the value of being just and impartial to all students irrespective of their caste, creed, religion, sex, economic status, disability, language and place of birth:

School is a place where social justice and equity have to be practised and valued by the teachers. Teachers' own belief in democratic principles, tolerance, social justice and equity prepares a better climate for students' learning of these values. Impartial attitude and non-discriminatory practices towards all students should be ingrained in the school practices. The teacher's personal belief pattern on caste, religion, sex, economic status, language and place of birth, if not in conformity with Constitutional tenets, will severely affect the equity fabric of the class.

1.3 Facilitates students' physical, social, intellectual, emotional, and moral development:

Childhood is a period of growth and change requiring development of child's physical and mental capabilities to the fullest. Currently in the schooling process,

much stress is given to cognitive development (the traditional 3 Rs) which needs to be broadened to other areas of child development. The teacher should act as a facilitator for the students to engage them in diverse activities for their physical, intellectual, social, emotional and moral development. The physical development of students as an important aim of education should be encouraged through physical education activities .Helping students understand the social context, its problems, societal values and to inculcate emotional intelligence through teaching learning process ,would benefit them for their all round development. Physical and emotional security is the cornerstone for all learning right from the primary to the secondary school years and even afterwards.

1.4 Respects basic human dignity of the child in all aspects of school life:

There is a need to recognize that each individual child has its own rights and dignity as a human being and a member of a democratic society. Violation of rights of the child is often observed in our schooling process. For example, many a time teachers prohibit students to express their feelings. Any derogatory remark by the teacher affects the child's self esteem which, in turn, affects his/her learning progress. Children's voices and experiences do not find expression in the class room. The participation of all students in all activities of the school with respect and dignity need to be encouraged. Teachers will do well to study the U.N. Declaration on Child Rights to which India is also a signatory and also the Report of the National Commission for the Protection of Child Rights (NCPCR) – for updating their understanding of this concern of child rights. A school, no doubt, has the right to frame rules for maintaining discipline without which it is difficult to organize proper teaching learning in schools. But the school must ensure that the rules framed are such as do not violate the basic human dignity of the child.

1.5 Makes planned and systematic efforts to facilitate the child to actualize his/her potential and Talent:

Recognizing the potential and talent of each child is the prime responsibility of every teacher. The teacher should recognize the multiple talents such as sports, music, dance and other creative endeavours amongst children. Disproportionate appreciation is generally given to academic achievement of the students, neglecting their other talents and potential. The children's creativity, their potential and talent need to be recognized to provide enough opportunities for their nurturance. Hence teacher's role is critical not only in recognizing the potential and talents in different areas but also in planning accordingly to help children actualize their potential to the fullest extent. But the task is simply said than done. The teacher may have to interact with peers and experts and also with children and to observe them continuously in order to ascertain their talents. He/she will have to integrate the knowledge about the child with the strategies of transacting curriculum.

1.6 Transacts the curriculum in conformity with the values enshrined in the Constitution of India:

The values enshrined in the Constitution of India are the guiding principles for the social transformation and establishment of an egalitarian social order. The Constitutional values such as democracy, secularism, equality, justice and liberty need to be mainstreamed in the diverse activities of the school through both curricular and co-curricular interventions. There may be instances where the pedagogical practices adopted by the teachers are against the Constitutional values and also the rights of children. The teachers will do well to pay attention to Article 51 A of the Constitution of India, dealing with Fundamental Duties of Citizens and translate the provisions of clauses (a) to (k) of the Article through examples and perceptions.

1.7   Adapts his/her teaching to the individual needs of students:

The primacy of learner as a unique individual in the inclusive and diversified classroom is widely acknowledged. The child-cantered pedagogy encourages us to think that learners have diverse needs and different experiences. This requires fundamental change in understanding the individual learner and the learning processes. It is a great challenge for the teacher to understand each child's needs in matters of acquiring knowledge and this is possible only when the teacher becomes conscious of such a role and strives to continuously keep abreast of the pedagogies of attending to the individual needs. Learners actively construct their own knowledge by connecting new ideas to existing ideas on the basis of different activities in which they may be involved. Therefore, teacher's role assumes more of an active facilitator in the process of knowledge construction in which children are engaged. Active engagement involves enquiry, exploration, questioning, debates, application and reflection. Allowing children to ask questions that require them to relate what they are learning in school to things happening outside. A student may have some special needs of learning based on his/her personal background and previous knowledge. But children belonging to diverse groups such as children residing in slum areas, rural or remote areas and hilly areas may have some special needs. While planning his/her teaching, the teacher should take all these factors into consideration.

1.8   Maintains the confidentiality of the information concerning students and dispenses such information only to those who are legitimately entitled to it:

A teacher not only teaches a child but also has knowledge about student's family, culture and community. The close interaction between the teachers and the taught builds the trust and respect vital for the development of the personality of the child. Many a time, the teacher also serves as counsellor with whom personal and private information about the student is available. Hence, it is the ethical responsibility of teachers to maintain the confidentiality of information which the student has shared or the teacher has obtained from different sources. The information could be shared with others very judiciously for the betterment of students. If parents need to be informed in certain cases, the information may be communicated in true spirit.

Elements of personal life of the child when divulged publically can cause an irretrievable damage to his/her growth and development, as well as his/her personality.

1.9 Refrains from subjecting any child to fear, trauma, anxiety, physical punishment, sexual abuse, and mental and emotional harassment:

The teacher should take all appropriate measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse. Any kind of corporal punishment and emotional harassment by teachers has larger implications for child's life. There are instances of teachers who harbour violence in the school through their behaviour. There is a greater need to change our belief pattern that punishment brings better learning. The teaching community needs to refrain from such activities as violate child rights. Observance of new classroom rules in the context of the guidelines of the NCPCR in view of its status as a law enforcing body, need to be the guiding principle for teacher's behaviour. Corporal punishment now includes rapping on the knuckles, running on the school ground, kneeling or standing for long hours, beaten with a ruler, pinching, slapping, child sexual abuse, locking up children in classrooms, electric shock, that is, all acts leading to physical and mental injury, need to be consciously avoided. Sexual abuse is more than bruises and broken bones. While physical abuse might be the most visible sign, other types of abuse, such as 'emotional abuse' also leave deep, long-lasting scars on the minds of the children. Teacher as a moral leader must restrain from any act involving sexual abuse. Any involvement in such behaviour demolishes the prestige of the teacher in the eyes of the children and may become a source of hatred for the teacher. It certainly proves to be an emotional trauma for the Child. The teachers must follow the guidelines formulated by the Supreme Court of India and the NCPCR regarding sexual abuse at workplaces and in schools.

1.10 Keeps a dignified demeanour commensurate with the expectations from a teacher as a role Model:

The teacher has been eulogized in the Indian context in sublime terms. The 'Guru' of ancient era was a person par excellence. In modern times we have visualized teacher as one who undertakes the onerous responsibility of shaping the destiny of the nation in the classrooms (Education Commission, 1964-66). Even the National Policy on Education (NPE) 1986/92 gives a tall order to the role of the teacher when it states that "no people can rise above the level of its teachers". With such expectations, the teacher symbolizes the best in every facet of his/her personality. The style of his/her dress, the style and content of communication, the example he/she sets for his students create an indelible influence on the young minds. Any intentional or unintentional expression of his/her personality traits can cast such impressions which may adversely influence the student. In every aspect, the teacher has to be the living practitioner of all the tenets expressed in the "Code of Professional Ethics".

2. Obligations towards Parents, Community and Society

2.1 Establishes a relationship of trust with parents/guardians in the interest of all round Development of students:

There may be situations where parents may bring problems relating to their wards to teachers, which require equanimity on the part of the teacher to deal with both parents and the students. Parents sometimes tend to ignore the faults of their children in spite of the teacher bringing the same to their notice. There may be a positive fall out of outcomes if parents in such circumstances are responded with cordiality. Undoubtedly, the influence this may make on the students about the teacher can bring the student much closer to the teacher, as interpersonal relations are at the heart of maintaining a harmonious relationship conducive for teaching and learning. Teacher being the central figure in the educational system has a connectivity with students, both in and outside the classroom, his/her colleagues, and the parents. The quality of the relationship maintained by him/her with the parents can go a long way in understanding the child, and also in laying the foundation for a better atmosphere of understanding between the student and his/her parents. In an environment of inhibition, the quality of learning can be impaired. If the child develops a barrier of inhibition between himself/herself and the teacher, it can become an impediment in drawing the best out of the teacher. The student should develop a positive feeling so that the communication between his/her parents and the teacher in no way affects his/her self-esteem. A majority of parents welcome being kept informed of the performance of the child in the school, both in and outside the classroom. The good work done by the student can be shared with the parents as this is likely to lead to better appreciation of the school. Students at the school stage are in an impressionable age. They are sometimes, likely to go astray and timely correction in their misdemeanour can check later agony to parents. A proper channel of communication between the teacher and the parents can be of great help to the students.

2.2 Desists from doing anything which is derogatory to the respect of the child or his/her Parents/guardians:

Lowering the esteem of the child in front of other students can be hazardous. It is also important to treat equally children from different economic backgrounds and children belonging to different religions, regions, castes, impairement categories, etc. The teachers should not make derogatory remarks against students belonging to different backgrounds. Equally dangerous is the lowering of the esteem of the parents in front of children. The socio-economic composition of students in a class is not homogenous as all students do not come from the same background. Any inadvertent tilt in the behaviour of the teacher in regard to favouring one type of student background and lowering another can cause emotional conflicts which can influence badly the process of learning. It is also necessary not to compare one child's performance with another. The child has to be encouraged to improve upon his/her own performance in areas where the child has shown his/her maximum potential and should not be forced to improve where he/she may not be interested.

2.3 Strives to develop respect for the composite culture of India among students:

India is a land of many cultures, languages, religions, faiths and beliefs and in any class there is always a representation of children of different cultures, languages, religions. As a result of the long association and interaction among different cultural streams, a composite culture has evolved in the country, which has drawn the best from various strands. The value of composite culture requires equal tolerance and respect for all cultures of the land. This philosophy needs to be nurtured among students through all curricular areas of the school. The students must learn to appreciate that all religions and communities have contributed to the evolution of the composite culture. Teachers' personal approach in demonstrating respect for all is likely to produce the desired impact on the minds of the students.

2.4 Keeps the country uppermost in mind, refrains from taking part in such activities as may spread feelings of hatred or enmity among different communities, religious or linguistic groups:

The pluralistic culture of the classroom is a complex reality. There can be issues that can influence divisiveness among the student communities. The teacher has an onerous responsibility in developing in the students, tolerance and equal respect for all religions, faiths and languages. A clear focus on developing the concept of being an Indian first and affiliation to a specific group later can lay the foundation for national integration. The Indian identity has pluralistic connotations and this must be instilled among students through example. A teacher should understand the difference between education and propaganda and in no case should use the platform of the school for the propagation of his/her personal views about different religions, regions or castes, if these are not in tune with the principles of our Constitution. While discussing current social and political conflicts in the country, the teacher should refrain from taking sides and should always present a balanced and objective view of the conflict.

3. Obligations towards the Profession and Colleagues

3.1 Strives for his/her continuous professional development:

In a knowledge-driven society, it is necessary for every person to continue learning throughout his/her life. As a teacher is expected to equip his/her students for life-long learning, it is imperative for him/her also to become a life long learner. It is incumbent on the part of a teacher to strive continuously for his professional development in order to reap the benefits of the latest advancements in different areas of knowledge and also in their pedagogy, which will equip him/her to engage the students with updated knowledge by using modified pedagogical practices. The study of newspapers, magazines, professional journals and new books in his/her field of specialization; discussion with colleagues on different themes of education; undertaking research and experimentation, participation in study circles, seminars, conferences, workshops, etc. and participation in INSET programmes through face to face or distance mode are some of the strategies which a teacher can use to grow

professionally and also to move upwards in the professional hierarchy. The teacher's motivation to learn continuously not only helps him/her to grow professionally but it also helps to enrich the profession with innovative practices which may emerge as a result of research, experimentation, discussions, observations, etc. It is the responsibility of the teacher to look for different avenues for his/her continued professional development. He/she should not expect the employers or the state to assume full responsibility for his/her professional development. However, he/she must take full advantage of the opportunities provided by the State by participating in the INSET programmes willingly and enthusiastically. He/she should also become internet savvy to explore new knowledge through search engines.

3.2 Creates a culture that encourages purposeful collaboration and dialogue among colleagues and stakeholders:

It is essential to create an academically stimulating ethos in the school for which all the teachers are expected to contribute. Such an ethos involves planned and focused collaboration in all academic matters among teachers working in the institution. The collaboration may be in the execution of jointly planned projects and programmes such as projects to improve students' achievements in different spheres. There should also be an environment of free and frank dialogue and discussion among teachers to seek collective solutions to the problems of the institution and also to those of teachers and students. It should be a regular practice among teachers of an institution to sit together to reflect on the problems faced by them in curriculum transaction or in classroom management or in attending to children with learning disabilities or behaviour problems. Such discussions and interactions should become an essential component of school climate, as these have the potential to enable the teachers to construct their own knowledge about students and their learning and about desirable pedagogical practices. Besides teachers, there are many other stakeholders in the reputation of the institution and of the teaching profession and also in the education of children, such as parents and representatives of the community. A teacher should constantly strive to seek their involvement in the affairs of the institution and discuss with them the problems, programmes and plans of the institution.

3.3 Takes pride in the teaching profession and treats other members of the profession with Respect and dignity:

A teacher should take pride in having joined the teaching profession and under no circumstances should express his/her disregard for the profession by repenting his/her decision. A teacher cannot give his/her best to the students and the community if he/she does not display the pride and dignity of the profession chosen. A teacher must realize that all members of the teaching profession, irrespective of their academic and professional qualifications and whether they are pre-primary, primary or secondary school teachers, deserve to be treated with respect and dignity. A senior secondary school teacher holding postgraduate degree should treat the primary school teachers with equal respect irrespective of their working at a lower stage of education and in

lower pay scales. In staff meetings, all teachers should be encouraged to express their views freely without any inhibitions and the views expressed by newly recruited or junior teachers should be given due importance. Even if the ideas expressed by the junior teachers are not acceptable, the senior teachers should refrain from rejecting them with disdain pointing out their lack of experience. A teacher should never try to belittle the abilities or potential of any teacher on the basis of age, sex, state or region to which he/she belongs. A teacher should do nothing to lower the reputation of other teachers due to feelings of jealousy or due to any other reason as the reputation of the profession depends to a large extent on the reputation of its individual members.

3.4 Refrains from engaging himself/herself in private tuition or private teaching activity:

Teachers' engagement in private tuition has been a matter of controversy and there have been arguments both in its favour and also against it. There are persons who are not employed as full time teachers but work as full time private tutors. They are also expected to observe the professional ethics meant for teachers. But, in the case of full time regular teachers, engagement in private tuition work affects the quality of their work in schools adversely. If a teacher is engaged in tuition work for three to four hours before or after school hours, it is likely to have an adverse effect on his school duties because the time he/she should have utilized for reading or for making preparations for teaching, is spent on giving tuitions. The teacher should not intentionally neglect his teaching duties hoping to attract students to seek his/her assistance after school hours. Giving private tuitions to one's own students may lead to violation of many ethical principles as the teacher is likely to develop a soft corner for such students and he/she may be tempted to favour them in many ways such as internal assessment, maintenance of school discipline, etc. and thereby may do injustice to other students who may not have sought his/her assistance through private tuition.

3.5 Refrains from accepting any gift, or favour that might impair or appear to influence Professional decisions or actions:

Teachers have to be role models for the students of the impressionable age. In case some students, out of respect and affection for the teachers, sometimes offer small gifts like flowers or greeting cards, these should be accepted with a smile. However, if a student tries to give some expensive gift to a teacher on some occasion and, in return, expects favour in the form of higher marks in the internal assessment or selection for participation in some sports tournament or literary and cultural competition, then the teacher should firmly refuse it. The teacher should not accept gifts or favours from the parents of the students, as it may influence his/her professional judgement about the students' performance in internal examinations or their candidature for participation in various events. The teacher should also refrain from accepting gifts and favours from book publishers, sports material or science equipments suppliers as they would expect the teachers to recommend their books or help them

in acquiring purchase orders for their materials. A teacher influenced by such gestures is likely to recommend at times purchase of sub-standard materials. The gifts may be in cash or kind and the favours may be in the form of transport facility, stay facility in a hotel or reimbursement of travel costs, and receiving them should be scrupulously avoided.

3.6 Refrains from making unsubstantiated allegations against colleagues or higher authorities:

In bigger schools, with sizeable number of teachers, there is always a possibility that a teacher will have a circle of close friends. This is quite natural but it will be undesirable if it leads to formation of groups having mutually conflicting interests. It is often observed that in some cases, some teachers, make an attempt to seek favours from the school authorities and belittle other colleagues due to professional jealousy. This sort of behaviour is certainly unbecoming of a teacher. It is also a practice at many places that some teachers submit representations or complaints against their colleagues. It will be unethical on the part of a teacher if he/she makes an allegation without proper and adequate evidence. Sometimes, a group of teachers draft a representation against a particular teacher, or higher authorities and then approach other teachers for their signatures. A teacher violates professional ethics if she/he puts signatures on the representation simply to oblige the teacher(s) who have approached him/her. It is incumbent on the part of a teacher to verify the contents of the complaint before becoming a party to it. If a teacher observes some of his colleagues violating the ethical principles, he/she should bring it to the notice of the senior colleagues. In case a teacher is found abusing children sexually or instigating students of one community against students of another community, remaining silent by ignoring such incidents shall be undesirable and violative of professional ethics. But the teacher should file complaints only when he/she has firsthand knowledge of the said violation and in no case it should be based on mere hearsay.

3.7 Avoids making derogatory statements about colleagues, especially in the presence of pupils, other teachers, officials or parents:

A teacher having difference of opinion with colleagues on purely professional matters is perfectly in order and indeed should be welcome. But the mode of expression of the difference in opinion should be polite and dignified. A teacher shall be violating principles of professional ethics if he/she criticizes or denounces the teaching style, dress sense, behaviour, caste, rural or urban background or professional competence of a colleague in the presence of pupils, parents, other colleagues and school officials. For instance, if a teacher makes the statement about another teacher that the person does not know how to teach or does not know A B C of the subject, he/she is certainly making an attempt to belittle the teacher in the eyes of pupils, parents or school officials, his/her act of doing so may be termed as unethical. However, in the meetings of the school staff or in the meetings of

professional organizations, a teacher may raise issues regarding teaching styles and strategies suitable for specific concepts and in the process he/she may give concrete examples based on the teaching of other colleagues.

3.8 Respects the professional standing and opinions of his/her colleagues:

In the teaching profession, some teachers are likely to be more professionally advanced in comparison to others. This may be due to their love of the latest educational literature, inclination for observation and experimentation; habit of undertaking analysis and reflection on educational issues and concerns; and the ability to form his/her views and communicate the same to others orally or in writing. A teacher should hold such professionally advanced fellow teachers in high esteem and resolve to emulate them. But, this does not mean that he/she should blindly accept their views without critical examination. Every teacher is entitled to form opinions on all aspects of children's education and life in school, such as school administration, classroom management, school discipline and children's rights, prescribed curriculum, syllabi and text books, and articulate the same in different forums. Such views should be received with appreciation. The professionally advanced teachers or experienced teachers may not find enough merit in the views of younger teachers but they should refrain from rejecting their ideas in a harsh tone. Instead, assuming the role of mentors, they should politely point out the weaknesses in the views expressed by less experienced teachers.

3.9 Maintains confidentiality of information concerning colleagues and dispenses such Information only when authorized to do so:

A teacher may be knowing many things about the life and conduct of his/her fellow teachers. Some information may be of confidential nature while some other may be of routine type involving no component of confidentiality. If a teacher has expressed his/her services for undertaking a specific task, there is no element of confidentiality in these facts as these are already in the public domain. However, if there is an allegation that a teacher has committed some irregularities in the maintenance of accounts of an activity or if a student makes a complaint that a particular teacher misused his/her position during an educational tour, the school authorities are likely to appoint an inquiry committee to probe the matter. While investigating the matter, the members of the committee are likely to obtain information of confidential nature from the teachers, students and officials. A teacher shall be violating the Code of Professional Ethics if he/she chooses to publicize the information obtained during the course of investigation. A young teacher facing some sort of turmoil in his/her personal, social or professional life may decide to seek the emotional support of an elderly and senior teacher and in the process may divulge some confidential information. The teacher who has received the information shall be violating the ethical principles of teaching profession if he/she passes on the information shared in confidence to other teachers.

Conclusion

In the pre-independence era, when few people had access to formal education and it was known that educated persons would display civilized behaviour, decency, good manners and ethical conduct, on the other hand, uneducated persons would display uncivilized behaviour and mostly crimes were committed by them. However, with a huge expansion of the education system, there is a marked decline in the characters, moral values. Today most of the crimes are committed by students coming out of schools and colleges and well-educated people. In most of the educational institutions, there is lack of emphasis on the concept of human development and nation building process. Their emphasis instead is on moneymaking and materialism. This has resulted in the gradual decline of values among people. It is high time to identify the major causes of declining ethical values in Indian education system. In this paper we discuss on the probable causes of ethical deterioration i.e. corruption, privatization, absence of teacher, undue political interference etc. The only way to arrest this decline is in providing value-orientation in Indian educational system. In India, it is necessary to increase ethical values, philosophical thinking, study, research and moral development in education system.

In 2001 the global union federation for teachers, Education International (EI), officially came into this debate when the *Declaration on Professional Ethics* (DPE) was adopted by the EI's Third World Congress (Jomtien, Thailand). The DPE is mainly intended as a blueprint for affiliates own guidelines. It is complementary to the International Labour Organisation (ILO) *Declaration on Fundamental Principles and Rights at Work* (1998) and draws on the UNESCO *Recommendation concerning the Status of Teachers* (1966) and the United Nations *Universal Declaration of Human Rights* (UDHR, 1948). Its basic three stated objectives are – (i) raising consciousness about the norms and ethics of the teaching profession; (ii) helping to increase job satisfaction in education and (iii) enhancing the status and self-esteem, as well as the respect for teachers. A Commission (or Council) should be established to monitor the application of the Code of Conducts. It should represent a balanced representation of various stakeholders, to ensure that diverse perspectives in the profession are voiced (Hansen, 2001).

The CPE for teachers is found extremely relevant in our country, especially in the context of Right of Children to Free and Compulsory Education Act, 2009. A detailed planning for CPE and respective capacity-building of the professional teachers should be given priority in order to maintain the quality of education in the country. The role of the teacher education programmes should be strengthened to develop the capacities of the teachers towards the code of ethics within their professional practices. It is to be considered a central element to enhance the qualifications and professionalism of the teachers. Unfortunately, the issue has not been categorically considered in the new curriculum framework for teacher education (2015) introduced at the national level. It seems a matter of concern for the sensitive teacher community of the country.

References

Beyer L. (1997). *The Moral Contours of Teacher Education.* Journal of Teacher Education, 48, 4, pp. 245-254. GoI (1986),

National Policy on Education, New Delhi. GoI (2009)

Right of Children to for Free and Compulsory Education Act. New Delhi. Hansen, D. T. (2001)

Teaching as a Moral Activity. In V. Richardson, Handbook of Research on Teaching. Washingon: American Educational Research Association, pp. 826-857.

Muriel, P (2009). *Guidelines for the Design and Effective use of Teacher Codes of Conduct.* UNESCO & IIPE, Paris; pp. 15-24. NCTE (2010).

Code of Professional Ethics for School teachers (Draft). New Delhi, pp. 5-27. Willemse, M., Lunenberg, M. & Korthagen, F. (2005).

Values in Education: A challenge for Teacher Educators. Teaching and Teacher Education, 21, pp. 205-217.

Humanization of Teacher Education

Prarthita Biswas* and Jayanta Mete**

ABSTRACT : The world has seen nuclear catastrophe during Tsunami in Japan, political Tsunami in Middle East and Africa; racial & ethnic conflicts in Sri Lanka, East Asia and Middle-east; terrorist and fundamentalist attacks in India, Pakistan, Iraq, Afghanistan and other countries as well as Maoist Violence in south Asia. This shows the expression of intolerance, manifestations of racial and ethnic hatred, the perpetuation of violence, terrorism and wars with discrimination, inequality and the growing disparities between the rich and the poor. If civilizations aren't tuned to the reality of human existence, they conserve the worst of human behaviour and free themselves from any responsibility of co-existential relations. Eventually, they become corrupt and self-destructing. All civilizations that misalign reality with bad decisions, wrong education, moronic people and parasitic leaders, first destroy their surrounding and finally destroy themselves. Teachings and practices of peace and harmony are always relevant and significant for ensuring mutual cooperation, fundamental freedom, peace, humane conduct and co-existence.

The educated human being is then a fundamental unit of analysis for the study of mankind, existence and its order for purposeful ends. People found advantages in participating and cooperating with order of nature and society to achieve peace and harmony. Across the world, as well as in the Asian counties peace, values, morals, character and ethical education are gaining popularity, as nation-states, international organizations, global corporations and civil society organizations increasingly recognize the importance of such education. In the changing global scenario the main aim of teacher education will be to help people to develop themselves as global and local responsible citizens who shall make with conscientious efforts for building a humane world with peace and harmony. The focus of teacher education would be the values of peace and harmony, based on the human mindset, human rights, mutual respect, mutual trust, cooperation and respect for life, social justice, open-mindedness and co-existence. Keeping this in view it is necessary to reorient and restructure the teacher education programme to include education for peace and harmony. Teacher education for peace and harmony intertwine with the concept of peace, which in turn is intrinsically linked to the understanding of global world orders and commonalities of socio-political-economic and legal systems. Content of teacher education curriculum and teaching methodologies for moral, ethical, value, peace and harmony education for the development of human values need to be designed and strengthened.

Keywords: Humanization, Teacher Education, peace, harmony, human values

---

* Research Scholar,Dept.of Education,University of Kalyani, Nadia,West Bengal ; email : prarthitab@gmail.com

** Professor, Dept. of Education,University of Kalyani, Nadia,West Bengal; email : jayanta_135@yahoo.co.in

Introduction

Swami Vivekananda has stated , "Education should aim at balanced growth of the individual and insist on both knowledge and wisdom,. It should train not only the intellect but bring grace and love in to the heart of man and wisdom is gained by constant assimilation of knowledge". Professional ethics has once again been a topic of discussion in several places. Some of the professions are bound by fairly well defined, though artificial, code of conduct and they are written laws. The professions such as legal and medical, including veterinary are bound by such codes of conduct. But, when it comes to the wide arena of the teaching profession such defined codes of conduct do not exist. Nevertheless, the society expects the teaching profession to be role models and, thus, expects them to adhere to 'Professional' ethics and codes of conduct. This expectation is not without reason. The teachers and other faculty, and those concerned with administering the institutions of higher learning have obligations to the society. These obligations are incomparable to those of people in other professions. The society, to put in brief, expects those involved with institutions of higher learning to be role models. The high expectations are justified because, as a group, the institutions of higher learning directly deal with vital human resource and with the students.

The world has seen nuclear catastrophe during Tsunami in Japan, political Tsunami in Middle East and Africa; racial & ethnic conflicts in Sri Lanka, East Asia and Middle-east; terrorist and fundamentalist attacks in India, Pakistan, Iraq, Afghanistan and other countries as well as Maoist Violence in south Asia. This shows the expression of intolerance, manifestations of racial and ethnic hatred, the perpetuation of violence, terrorism and wars with discrimination, inequality and the growing disparities between the rich and the poor. If civilizations aren't tuned to the reality of human existence, they conserve the worst of human behaviour and free themselves from any responsibility of co-existential relations. Eventually, they become corrupt and self-destructing. All civilizations that misalign reality with bad decisions, wrong education, moronic people and parasitic leaders, first destroy their surrounding and finally destroy themselves. Teachings and practices of peace and harmony are always relevant and significant for ensuring mutual cooperation, fundamental freedom, peace, humane conduct and co-existence.

The educated human being is then a fundamental unit of analysis for the study of mankind, existence and its order for purposeful ends. People found advantages in participating and cooperating with order of nature and society to achieve peace and harmony. Across the world, as well as in the Asian counties peace, values, morals, character and ethical education are gaining popularity, as nation-states, international organizations, global corporations and civil society organizations increasingly recognize the importance of such education. In the changing global scenario the main aim of teacher education will be to help people to develop themselves as global and local responsible citizens who shall make with conscientious efforts for

building a humane world with peace and harmony. The focus of teacher education would be the values of peace and harmony, based on the human mindset, human rights, mutual respect, mutual trust, cooperation and respect for life, social justice, open-mindedness and co-existence. Keeping this in view it is necessary to reorient and restructure the teacher education programme to include education for peace and harmony. Teacher education for peace and harmony intertwine with the concept of peace, which in turn is intrinsically linked to the understanding of global world orders and commonalities of socio-political-economic and legal systems. Content of teacher education curriculum and teaching methodologies for moral, ethical, value, peace and harmony education for the development of human values need to be designed and strengthened. The present paper discusses on how humanization of teacher education can be accomplished through value education and through the various processes of humanization.

Values in Education

Universally education has always been considered as a process of development of the individual's, intellect and thinking in a direction in which the human society would benefit. Lofty ideals have been associated with the process of education of the individual. Dr. Sarvepalli Radhakrishnan, who was the First citizen of the Country, is considered as the architect of modern educational reforms in post-independent India. The National Commission on Education headed by him, prepared the blue print for educational reforms in India during 1949-52. Dr. Radhakrishnan was of the view that education imparted should not be narrow and focused but be broad based and deep. He suggested two independent means to convert knowledge into wisdom; to assimilate the immortal essence of the great classics and communication with great men. He called this as the spiritual discipline. Dr Radhakrishnan's outlook on Science and Technology (S&T) is interesting. He considered S&T as inevitable means to raise the Country's standards and economy. Science is not merely a technique or a specialization, it is the habit of mind. An objective study of scientific truth means an intellectual excellence, moral commitment and involvement.

The purpose of education is not only to impart knowledge and skill, but it is to help us to live for others and with others. Among his several discourses on value of education. Dr. Radhakrishnan observed that "if we concentrate only on giving education and neglect the development of the mind and the spirit, we shall have enormous power without any overriding ethical purpose". How true it is in the present day context. Yet, another great thinker of our Country, Swami Vivekananda, has put it more succinctly when he said that "the end and aim of all education, all training should be to make good human beings".

Promoting Peace Through Education

The educational action for promoting the concept of peace concerns the content of education and training, educational resources and material, school and university

life, initial and ongoing training for teachers, research, and ongoing training for young people and adults. A culture of peace must take root in the classroom from an early age. It must continue to be reflected in the curricula at secondary and tertiary levels. However, the skills for peace and non-violence can only be learned and perfected through practice. Active listening, dialogue, mediation, and cooperative learning are delicate skills to develop. This is education in the widest sense. It is a dynamic, long term process; a life-time experience. It means providing both children and adults with an understanding of and respect for universal values and rights. It requires participation at all levels - family, school, places of work, news rooms, play grounds, and the community as well as the nation.

The Importance of Humanization

Humanization can help to break down enemy images or damaging stereotypes. Once one's opponent is viewed not as an evil monster, but a fellow human deserving of moral consideration, the conflict can be reframed in more productive ways. As suggested above, humanization can help to de-escalate a conflict or limit escalation, as well as reduce the likelihood of mass violence or genocide. Parties who regard each other as human will find it much more difficult to rationalize harsh tactics or disregard human-rights norms.

However, humanization might also play a role in conflict-resolution processes more generally. It is often a crucial component in establishing cooperative relations between parties and promoting trust-building and constructive resolution. Recognizing the common humanity of one's opponent can pave the way for mutual respect, mutual trust, and mutual security. Once parties have begun to appreciate the humanity of their opponents, they can begin to listen responsively to the views of the Other, build on their ideas, and engage in constructive resolution. This might involve taking responsibility for harmful consequences, apologizing for them, and seeking reconciliation. Recognizing the other as a member of one's moral community also fosters honesty and leads parties to focus on actual issues rather than engaging in personal attacks. Humanization can also pave the way for reciprocity and a belief in human equality creating shared norms that constrain the way the conflict is waged. Reciprocity requires that each party treat the other with the fairness and respect that it would normally expect if in the other's position. It is an expression of the Golden Rule: "Do unto others as you would have them do unto you." Human equality implies that all human beings are entitled to just and respectful treatment. Humanization can allow parties to see that even their opponents are deserving of such treatment. Thus, it can be a crucial component of conflict transformation.

Humanization of teachers in the classroom

Humanization and Peace education applies to the contents of all curricula, at every level in the education system. Peace education is the all-round education of each individual. Peace education should be extended to all learners, including refugee

and migrant children, children from minorities and disabled with the objective of promoting equal opportunities through education. The training of teachers, education workers and all education stakeholders, including staff from ministries of education is crucial. Educators promote the development of the whole person, so as to enable everyone to contribute to society in a caring and responsible manner. In order to recruit and retain the best teachers, governments should give priority to adequate salary, which must provide teachers with a reasonable standard of living for themselves and for their families, as well as the means of enhancing their professional qualifications by developing their knowledge and improving their cultural resources. Governments must also focus on providing attractive working conditions including small class sizes, career paths and more opportunities for professional growth and development, financial and other incentives, and support systems for new teachers, such as mentoring programs.

Education is a participatory and interactive process of instruction and learning, and the curriculum and pedagogy should give prominence to understanding the wealth of distinctive cultural and linguistic characteristics, in response to globalization. The educational context should provide programs addressing psychological and physical violence, including cyberbullying, through violence prevention, conflict resolution and mediation in all levels of education.

Humanizing Education Through Student and Parent Co-operation

The students and their parents are the most crucial group of individuals who can contribute towards better functioning of academic institutions and turn them into centres of academic excellence and scholarship. The students fall easy prey to political ideologies, parties and pressure groups. They are very vulnerable and are often exploited by politicians to meet their personal gains. Sometimes this causes unrest in the campuses. Politics by itself is misconstrued as the cause of campus unrest. This is not so. It is the conspiratorial politics being played by different pressure groups which is the cause of worry. The breaking of traditional joint family system and the influence of the mass-media like T.V. which often portrays violence and sex in all its 'glory' also have had serious repercussions on behaviour and attitude of students. The feeling of 'independence' and lack of parental control has added yet another dimension to the problem of student indiscipline which is getting complicated in campuses of several developing countries where education is still considered as a welfare measure and is either not charged at all or a token charge is made. If the students pay for their education, they realize its worth. Added to these is the opening up of institutions of higher learning to students who have no aptitude for higher studies and scholarship and they always try to seek short cuts in academic matters. The students as well as their parents who have an important stake in the functioning of academic institutions should also be bound by code of ethics. The parents particularly should intervene and correct the behaviour and attitude of their wards if they are found to be responsible for disturbing campus peace.

Conclusion

The unique power of higher education in shaping the destiny of individuals, societies and Countries is well known. The obligations imposed on the teachers are, therefore, heavy. The two methodologies which can be adopted for fulfilling these obligations are the evolution and observance of a strict code of conduct and continuous process of performance appraisal. The Society expects ethical behaviour of highest order from certain sections of citizens. Teachers, researchers and administrators associated with institutions of higher learning are amongst them. Self appraisal and regulation are generally the accepted norms for persons associated with academic institutions for maintenance of high ethical standards. The self regulatory norms are evolved through codes of good practices and form the basis for performance appraisal by Peer groups. The codes to be adopted are based entirely on ethical principles. When the privileged groups of society fail to adhere to accepted ethics, the society has to step in and intervene. But, it is not in the interest of the leaders in ethical principles, the teachers, if they are compelled to act on the directions of the courts of law or coercion by pressure groups. They themselves have to evolve codes of conduct and ethics, a machinery for assessment and a process for accountability.

UNESCO is also involved with the issue of value education. An International , Commission set up by UNESCO under the Chairmanship of Mr. M. Edger Faure, former Primer Minister of France, in its report dealt with the problems associated with and significance of education. To quote from the document "the aim of education is the complete development of man, in all its richness and personality, the complexity of his forms of expression and his various commitments as individual, member of a family and of a community, citizen and producer, inventor of techniques and creative dreamer". The other important assumption in the document is "that only a life-long education can produce the kind of complete man".

It is obvious from the happenings that the whole world is witnessing break down of ethical standards and the value systems in educational Institutions are being circumvented. A discussion on these issues and reiteration of the same is to say the least, is timely and important, when we are entering the next millennium. Discussing about education, one of the foremost thinkers of Modem India, Rabindranath Tagore states that "I do not put my faith in any Institution, but in the individuals all-over the world, who think clearly, feel nobly and act rightly thus becoming channels of moral truth, the challenge facing the world to-day is mental and moral decay, break down of norms and discipline and a pathological concentration of power and division of Societies".

Therefore, is it not the right time for the educational Institutions to intervene and uphold truth and values. The institutions, teachers, students, parents and politicians, worldwide, have a crucial role in evolving ethical standards based on the traditional values of "one earth and one family" which is quoted from Indian Scriptures as "VASUDHAIVA KUTUMBAKAM".

References

[1] Deutsch, Morton "Justice and Conflict," in *The Handbook of Conflict Resolution: Theory and Practice*, ed. Morton Deutsch and Peter Coleman (San Francisco: Jossey - Bass Publishers, Inc., 2000), 51.

[2] Rubin, Z.Jeffrey and Pruitt, Dean G. - *Social Conflict: Escalation, Stalemate, and Settlement,* 2nd edition (New York: McGraw Hill College Division, 1994), 105.

[3] Hamburg, David "Education for Conflict Resolution," [article on-line] (The Carnegie Commission on Preventing Deadly Conflict) available from http://carnegie.org/fileadmin/Media/Publications/PDF/Education%20for%20Conflict%20Resolution%20Can%20We%20Learn%20to%20Live%20Together.pdf

[4] Aggarwal, J.C. 'Recent Developments and Trends in Education' Shipra Publications, Delhi, 2005.

[5] Bangs, John Education : A Fundamental Human Right ,National Union of Teachers, OECD Forum 2007.

The Guru, the Maker or the Wrecker

Jose KC*

ABSTRACT : The quest for a revival in education is but a reclamation of what education ought to be – 'educere' –, which existed in the past. The paper examines the paramountcy of the role of the guru in the reclamation attempt. It also analyses the illogicalities that have crept into the education system such as rigidly planned lessons, the Malvolio teachers and seven blunders of education etc. The paper urges for a paradigm shift in our educational approaches in order to live in the glory of the past – school greenery.

Keywords: Rogerian personality, over-sanitised lessons, holonomy, triple romance, tapasya, linear vs non-linear learning, flipped classroom, andragogy, heutagogy, out-Paul Paul, seven blunders, green school.

Is there any statement that can better the 'guru' concept envisioned in 'matha, pitha, guru, daivam'(mother, father, teacher, God)? Hardly any. Thus, teacherhood approximates divinity. Our classical notion of 'teachers' is so sublime that teachers are - like the trinity - 'creators', 'preservers' and 'annihilators', the awesome threesome – brahma, bishnu, shiva. No wonder, Ekalavya practised archery in front of his guru, Drona's statue. He unhesitatingly offered his thumb as 'gurudakshina' upon demand. We Indians are thrilled by such lofty examples of guru's and disciples – not as much we are as are thrilled though.

If the Ekalavya's of today are to offer literally anything to their guru's, they should first be ignited by the passion for learning and second should see a Rogerian personality in the teacher. Congruence, unconditional acceptance and empathy make a Rogerian personality. To Carl Rogers (1902 -1987), being true to him/herself, the therapist (teacher) takes the pupil into confidence. The trusting student is like an open receptacle, which takes in knowledge, skills and attitudes effortlessly. The Rogerian teacher is a preconditionless guru, of course unlike Drona, but like a mother. Like Hawthorne's Hester Prynne loves her bastardly daughter, Pearl, a teacher loves his pupils – whatsoever, good or bad, be their attributes. Pope Benediict XVI (2007) declares that "the human being needs unconditional love." This unconditional love can sprout wings from a lump of mud, which some students are often compared to. See what Edison, once relegated by teachers as a lump of mud, says about the unconditional love of his mother: 'My mother was the making of me. She was so true, so sure of me, and I felt I had someone to live for, someone I must not disappoint.'

---

* Senior Lecturer, Samtse College of Education

The third Rogerian trait in a true guru is 'empathy'. For, empathy redeems. The redeeming approach towards an erring scholar is empathy and dialogue, all non-judgemental. The Nobel Laureate, Bertrand Russell (1935)says:

> If you have the sort of liking for children that many people have for horses or dogs, they will be apt to respond to your suggestions, and to accept prohibitions, perhaps with some good-humoured grumbling, but without resentment ... Teachers who have this quality will seldom need to interfere with children's freedom, but will be able to do so, when necessary, without causing psychological damage ... No rules, however wise, are a substitute for affection and tact.

Does the mechanism for student teacher intake to the colleges of education ensure these qualities – beyond the academic merit - in the fresh entrants? Is teaching sought after first, as in countries like Finland and Singapore, before medicine and engineering? If not, every Tom, Dick and Harry becomes a teacher and teaching, hailed as the noblest calling, becomes a joke. Are our colleges of education hermitages where the teacher-aspirant undergoes the 'tapasya' in order to graduate as a true 'guru'? If not, how can the destiny of the nation be shaped in her classrooms, as envisioned by the Kothari Commission (1964–66)? Shouldn't the destiny of the nation be shaped in the teacher education colleges?

A School Push-out, an Amorous Lover and a Teacher

A Class IX student, I go to my father, a Class III push-out (There are no 'drop-outs' in schools) with a Maths problem in 'Solids' – ' How many small cubes of 'a X b X c' can a big cube of ' A X B X C' hold exactly?' My father thinks for a while. Then, the quivering hands with a third of my schooling picks an unshapely red stone from our ill-defined courtyard, takes me to the big rice box in the kitchen   – a cube –; draws lines on it; gains my attention, asks me questions – my God! - of all Bloom's taxonomy; probes, prompts and reinforces upon my answers. He stands in the kitchen with a Eureka-thrill and I glowing with easy understanding. I hurry to the back pages of my text book and lo! the answer is exact. Where is my educated, trained Maths teacher in the school, who, despite his formulae and strategies fails whereas my Class III graduate – the so-called illiterate (?) peasant in the village ranks above my teacher?

Another scenario: an amorous lover wants to tell his beloved his love message, without losing a milliliter of the passion his heart holds. He tells her that so well that she remembers it with all its tone variations and passionate little quivers – unto her last breath. Is he a trained conveyor or deliverer? Not at all. Then, what is the magic? He is romantic, drunk with the idea of 'love'; he is romantic with his beloved and he is proud that he is a worthy lover. This triple romance makes wonders in any field.

The Triple Romance in Teaching

When a person dates with the subject; is romantic with the student as well as with the profession, the simple teacher in him metamorphoses into a 'guru'. The

great teachers of the world – you name them – did not undergo teacher training worth the name. Jesus, Lord Buddha, Gandhi, Tagore, Vivekananda and so on had the triple romance in them. They had absolute mastery of the subject they taught; they loved their listeners unconditionally; they loved the art/office of teaching. No wonder, their followers are still passionate enthusiasts of their teachings even millennia later.
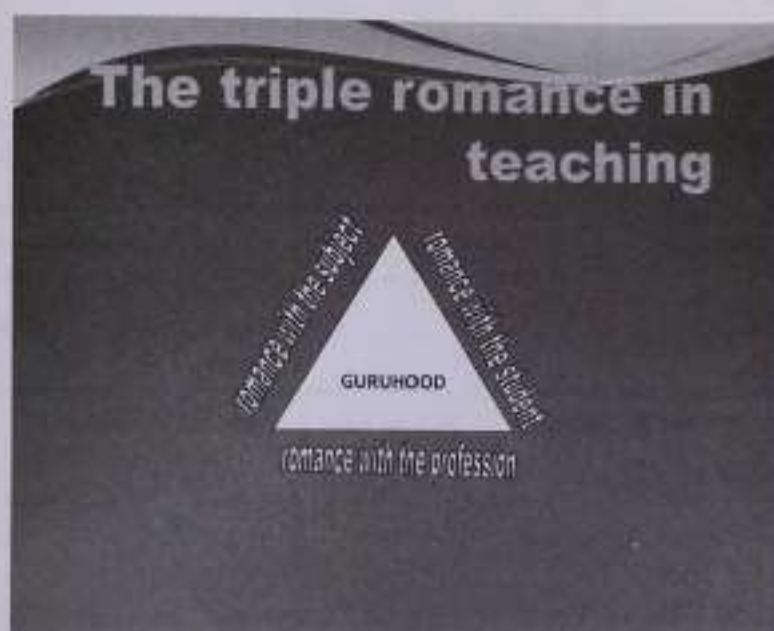
Figure 1: The triple romance in teaching

Daring as it is, Jesus, for instance, can be placed alongside my father and the lover aforesaid – they had one thing in common: the triple romance in teaching, conveying and transferring etc. Does every Tom, Dick and Harry become a 'guru'? If YES, I call them the 'Malvolio teachers', after Shakespeare's character, on whom greatness is thrust. God forbid, NO. Isn't it sacrilege for a mediocre Abhinav, Gauri, Christy, Manav, Ahmed or Amar Singh with a teacher certificate to step onto the sanctum sanctorum of the school? Definitely, YES. How many Jesuses, Gandhis and Tagores graduate from our teacher colleges? This is a challenge to teacher education in India and elsewhere.

Discussing the two schools – one favoring content knowledge and the other favouring methodology as the chief equipment in a teacher -, Hager (1952) finds subject mastery ranking first almost in every survey. Even those who place a prime place to 'student psychology' and the 'learning process' etc. "agree that subject matter is important, tremendously important, but insists that it is not an end in itself." Many modern educationists recognize it as a springboard for good teaching. Lenon (2015), Chair, the Independent Schools Council, London says they have some best teachers, who are untrained technically but are 'qualified' because they "love their subject..."Romance with the subject is often counted numero uno among the teacher qualities. Let's examine how the other 'romances' in the 'triple romance' figure in some researchers' conceptualization:

TEACHER QUALITIES IN THE EYES OF		
teAch-nology.com (2013)	Barnaby Lenon (2015)	Melissa Kelly (2013)
1. Passion for the subject (romance 1)	1. Subject knowledge (romance 1)	1. Love of children; Kind-heartedness and compassion; great observation (romance 2)
2. Creativity (romance 1 & 2)	2. Personality (romance 2 & 3)	2. The love of knowledge and learning (romance 1)
3. Flexibility (romance 1 & 2)	3. Expectation for the students (romance 2)	3. Imagination and enthusiasm; fluency and powers of illustration (romance 1, 2 &3)
4. Life integration (romance 1 &2)	4.Classroom skills (romance 1, 2 & 3)	4.Belief in the betterment of all through instruction (romance 3)
5. student connectivity (romance 3)		5.Reflection for modification (romance 3)

Fig 2: The triple romance in three different perspectives

The obvious reflection in a live classroom of the impact of this triple romance in a teacher is the great rapport discernible between the teacher and the taught. For the teacher and the learner, there is (a) full mutual attention (b) physical synchrony and (c) it feels good. Thus, 'The Chemistry of Connection' (Linkedin, 2014) mentions the reason behind great learning in such an environment: "*Being in an upbeat mood, researchers find, indicates a brain state where you can work at your very best: energized, creative, ready for any challenge – in flow.*"

CHALLENGE TO THE PRESENT TEACHER EDUCATION

- How many of our teacher graduates off the portals of our colleges or three years thence have this 'triple romance' and the 'rapport' discussed here?

- How serious and stringent are our intake measures for suitable student teachers?
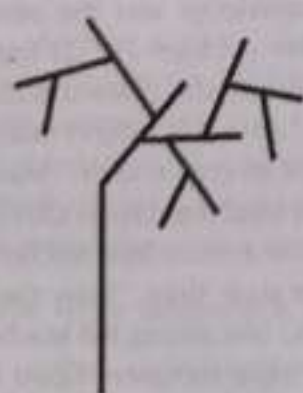
A Rigidly Planned Lesson is an"Over-sanitized Lesson."

A teacher in the classroom is a burning object. Burning objects cannot fail to gain (the) attention (of the students around). The urge to communicate what has been communicated is natural in man. When eternal truths – all lessons irrespective of subjects – ignite the teacher, s/he can trigger sparks in his/her students. The ignited romantic pair – the teacher and the taught – now indulges in the sex of the lesson, unplanned. This is the heterodox, iconoclasm: a lesson unfolds unplanned – not unprepared of course –

Fig. 3 learning is non-linear

and enjoyable as sex. Let's unlearn the importance of traditional lesson plans, long held sacrosanct in our colleges. Prepared a lesson must be; but planned, that too rigidly, a lesson should not be.

The logic is simple. The process of learning is non-linear; it s fractal. Our lesson plans, however, are linear. The learning of a concept or skill in a lesson happens unpredictably. It is recursive and unpredictable. A class is a highly complex learning system, in which unpremeditated queries, discussions and discoveries take place. At times, students' learning spills over the teachers' intentions.

A rigid lesson plan (or the common lesson plan templates) is constructed on two false but popular assumptions: (i) *At the end of the lesson, the child will be able to ...*, assuming a normal child; (ii) The whole (class) is a sum of its parts (students). The fallacy here is owing to the fact (i) that a 'normal' child is a myth and that (ii) the class is an assembly of sub-systems that get adapted and constantly evolved in a "dance of change". This parts-whole interaction is called **holonomy** (Arthur Koestler [1972] cited by Costa and Kallick [1995]). Put differently, linear teaching or learning, as demanded by our traditional lesson plans, cannot happen in a class.

Doesn't a lesson with the allowance of this "dance of change" become chaotic and unmanageable? This is an FAQ, avowedly. Yes, real learning takes place in an air of 'play' – the outcome named 'learning' is orderly whereas the antecedent learning experiences could be chaotic, creative and interactive. Here, 'play' is not wantonness or purposeless anarchy of activities. Put differently, true learning is 'chaordic'. Traditional schooling and lesson plan templates resist chaordic, creative learning. Perhaps, that was why Mark Twain said that he did not let his schooling interfere with his education. Carroll (2007) says, *"In nature, linear learning does not exist"* and compares the delivery in a linear scenario to that of a conveyor belt – too mechanical.

A fractal figure
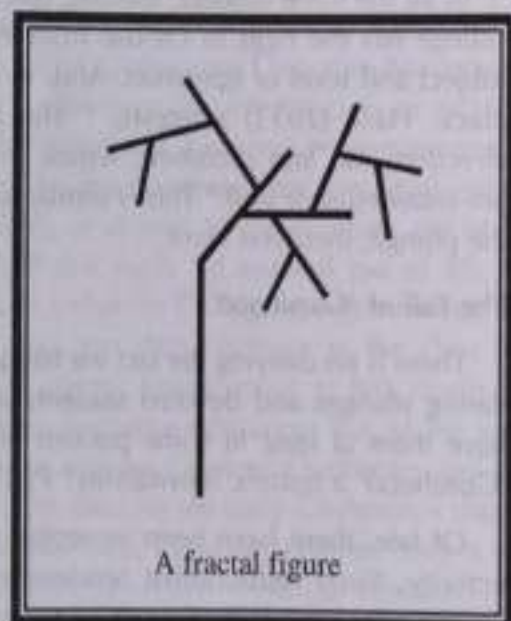
The problem with a rigid lesson plan is that the teacher is unprepared for unexpected twists and turns, so common in any lesson, similar to the relative lack of immunity in people who live in 'over-sanitized' surroundings. Their body systems are incapacitated such that in case of a bacterial or viral infection, like the unpredictable classroom episodes – academic or behavioural – they fail to respond properly. (Davis, Sumara & Luce-Kapler, 2008)

Ever-changing Teaching Approaches Make Planned Lessons a Shaky Tradition

Currently, at least three teaching approaches are dear to teachers across levels of

education. It is therefore hard to have any lesson plan templates to the otherwise naturally unfolding lesson. Hase and Kenyon (2013) give a vivid picture of the three learning (and so teaching) models:

Pedagogy, Andragogy, Heutagogy continuum

	Pedagogy	Andragogy	Heutagogy
LOCUS OF CONTROL	Teacher	Teacher/Learner	Learner
EDUCATION SECTOR	Schools	Adult education	Doctoral research
COGNITION LEVEL	Cognitive	Metacognitive	Epistemic
KNOWLEDGE PRODUCTION CONTEXT	Subject understanding	Process negotiation	Knowledge creation
Question;	What?	Why?	Why not?

Fig. 4: extracted from slide 16 of 25 of 'Self-determined learning' (Hase & Kenyon, 2013)

In all the three models, learning takes place and the teacher in the school or the college has the right to choose from the three suiting needs of the nature of the subject and level of operation. And, in none of these models, linear learning takes place. Hase (2013) suggests, " The flipped classroom is a start in the right direction...Go into problems, issues and the complex before acquiring any initial pre-knowledge or skill." This is similar to the non-linear learning of swimming – take the plunge; then you learn.

The Fall of 'Guruhood'

There is no denying the fact we had great gurus, who motivated students for such daring plunges and devoted students in our 'gurukula's and schools. We do still have them at least in some pockets of education. Sadly so fewer. Is this fall of 'Guruhood' a historic inevitability? Partly YES.

Of late, there have been sweeping utilitarian trends across all fields of human activity. Such reductionist tendencies affected education too. Schooling has increasingly been looked upon as a passport for gainful jobs. Students thus become mere memory sticks, who reproduce knowledge onto the exam papers – knowledge rote learned from texts and teachers' notes. Schools become proud of the tall bar graphs of their students' exam performance. And, bar graphs often talk more than necessary. An instance in point is the dreaded 'explanations' demanded from teachers whose bar graphs are truly short. A Damocles' sword indeed on their service!! So, 'Let's play safe,' they advise themselves. Thus their bar graphs soon vie in length with others'.

Seven Blunders of Education

The former education minister of Bhutan, T S Powdyel (2010) talks of the sad dichotomy of the seven inseparable duos in education: *head/heart, fact/feeling, theory/*

practice, teaching/learning, intellect/character, competition/cooperation and technology/insight. Calling it the seven blunders of education, he conceives this sad split as the outcome of the uni-dimensional, utilitarian approach in education. We land up in hard times, following the Dickensian lines, when heart, feeling, practice, learning, character, cooperation and insight ebb in the upsurge of head, fact, theory, teaching, intellect, competition and technology. The pupil become just the object of education whereas to a 'guru', the pupil (as sacred as the pupil of the eye) is both the subject and object of education.

CHALLENGE TO THE PRESENT TEACHER EDUCATION

- How flexible are our teacher graduates so as to facilitate the three models of learning?

- How equipped are they to conduct CFA properly?

- Are they ready to espouse the 'green school' concept?

- Are our graduate-gurus able to resist the un-Rogerian conduct discussed in the paper?

Look at, for instance, the new approach of CFA (Continuous Formative Assessment: I would rather have 'continual'!!). Conceived with bona fide intentions as an antidote to the examination-driven assessment, CFA has become, however, an unmanageable exotic exercise in overcrowded classrooms by overburdened teachers. And, when school principals advise teachers to award 20, or at least 16 for example, out of 20 CA marks to all (terrible democracy??), half this lucky lot score 8 out of 80, for instance. Forget the numerals I cite; the point is that the CA high scorer becomes the SA (Summative Assessment) low scorer. And, the above-average in the class get demotivated and the below-average learn academic helplessness. In fact, continual assessment is a beautiful concept for ongoing, formative education. But, in the west where 'CFA practices 'were born, they were and are Cinderella's slippers and the teachers Cinderellas. Here in Asia, however, the teachers are sadly Cinderella's sisters, trying hard to wear the slippers just to please some unknown princes. This is the tragedy when we forget compatibility and enabling conditions in our schools.

Asking to Out-paul Paul

Paul is a teacher-asset to the school. He, like a highly professional baby sitter, can tell stories to young and old students in such passion that the students spontaneously open, to be fed – like the refusing toddler to an energetic, imaginative baby sitter. Paul plans his lessons for the multi-level class of differing IQs so that all his students feel success in learning. And, more than anyone, he knows that nothing succeeds like success.

But, here's the rub. Paul is a class teacher, house master, time table maker, literary coordinator, oratory club advisor, exam committee chair, boys' warden besides the teacher of two different subjects in four sections of an average of 40 students each.

Paul runs, pants, sweats and at times goes blank. Amid this vortex of activities, Paul admits he has recently resorted to 'hockey stick' corrections of students' works, without really going through their thoughts. Back home, with his BP back to normal, he admonishes his erring 'guru' of un-Rogerian conduct. But then, the school management is apparently happy that it has asked Paul to out-Paul himself. After all, Einstein used only a percentage of his brain capability, it argues.

Green Schools – A Possible Answer

In such a scenario, the 'guru' in Paul dies. He turns utilitarian. The graffiti of times tells us it is imperative to reverse the situation and redeem the gurus in our teachers. It is possible by reforming our schools as 'green schools', to "reclaim the core objective of education" (Powdyel, 2014).

Section B
SUBMITTED PAPERS

Secondary School Teachers' Attitude towards Constructivist Approach in Teaching, Teacher Effectiveness and Self-Efficacy

Abhijit Guha[1] and Ujjwal Paul[2]

ABSTRACT : Constructivism concentrates on learning how to think and understand which is a set of beliefs provides students autonomy in learning and a model of cognition that leads directly to a method of teaching that, in turn, credits the student with the power to become an active learner. Constructivism, considered in its widest sense, is concerned with more than a theory of learning. Constructivist epistemology is a philosophical approach to investigating the scope, structure and very nature of knowledge which follows a constructivist approach. Constructivist epistemology is a philosophical perspective taken by some philosophers towards the nature of scientific knowledge. Effectiveness is the capability of producing a desired result. When something is deemed effective, it means it has an intended or expected outcome, or produces a deep, vivid impression. Bandura (1997, p.3) defines self-efficacy as "beliefs in one's capabilities to organise and execute the course of action required to produce given attainments". Self-efficacy therefore influences thought patterns and emotions that enable classroom actions. In the context of education, teacher self efficacy is considered a powerful influence on teachers' overall effectiveness with students. In an era of increasing accountability demands for teachers and students professional development will be the key to success in school reform initiatives as administrators struggle with improving the current teaching force. Research has shown that teacher efficacy is an important variable in teacher effectiveness that is consistently related to teacher behaviours and student outcomes. Teachers' attitude towards constructivist approach in teaching has an effective impact to increase teacher effectiveness and self-efficacy among school teachers. The present study was conducted to inquire the present attitude of school teachers of West Bengal in advocating constructivist approach in their teaching strategy and its impact on teacher effectiveness and self-efficacy. For measuring teachers' attitude towards constructivist approach, teacher effectiveness and self-efficacy, three scales i.e. CASST (Constructivist Attitude scale for School Teacher), Cronbach's Alpha value for reliability of the tool was 0.826, PGTES(Post Graduate Teacher Effectiveness Scale), the coefficient of correlation of the test scale was 0.76 & OSES (Occupational Self-Efficacy Scale), the reliability coefficient of the scale was 0.98 were administered on 216 randomly selected secondary school teachers of West Bengal (W.B). The major findings were that the teachers of W.B. possess a moderately positive attitude towards constructivist approach in classroom teaching situation and location-wise and gender-wise the difference of this attitude is insignificant. Teachers' attitudes towards constructivist approach in teaching, teacher effectiveness and self-efficacy share a significant

1   Aassistant Professor (Sr.),Ramakrishna Mission Sikshanamandira, Belur Math, Howrah. E-mail: abhi.guha68@gmail.com

2   Assistant Professor, Ramakrishna Mission Sikshanamandira, Belur Math, Howrah, E-mail : ujjwalpaulss9@gmail.com

moderate positive correlation (r = 0.454 between CASST & PGTES and r = 0.301 between CASST & OSES). A moderate significant positive correlation (r = 0.564) between teachers' effectiveness and teachers' self-efficacy also been reported in the study. The full paper discusses on the concept of teachers attitude towards Constructivist approach in teaching, teacher effectiveness, self-efficacy and empirically explore the relationship among the mentioned variables.

Keywords: Constructivist Approach, Teachers' Attitude, Teacher Effectiveness, Self-Efficacy, Secondary school teacher

Introduction

Constructivism concentrates on learning how to think and understand which is a set of beliefs provides students autonomy in learning and a model of cognition that leads directly to a method of teaching that, in turn, credits the student with the power to become an active learner. Modern theories of learning claim the construction of knowledge occurs as students build understanding in light of experiences occurring in the world. Experience can occur within the context of various pedagogic modes within a classroom setting; moreover, the development of deep conceptual understanding of content and the processes of science – as informed by constructivist models of learning – stress the active participation of students in the process of constructing knowledge. This can occur when students are engaged in learning tasks which tacitly or explicitly make them aware of this construction with deference to prior knowledge structures. In their words, "though we may more or less share one reality, each of us conceives of it in different ways based on our prior experiences, belief structures and perspective. From this view, interpretation constructivism can include different types of knowledge construction than rote memorization of factual knowledge or procedures. The goal for the learner is to build, or re-invent knowledge" (p.92). According to Von Glasersfield (1995a) as cited in Allus & Bruce (2008), "Constructivism as a set of beliefs provides a model of cognition that leads directly to a method of teaching that, in turn, credits the student with the power to become an active learner. Teaching aims at enabling students to generate activities out of the understanding of why they should be performed and the explanation that they lead to desired results"(p.90)

Constructivism concentrates on learning how to think and understand. This learning is transferable. This situation gives students ownership (stake holder) what they learn, since learning is based on students' questions and explorations. Students in constructivist classrooms learn to question things and to apply their natural curiosity to the world. In a democratic teaching-learning environment teachers' role, their effectiveness and their attitude in the classroom to transmit knowledge is a crucial factor. The principal investigator of Biological science curriculum studies (BSCS), Roger Bybee(?) developed an instructional model for constructivist, as cited in Ahmed (2009), which was called the 'Five Es' and were indicated as follows:

1. **Engage:** The student's first encounter and identity the instructional task.

2. **Explore:** Learning get directly involved with the phenomena and materials.

3. **Explain:** At this stage explanation is multidirectional.

4. **Elaborate:** Students apply their understanding to the world around them, which they had learned in the past.

5. **Evaluate:** This is an ongoing diagnostic process.

So, in a constructivist pedagogy learning would take place in authentic and real-world environments that should involve social negotiation and mediation (pp.85-86).

In a democratic teaching-learning environment teachers' role, their effectiveness and their attitude in the classroom to transmit knowledge is a crucial factor. The teacher effectiveness is directly correlated to specific teaching strategy (Pigge and Marso, 1990) and it has been equalized to student achievement (Stronge, 2010, as cited in Munoz, Prather & Stronge, 2011). The attitude of teachers determines his behavior of teaching and guides him to adopt constructivist approach as teaching strategy which might help in students' achievement and make the sense of positive influence of teacher effectiveness. Thus the teachers' attitude towards constructivist approach and its relationship with teacher effectiveness was felt necessary to inquire about in Indian perspective especially in West Bengal.

In a democratic teaching-learning environment teachers' role, their self efficacy and their attitude in the classroom to transmit knowledge is a crucial factor. In order to identify pre-service teachers self-efficacy toward the constructivist approach, a study employed a scale on self-efficacy toward application of the constructivist approach, a quantitative data collection instrument, as a result of that study, the self efficacy belief levels of pre-service teachers about constructivist approach application were found generally highly positive. In addition to this, for the sub-dimensions of the scale, the analyses revealed the highest mean value belongs to "the self-efficacy belief in creating democratic learning environments" (Evrekli et al. 2010). The teachers practicing learner-centered approaches use their self-efficacy in order to be effective in teaching; and the role of Teacher efficacy and Characteristics on Teaching Effectiveness, Performance, and use of Learner-Centered Practices are highly correlated. (Magno and Sembrano, 2010). The attitude of teachers determines his behavior of teaching and guides him to adopt constructivist approach as teaching strategy which might help in students' achievement and make the sense of positive influence of teacher self-efficacy. Thus the teachers' attitude towards constructivist approach and its relationship with teacher effectiveness and self efficacy were felt necessary to inquire about in Indian perspective especially in West Bengal.

Objectives of the study

Following major objectives were identified for the present study:

1. To study the attitude towards constructivist approach of the Secondary school teachers in teaching-learning process under different categorical variables.

2. To compare the teachers' attitude towards constructivist approach under

different categorical variables like gender, location of school.

3. To study the relationship between teachers' attitude towards constructivist approach in teaching and teacher effectiveness.

4. To study the relationship between teachers' attitude towards constructivist approach in teaching and teacher self-efficacy.

5. To study the relationship between teachers' effectiveness and teachers' self efficacy.

Hypotheses:

H_o1: There would be no significant difference in attitude towards constructivist approach in teaching between the teachers of rural school and urban school.

H_o2: There would be no significant difference in attitude towards constructivist approach in teaching between the male and female teachers.

H_o3: There would be no significant relationship between teachers' attitude towards constructivist approach in teaching and teacher effectiveness.

H_o4: There would be no significant relationship between teachers' attitude towards constructivist approach in teaching and teachers' self-efficacy.

H_o5: There would be no significant relationship between teachers' attitude towards teacher effectiveness and teachers' self efficacy.

Methodology of the study:

The present study was made through descriptive survey study and was a quantitative study. School teachers' attitude towards constructivist approach in teaching and their teaching effectiveness as well as self efficacy had been analyzed quantitatively. Survey research design was employed under descriptive design.

Sample for teachers:

All the teachers of secondary schools in West Bengal were the population in the study. 216 school teachers of secondary level schools were selected randomly from four districts of West Bengal as sample for this study.

Table 1.1. Sample Frame_locality wise

URBAN. (N = 132)		RURAL. (N = 84)		TOTAL
Male	Female	Male	Female	
90	42	45	39	216

Table- 1.2. Sample Frame_gender wise

MALE (N = 135)		FEMALE. (N = 81)		TOTAL
urban	Rural	urban	Rural	
90	45	42	39	216

Tools of the study:

Present researchers had used three types of tools; one was self made attitude scale to measure the teacher's attitude towards constructivist approach (CASST). Second scale was teacher effectiveness scale (PGTES) a standardized scale which was constructed and validated by Dr.

Shallu Puri, Dept. of Education, Punjab Unversity and Dr. S. C. Gakhar, Dept. of Education, Punjab Unversity. Third scale was Occupational Self Efficacy Scale (OSES) a standardized scale which was constructed and validated by Sanjyot Pethe, Sushama Chaudhari and Upinder Dhar of National Psychology Corporation, Agra, India.

Description of Constructivist Attitude Scale for School Teacher (CASST):

Scale was consisted of 28 items; Content validity was judged by the expert rating of items by two experts. The inter-rating agreement model was used (Gregory, 2005) to see reliability of the raters. The coefficient of content validity was found 0.92. The reliability of the scale was computed by using Cronbach's Alpha and was found 0.826. The scale has a good alpha value and it was acceptable. The categories of responses were 'strongly agree', 'agree', 'undecided', 'disagree', 'strongly disagree' and '5', '4', '3', '2', '1' were the respective scores awarded for the responses. Some items were negative in nature and the scoring was done in reverse order i.e. '1', '2', '3', '4'', '5'.

Description of Post Graduate Teacher Effectiveness Scale (PGTES):

Validity-

The scale was validated against the criterion of "Content Validity". The content validity is concerned with the adequacy of sampling of a specified universe of content. To determine content validity, the scale items and a list of outcomes were given to the panel consisting of seven experts. The panel was asked to identify which test items corresponded to which outcomes. The experts agreed 92% with the investigator on the assignment of scale items. This concurrence was taken as evidence of content validity.

Reliability-

The test-retest reliability study of the scale was conducted. The coefficient of correlation between two tests was found to be 0.76 and is significant at 0.01 level of significance and testifies the scale to be a reliable one.

Scoring-

Award scores as following: Strongly Agree - 5, Agree - 4, undecided - 3, Disagree - 2 and Strongly Disagree - 1. Total score of an individual on 68 items may range from 68 to 340.

Description of Occupational Self-Efficacy Scale (OSES):

The scale was constructed by Sanjyot Pethe, Sushama Chaudhari and Upinder Dhar of National Psychology Corporation, Agra, India. It is a standardized scale having 19 items. A panel of 50 judges with postgraduate education and more than ten years of experience in their various fields was prepared. The cards were placed before each judge who was contacted individually. The items which were chosen 75% or more times were spotted out. The final form of the scale constituted nineteen items. The scale was administered on 220 subjects and the scores obtained were subjected to factor analysis and six factors were identified. These are confidence, command, adaptability, personal effectiveness, positive attitude and individuality. Confidence was dependence on one's own abilities.

Validity-

Besides face validity, as all items in the scale are concerned with the variable under focus, the scale has high content validity. It is evident from the assessment of judges/experts that items of the scale are directly related to the concept of self efficacy. In order to find out the validity from the coefficient of reliability (Garrett, 1981), the reliability index was calculated. The later has indicated high validity on account of being 0.99.

Reliability-

The odd-even reliability of the scale was determined by calculating reliability coefficient, corrected for full length for a sample of 220 subjects. The reliability coefficient of the scale is 0.98

Procedure of Data collection:

For conducting the research, data had been collected in one phase. 22 schools were selected conveniently from the district of North 24 Parganas, Hooghly, South 24 parganas and Howrah. Three scales were administered to 216 teachers from those schools chosen under study and asked to reply according to their own belief and thought without any consultation with another teacher and to submit the responded scale by putting it into an envelope to sustain confidentiality.

Analysis and interpretation of data :

The results of the study are presented in the following tables

Table 1.3: Test of Normality of data-

Scale	Shapiro-Wilk		
	Statistic	df	Sig.
CASST	.992	216	.242
PGTES	.990	216	.155
OSES	.989	216	.086

CASST = Constructivist Attitude Scale for School Teacher, PGTES = Post Graduate Teacher Effectiveness Scale, OSES = Occupational Self Efficacy Scale.

If the sample size is less than 2000 then through 'Shapiro-Wilk test' the normality of data can be tested (http://en.wikipedia.org/wiki/Shapiro%E2%80%93Wilk_test).

FromF The table no. 1.3 shows that the p value of Shapiro-Wilk test (sample size <2000) in case of Attitude towards constructivist approach is 0.242, (p>.05), in case of Teacher effectiveness p = 0.155, (p>.05) and in case of Teacher self efficacy, p = 0.086 (p>.05). Hence, data are normally distributed in both cases and there is a plenty chance to test the hypotheses with parametric statistics.

Objective wise Analysis of Data

Objective no.1

O_1 To study the attitude towards constructivist approach of the Secondary school teachers in teaching-learning process under different categorical variables.

Table: 1.4: Group Statistics of CASST_location of school

Location of School	Mean	N	Std. Deviation
Urban	101.2348	132	8.82905
Rural	102.6429	84	8.43493
Total	101.7824	216	8.68540

(CASST – Constructivist Attitude Scale for School Teacher)

Table: 1.5: Group Statistics of CASST_gender

	Gender	N	Mean	Std. Deviation
Attitude Towards Constructivist Approach	Male	135	101.7630	8.79128
	Female	81	101.8148	8.56024
Total		216	101.78	8.67

While estimating the mean value of CASST from the data that collected from the school teachers at location wise of the schools, it was originated 101.78 (table: 1.4) and in case of gender wise the CASST mean value was 101.78 (table: 1.5). In CASST scale a respondent can score 84 to 140. So, it can be said that, schools teachers of West Bengal posses a moderate positive attitude towards constructivist approach in their teaching state.

Objective no.2

O_2 To compare the teachers' attitude towards constructivist approach under different categorical variables like gender, location of school.

To fulfill this objective, two null hypotheses were formulated and tested which were as follows:

H_o1: There would be no significant difference in attitude towards constructivist approach between the teachers of rural school and urban school.

H_o2: There would be no significant difference in attitude towards constructivist approach between the male and female teachers.

Testing of Null Hypotheses:

To test the Ho1 and H_o2 descriptive and inferential statistics were computed. The results are given below:

Testing of Ho1:

Groups: Teachers of urban schools and rural schools

Table- 1.6: Group Statistics of CASST_location of school

	Location of school	N	Mean	Std. Deviation	Std. Error Mean
Attitude Towards Constructivist Approach	Urban	132	101.2348	8.82905	.76847
	Rural	84	102.6429	8.43493	.92033

Table- 1.7: Independent samples test of CASST_urban vs. rural

Sub- scale	Levene's Test for Equality of Variances			t- test for equality of means		
CASST	Equal variances assumed	F	Sig.	t	df	Sig. (2 tailed)
		1.135	.288	-1.162**	214	.246

(**not significant at 0.05 level of significance)

Interpretation:-

From the analyses in Table 1.7 it is seen that in case of Levene's Test for equality of variances the p value is 0.288 (p>.05) so, equal variances can be assumed. Table 1.7 also shows that in case of teachers attitude towards Constructivist Approach between urban and rural schools the calculated $t_{(214)}$ value is 1.162 and 'p' value is 0.246 (p> .05). Hence, t is not significant at 0.05 level. So, H_o1 is not rejected and it can be safely said that urban teachers are not significantly different from the rural teachers in respect to their attitude towards Constructivist Approach in teaching situation.

Testing of Ho2:

Groups: Male and female teacher

Table- 1.8: Group Statistics of CASST_gender

Sub- scale	Gender	N	Mean	Std. Deviation	Std. Error Mean
CASST	Male	135	101.7630	8.79128	.75663
	Female	81	101.8148	8.56024	.95114

Table- 1.9: Independent samples test of CASST_male vs. female

Sub- scale	Levene's Test for Equality of Variances			t- test for equality of means		
CASST	Equal variances assumed	F	Sig.	t	df	Sig. (2 tailed)
		0.002	0.969	-.042**	214	0.966

(**not significant at 0.05 level of significance)

Interpretation:-

It is seen from the analyses of Table 1.9 that in case of Levene's Test for equality of variances the p value is 0.969 (p > .05) so, equal variances can be assumed. Table 1.9 also shows that in case of teachers attitude towards Constructivist approach between male and female teachers the calculated $t_{(214)}$ value is 0.042 and 'p' value is 0.966 (p > .05). Hence, t is not significant at 0.05 level and $H_0 2$ is not rejected. So, male teachers are not significantly different from the female teachers in respect to their attitude towards Constructivist Approach.

Objective no.3

O_3 To study the relationship between teachers' attitude towards constructivist approach in teaching and teacher effectiveness.

To fulfill this objective, one null hypothesis was formulated and tested which was as follows:

$H_0 3$: There would be no significant relationship between teachers' attitude towards constructivist approach and teacher effectiveness.

Testing of Ho3:

Variables: Attitude towards constructivist approach and Teacher effectiveness

Interpretation:-

The analysis in table 1.10 shows that, correlation coefficient i.e. 'r' between score of CASST and PGTES is 0.454 and p value is 0.000 (p < 0.01) which is significant at the 0.01 level. Hence, $H_0 3$ is rejected. So, it can be said that there exists a significant

positive correlation between teachers' attitude towards constructivist approach and teacher effectiveness to a moderate extent.

Table 1.10: Correlations matrix of CASST & PGTES

		CASST	PGTES
CASST	Pearson Correlation	1	.454*
	Sig. (2-tailed)		.000
	N	216	216
PGTES	Pearson Correlation	.454*	1
	Sig. (2-tailed)	.000	
	N	216	216

* Correlation is significant at the 0.01 level (2-tailed).

(CASST – Constructivist Attitude Scale for School Teacher, PGTES– Post Graduate Teacher Effectiveness Scale).

Objective no.4

O_4: To study the relationship between teachers' attitude towards constructivist approach in teaching and teacher self-efficacy.

To fulfill this objective, one null hypothesis was formulated and tested which was as follows:

H_a4: There would be no significant relationship between teachers' attitude towards constructivist approach in teaching and teachers' self-efficacy.

Testing of Ho4:

Variables: Attitude towards constructivist approach and self efficacy

Table 1.11: Correlations matrix of CASST & OSES

		CASST	OSES
CASST	Pearson Correlation	1	.301**
	Sig. (2-tailed)		.000
	N	216	216
OSES	Pearson Correlation	.301**	1
	Sig. (2-tailed)	.000	
	N	216	216

** Correlation is significant at the 0.01 level (2-tailed).

(CASST – Constructivist Attitude Scale for School Teacher, OSES – Occupational Self Efficacy Scale)

Interpretation:-

While to find the relationship between teachers' attitude towards constructivist approach and teachers' self efficacy it has found from analysis in table 1.11 that, correlation coefficient i.e. 'r' between score of CASST and OESES is 0.301 and p value is 0.000($p < 0.05$) which is significant at the 0.01 level. Hence, H_04 is rejected. So, it can be interpreted that there is a moderate positive correlation between teachers' attitude towards constructivist approach and teachers' self efficacy.

Objective no.5

O_5: To study the relationship between teachers' effectiveness and teachers' self efficacy.

To fulfill this objective, one null hypothesis was formulated and tested which was as follows:

$H_0$5: There would be no significant relationship between teachers' attitude towards teacher effectiveness and teachers' self efficacy.

Testing of Ho5:

Variables: teacher effectiveness and teacher self-efficacy

Table 1.12: Correlations matrix of PGTES & OSES

		PGTES	OSES
PGTES	Pearson Correlation	1	.564**
	Sig. (2-tailed)		.000
	N	216	216
OSES	Pearson Correlation	.564**	1
	Sig. (2-tailed)	.000	
	N	216	216

** Correlation is significant at the 0.01 level (2-tailed).

(PGTES - Post Graduate Teacher Effectiveness Scale, OSES - Occupational Self Efficacy Scale)

Interpretation:-

The analysis in table **1.12** shows that, correlation coefficient i.e. 'r' between score of PGTES and OESES is 0.564 and p value is 0.000($p < 0.05$) which is significant at the 0.01 level. Hence, $H_0$5 is rejected. So, it can be interpreted that there is a moderate positive correlation between teachers' effectiveness and teachers' self efficacy.

Discussion

Within the realm of learning theory, the constructivist movement probably has the most understandable title. As the name suggests, the theory draws a picture of knowledge and understanding being slowly constructed. Each of us will build an

idiosyncratic version of reality based partly on identical experiences but shaped by individual experience and, importantly, upon an individual's prior knowledge, understanding and experience Pritchard and Woollard (2010).

While to search and compare the present scenario of constructivist approach that adapted by school teacher of West Bengal (W.B.) under different categorical variables it has been found from this study that teachers' attitude towards constructivist approach in teaching is moderately positive. Thus, the schools teachers in urban setting are not significantly different from rural school of W.B. though, rural school teachers are slightly better than urban schools' teacher. Uredi (2012) studied on the effect of classroom teachers' attitudes toward constructivist approach. This study aimed to determine the attitudes of classroom teachers towards constructivist approach and to analyze the effect of their attitudes towards constructivist approach on their level of creating a constructivist learning environment. At the end of the research, it was determined according to the views of most classroom teachers that attitudes towards the constructivist approach were positive; they created constructivist learning environment at medium level; that result support the present result of the study.

So, it may be concluded that, the location of school or school infrastructural facilities are not the main factors rather teachers' own aspiration and teaching effectiveness is the crucial factors for adopting constructivist approach in their daily teaching process in school level education system. In the same way, the present study also indicates that gender does not play any crucial role in construction of teachers' attitude towards constructivist approach in teaching process. Jadallah (1996) found that the pre-service teachers engaged in reflection (constructivist process) were more mindful of their teacher mediation in their school settings and more insightful about their decisions than the pre-service teachers who were not engaged in the reflective process that result support the findings of present study.

This study again shows a moderate positive correlation between teacher effectiveness and teachers' attitude towards constructivist approach in teaching in school situation. That means there remains a possibility that if the effectiveness of school teacher is increased then the positive attitude towards constructivist approach in teaching will be increased and vice-versa.

While to search and compare the present scenario of constructivist approach that adapted by school teacher of West Bengal (W.B.) under different categorical variables it has been found from this study that teachers' attitude towards constructivist approach in teaching is moderately positive. Uredi (2012) studied on the effect of classroom teachers' attitudes toward constructivist approach. This study aimed to determine the attitudes of classroom teachers towards constructivist approach and to analyze the effect of their attitudes towards constructivist approach on their level of creating a constructivist learning environment. At the end of the research, it was determined according to the views of most classroom teachers that attitudes towards the constructivist approach were positive; they created constructivist learning environment at medium level; that result support the present result of the study.

Teachers with a high level of teacher self-efficacy have been shown to be more resilient in their teaching and likely to try harder to help all students to reach their potential and it is main factor for a novice teacher's greater understanding of the complexity of the teaching process.

The study also reveals that there is a statistical significant moderate positive correlation between teachers' attitude towards constructivist approach in teaching and teacher self efficacy that means high self efficacy level is one of the crucial factor for construction of positive teachers' attitude towards constructivist approach in teaching process which support the findings of Evrekli et al. (2010) and the findings of that study indicated that in pre-service teachers' self efficacy belief level about constructivist approach is high. The study also reveals that there is a moderate positive correlation between teacher effectiveness and self-efficacy.

The reason of such advocacy of the constructivist approach was proved to be showing a better ways of teaching and learning in the West and the researchers as well as teachers noted persistent shortfalls in learners' understanding and of passive way of learning across all ages and grades in the traditional paradigm of teaching.

The most interesting point amongst the above findings is the use of the term 'moderately' which stands for the antonym of 'extremely' which shows that the teachers though being theoretically well adept in constructivism are yet to take firm position for translating constructivist vision into practice in real classroom situation. Hence, in conclusion it may be suggested that teachers, educators and researchers are to be jointly and actively engaged and put hands together for exploring modus operandi so that constructivist approach can be made a real success in teaching-learning for maximizing the learning outcomes of the learners.

Limitations of the study

No study is flawless. This study has its limitations. The present study had some limitations which were as follows:

i.   For reviewing the implication of constructivist approach in school, the books and journals were consulted as far as possible in respect to its availability.

ii. The selection of schools for this study was not selected only from four districts.

iii. The schools were selected mainly from southern part of West Bengal.

iv. The number of schools teachers might be increased by taking more schools under the study.

v.   The sample of this study was selected only from the Govt. aided Bengali medium schools of WBBSE. It would be much better if the sample could be selected from Govt. schools and English medium schools of WBBSE also.

vi. The data collection through CASST, PGTES & OSES was self reported by teachers at one point of time. Triangulations were not done to estimate the consistency of teachers' self reported data.

References:

Ahmed, J. (2009). Teaching of Biological sciences. New Delhi, PHI Learning private Limited.

Anderson, L. W. (1991). Increasing Teacher Effectiveness. Paris: UNESCO, International Institute for Educational Planning.

Allus, W. M.and Shore, M. B. (2008). Inquiry in Education, vol. 1, America: Lawrence Erlbaum Association. pp. 24-33

Boddy N, Watson K. Aubusson P (2003). A trial of the five es: A referent model for constructivist Teaching and Learning. Res. Sci. Educ. 33: 27–42.

Flynn Pat, Mesbov D., Vermette J. Paul, Smith R. Michael (2004). Applying standards-based Constructivism: a two- step guide for motivating middle and high school students. Larchmont (U.S.), Eye on education publication

Garrett E. Henry (2011). Statistics in Psychology and Education. Delhi: Paragon International Publisher.

Gardner, H. (1991). The Unschooled Mind: How Children Think and How School Should Teach. New York: Basic Books.

Guha A. and Ghosh S. (2012). Classroom Management: Attitude and Belief of Secondary School Teachers. Sikshachintan : A Journal of Education, vol. 6, 2012, ISSN No. 0973-5461. pp.175-182

Jadallah, E. (1996). Reflective theory and practice: A constructist process for curriculum and instructional decsions. Action in Teacher Education, 18(2), 73-85.

Kothari C.R. and Garg, G. (2014). Research Methodology : Methods and Techniques. 3rd edition. Delhi.:New Age International Publishers.

Kumar, R. (2013). Research Methodology : a step-by-step for beginners. 3rd edition. Delhi, SAGE.

Mangal, S.K. (2011). Essential Educational Psychology. Fifth printing, New Delhi, PHI Learning private ltd.

Munoz, M., Prather, J. R., & Stronge, J. H. (2011). Exploring Teacher Effectiveness Using Hierarchical Linear models; Student- and Classroom–Level Predictors and Cross-Year Stability in Elementary School Reading . Planning and Changing ,Vol. 42, No. 3/4, 2011, pp. 241-273

Murphy, E. (1997). Characteristics of Constructivist Teaching and Learning. Constructivism: from Philosophy to Practice. New York: Guilford Press.

National Curriculum Framework. (2005). New Delhi, NCERT Publication.

Pigge, F.L. & Marso, R.N. (1990). A longitudinal assessment of the affective impact of pre-service training on prospective teachers. (ERIC Document Reproduction Services No. ED 328515). Journal of Experimental Education, 58 (4), 283-289.

Pritchard A., Woollard J. (2010). Psychology for the Classroom: Constructivism and Social Learning. New York, Routledge Publication.

Puri, S. & Gakhar, S. C. (2010). Teacher Effectiveness Scale (PGTES). National Psychological Corporation, Agra, India.

Richardson,V., & Ratzlaff, C.(2001). Teachers' perceptions of the moral dimensions of their classrooms, Seattle, WA : American Educational Research Association.

Richardson, V. (Ed.), (1997), Constructivist teacher education: Building a world of new understandings .London: Falmer.

Travers, Robert M.W. (1958), An introduction to Educational research, New York: The Macmillian Company.

Tobias Sigmund (2010), An eclectic appraisal of the success or failure of Constructivist instruction. in Sigmund Tobias, & Thomas M. Duffy (Eds.), Constructivist Instruction: Success or failure (pp.335-350). New York, Routledge.

Ured Lutfi (2012).The effect of classroom teachers' attitudes toward constructivist approach on their level of establishing a constructivist learning environment: A case of Mersin. Mersin University, Educational Faculty, 33169 Mersin, Turkey.

Von Glasersfeld, E. (1995a). Learning as a constructive activity. In C. Janvier (Ed.), Problems of representation in the teaching and learning of mathematics (pp. 87-90). Hillsdale, NJ: Erlbaum.

Vivekananda, Swami (1991). The Complete Works of Swami Vivekananda. Vol.1. Kolkata. Advaita Ashrama.

http://www-01.ibm.com/software/analytics/spss/products/statistics/

http://en.wikipedia.org/wiki/Shapiro%E2%80%93Wilk_test

http://www.sedl.org/scimath/compass/v01n03/construct.html

http://www.hanoverresearch.com/wp-content/uploads/2012/05/Effectiveness-of-Co-Teaching-Membership.pdf

Analysis of Teacher Educators' Self-Assessment of their Integrative Knowledge on Content, Pedagogy and Technology

Subhas Chandra Roy[1], Kingshuk Karan[2] and Sujit Pal[3]

ABSTRACT : Since the last few decades of the 21st century, knowledge has grown more rapidly than ever amongst all disciplines at all levels. In teaching practice, this enhances the necessity of the teachers to guide their students more fluently, efficiently and effectively. To serve the purpose, teachers' knowledge on three unitary core constructs of Content (CK), Pedagogy (PK) and Technology (TK) along with their potentiality to integrate these into three dyadic constructs i.e. Pedagogical Content Knowledge (PCK), Technological Content Knowledge (TCK) and Technological Pedagogical Knowledge (TPK), and one overarching triadic construct i.e. Technological Pedagogical Content Knowledge (TPACK) seem to play significant role. The present study aimed to investigate the level of integrative knowledge of teacher educators on Content, Pedagogy and Technology. Sixty two teacher educators from ten Teachers' Training Institutes of West Bengal were selected as the sample. Necessary data were collected through a questionnaire consisting of 42 items (reliability=0.924). Graphical representation, descriptive statistical analysis, tests of normality, Pearson's product-moment correlation, independent samples t-test and one-way ANOVA techniques were used to analyze the collected data. From the results, it was observed that the teacher educators possess moderate level of integrative knowledge on Content, Pedagogy and Technology (mean=174.71, median=176.00 and SD=15.281). Other important findings included no significant differences between: (1) male and female teacher educators (p=0.555), (2) teacher educators of Government or Government-aided and Private Teachers' Training Institutes (p=0.092), and (3) teacher educators with and without any certificate/diploma/degree in computer and/or ICT (p=0.543) with respect to their integrative knowledge on Content, Pedagogy and Technology. However, significant difference was observed among teacher educators of different subject streams (Science & Math, Social Sciences and Languages) in relation to their integrative knowledge (p=0.048). Further analysis in this regard revealed that the teacher educators of Social Sciences and Languages differ significantly in their integrative knowledge (p=0.012). With respect to the correlations between the constructs of total integrative knowledge, coefficients of correlation varied from 0.022 (TK and PCK) to 0.717 (TPK and TPACK). TPACK was significantly correlated with all other constructs at 0.01 level. This study may provide a direction towards further in depth study to look critically into the TPACK framework

---

[1] Assistant Professor, Gangadharpur Sikshan Mandir (M.Ed. Section), Howrah, E-mail: subhas9804009247@gmail.com

[2] Lecturer, Scottish Church College (Dept. of Teacher Education), Kolkata, E-mail: kingshukkaran@gmail.com

[3] Deputy Director of Public Instruction (Training), Education Directorate, Higher Education Department, Govt. of West Bengal, E-mail: spalaug552@gmail.com

through more detailed analysis of the relationship of all its seven constructs, and to estimate the contribution of each construct to predict the level of integrative knowledge on Content, Pedagogy and Technology.

Introduction

In these first few decades of 21st century, the amount of human knowledge has grown and developed exponentially. It has been expanding rapidly amongst all disciplines at all levels in the discipline of education. The needs and demands of a society in this 21st century depend on how it orients the knowledge in the every passage of civilization. Teachers hold the key responsibility in propagating this newly growing knowledge to every corners of the society. They play the role of creator and preserver of knowledge in different academic disciplines. As teaching is a context-bound activity, a sound knowledge of content, pedagogy and technology, and their proper mixing in teachers' daily teaching practices in educational institutes make the teaching-learning process very effective. Teachers, therefore, should think about the content and pedagogical skills of their own subjects and contexts, and should go beyond technology literacy to promote their teaching practices that innovatively use and integrate technology, pedagogy and content (Koehler, Mishra, Akcaoglu & Rosenberg, 2013).

The development of integrative knowledge on content, pedagogy and technology is critical to effective teaching (Koehler & Mishra, 2009). Sulman (1986) first provided the concept of integrating 'pedagogy' and 'content' to develop a new integrated form of knowledge as Pedagogical Content Knowledge (PCK). Later, a third construct in the form of 'technology' was included in it by Mishra and Koehler (Mishra & Koehler, 2006; Koehler & Mishra, 2009) to build up the entire framework of integrative knowledge on content, pedagogy and technology, i.e. the complete Technological Pedagogical Content Knowledge (TPACK) framework. The technological construct was added to empower the teachers to significantly influence their ability of technology integration in their teaching (AACTE Committee on Innovation and Technology, 2008). The complete integrative knowledge framework on content, pedagogy and technology is basically a three-layered structure having seven components or constructs. The three unitary core constructs of Content Knowledge (CK), Pedagogical Knowledge (PK) and Technological Knowledge (TK) form the first monadic layer. These three constructs interact in pairs and form the second dyadic layer consisting of three dyadic constructs i.e. Pedagogical Content Knowledge (PCK), Technological Content Knowledge (TCK) and Technological Pedagogical Knowledge (TPK). Finally, all the three constructs interact unitedly with each other to develop the third triadic layer consisting of one overarching triadic construct i.e. Technological Pedagogical Content Knowledge (TPACK). The various constructs of integrative

knowledge framework and their pattern of integration are shown below diagrammatically (Fig. 1):
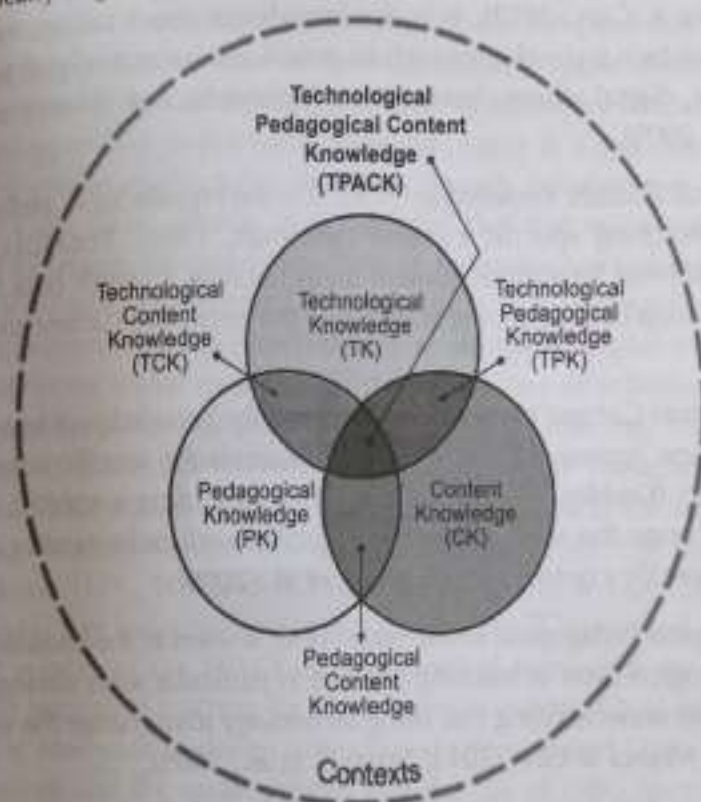
Figure 1: The TPACK framework and its different constructs (Retrieved from http://tpack.org and reproduced by permission of the publisher)

This framework describes the synthesized knowledge of each of the constructs with a focus upon how technology can be uniquely crafted to meet pedagogical needs in teaching certain content in specific contexts. Alone, each of the unitary constructs (i.e. TK, PK and CK) represents an important and necessary aspect of teaching. But effective teaching is much more than that where the knowledge of technology, pedagogy and content is synthesized, integrated, and put into practice for designing most effective learning experiences for the students (Koehler, Mishra, Akcaoglu & Rosenberg, 2013). The seven constructs of the integrative knowledge framework (Fig. 1) are explained below:

1. Content Knowledge (CK): It is the knowledge about actual subject matter that is to be taught and includes concepts, theories, ideas, organizational frameworks, evidence and proof (Mishra & Koehler, 2006; Shulman, 1986). The nature of knowledge is different for various content areas and for various grade levels (Schmidt et al., 2009; Koehler, Mishra & Cain, 2013).

2. Pedagogical Knowledge (PK): It includes the strategies, methods and processes of teaching and learning (Koehler, Mishra & Cain, 2013). It includes teachers' knowledge in how students learn, planning a lesson, teaching the lesson, classroom management and student assessment (Schmidt et al., 2009).

3. Technological Knowledge (TK): It refers to certain ways of thinking about, and working with, technology that can be applied to all technological tools and resources (Koehler, Mishra & Cain, 2013). It is the knowledge about various technologies, ranging from low-tech technologies such as pencil and paper to digital technologies such as Internet, digital videos, interactive whiteboards, and software programmes (Schmidt et al., 2009).

4. Pedagogical Content Knowledge (PCK): It is the knowledge of pedagogy that is applicable to teaching specific content (Shulman, 1986). Pedagogical content knowledge is different for various content areas because it blends both content and pedagogy to develop better teaching practices in the respective content areas (Schmidt et al., 2009).

5. Technological Content Knowledge (TCK): It is the knowledge of how technology can construct new representations and manipulations for specific content in new and fruitful ways (Koehler, Mishra & Cain, 2013). By using a specific technology, teachers can change the way of learners' practice and understanding of different concepts in a specific content area (Schmidt et al., 2009).

6. Technological Pedagogical Knowledge (TPK): It refers to the knowledge of using various technological tools in teaching practice in particular ways aiming to improve the teaching, and understanding that using technology may change the way teachers teach (Koehler, Mishra & Cain, 2013; Schmidt et al., 2009).

7. Technological Pedagogical Content Knowledge (TPACK): It is the highest form of integrative knowledge that emerges from interactions among content, pedagogical and technological knowledge. It is the basis of effective teaching with technology which is required for the teachers for integrating technology into their teaching practice in any given content area (Koehler, Mishra & Cain, 2013; Schmidt et al., 2009).

Earlier Works

From the time of emergence of the concept of TPACK framework, a number of studies have been conducted so far to explore and explain its various dimensions in the field of teaching-learning system. Mishra & Koehler (2006), Koehler & Mishra (2009), and Koehler, Mishra & Cain (2013) developed and described the framework for teacher knowledge for technology integration called technological pedagogical content knowledge as a complex interaction among three bodies of knowledge: content, pedagogy, and technology. Harris, Mishra & Koehler (2009) critically analyzed the use of TPACK framework as a way to think about effective technology integration, recognizing technology, pedagogy, content and context as interdependent aspects of teachers' knowledge necessary to teach content-based curricula effectively with educational technologies. Doering, Veletsianos, Scharber & Miller (2009) studied on social studies teachers' meta-cognitive awareness of their TPACK and expressed positive and encouraging comments regarding their knowledge domains portrayed within the TPACK framework. Kocoglu (2009) examined to explore how TPACK develops in pre-service English-as-a-Foreign Language teachers enrolled in the required

computer-assisted language learning course. Kafyulilo (2010) investigated the ways through which pre-service science and mathematics teachers at Dar es Salaam University College of Education (DUCE) could acquire competencies for integrating technology pedagogy and content in teaching through action research approach. Harris & Hofer (2011) depicted a descriptive study of secondary teachers' curriculum-based, technology-related instructional planning. Agyei & Voogt (2012) developed TPACK in pre-service mathematics teachers through collaborative design at the University of Cape Coast, Ghana, and suggested that that more systematic efforts were needed to engage pre-service teachers in technology-rich design activities to develop their TPACK adequately. Tantrarungroj & Suwannatthachote (2012) investigated pre-service teachers' self-efficacy in designing digital media and their TPACK for designing digital media using different forms of self-regulated learning instructional support for online project-based learning. Chai, Ng, Li, Hong & Koh (2013) attempted to validate a TPACK efficacy survey by implementing it on an Asian group of pre-service teachers and found positive effects of the basic knowledge factors of CK, PK and TK were indirect, occurring through the second layer of knowledge factors (TPK, TCK and PCK). Chai, Koh, Lim & Tsai (2014) reviewed major frameworks that had employed to make sense of ICT integration, and proposed an expanded version of the TPACK as a theoretical framework for creating new knowledge and innovative practices for ICT integration in educational settings. Olatoye & Nleya (2014) attempted to design Instructional Object Based Game (IOBG) using TPACK framework and the result showed that the use of OBG (game) in teaching and learning had significant effect on the performance of learners in mathematics. Giannakos, Doukakis, Pappas, Adamopoulos & Giannopoulou (2015) investigated Computer science teachers' confidence on TPACK in K-12 computing education context and found that teachers attain relatively high scores on the TPACK subscales.

From the study of available literatures, it is revealed that the researchers had highlighted on conceptual framework of TPACK, teachers' meta-cognitive awareness of TPACK, their self-efficacy, confidence and competencies on TPACK in different academic disciplines, and the ways to develop and nurture their ability to integrate content, pedagogy and technology in their teaching. In this background, the present study tries to assess teacher educators' level of integrative knowledge on content, pedagogy, and technology through self-assessment.

Objectives of the Study

1. To study the nature of distribution of the collected data with respect to normality of the data.

2. To study the variation, if any, exists between the male and female teacher educators' integrative knowledge on content, pedagogy and technology.

3. To study the variation, if any, exists between the teacher educators of Government or Government-aided and Private teachers' training institutes with respect to their integrative knowledge on content, pedagogy and technology.

4. To study the variation, if any, exists among teacher educators with and without any certificate/diploma/degree in computer and/or ICT with respect to their integrative knowledge on content, pedagogy and technology.

5. To study the variation, if any, exists among teacher educators of different subject streams (Science & Math, Social Sciences and Languages) in relation to their integrative knowledge on content, pedagogy and technology.

6. To study the correlation, if any, exists between the constructs of integrative knowledge on content, pedagogy and technology.

Hypotheses of the Study

1. The observed distribution of data fits the normal distribution.

2. There is no significant difference between the male and female teacher educators' integrative knowledge on content, pedagogy and technology.

3. There is no significant difference between the teacher educators of Government or Government-aided and Private teachers' training institutes with respect to their integrative knowledge on content, pedagogy and technology.

4. There is no significant difference between the teacher educators with and without any certificate/diploma/degree in computer and/or ICT with respect to their integrative knowledge on content, pedagogy and technology.

5. There is no significant difference among the teacher educators of different subject streams (Science & Math, Social Sciences and Languages) with respect to their integrative knowledge on content, pedagogy and technology.

6. There exists significant correlation between the constructs of integrative knowledge on content, pedagogy and technology.

Methodology

Population and Sample:

The teacher educators of Secondary Teachers' Training Institutes were selected as the target population to conduct the study. 10 different Secondary Teachers' Training Institutes of Kolkata, North 24-Parganas and Howrah districts of West Bengal were selected to collect data where the institutional authorities permitted the researcher to undertake the research work. 62 teacher educators were drawn as the sample from those institutes on the basis of different traits viz. nature of college, sex, training in computer/ICT, and subject stream of teacher educators. The scheme of sampling is mentioned below (Table 1):

Table 1: Sample of Study

Categorical Variables		No. of Individuals	Total Sample
Sex	Male	22	62
	Female	40	
Nature of College	Govt./Govt.-aided	21	62
	Private	41	
Training in Computer/ICT	Trained	31	62
	Untrained	31	
Subject Stream	Science & Mathematics	16	
	Social Sciences	27	62
	Languages	19	

Tools and Techniques:

A questionnaire on "Teacher Educators' Integrative Knowledge on Content, Pedagogy and Technology" (reliability coefficient of 0.924) was used for the purpose of data collection. The tool was developed by the researchers with reference to the similar tools developed earlier by Schmidt et al. (2009), Kofyulilo (2010), Chai, Ng, Li, Hong & Koh (2013), and Giannakos, Doukakis, Pappas, Adamopoulos & Giannopoulou (2015). The questionnaire was consisted of 42 items divided into 7 subscales (TK, PK, CK, TPK, TCK, PCK and TPACK) with multiple options to answer. Each subscale of the questionnaire represented each of the seven constructs of the integrative knowledge framework of teacher educators. The scale used was Likert type (5 point scale). The responses indicating the degree of strength of integrative knowledge were: 'Strongly disagree', 'Disagree', 'Neutral', 'Agree' and 'Strongly Agree'. For scoring, numerical values were assigned to each response as: Strongly disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, and Strongly Agree = 5. The scores of each individual teacher educator were computed by summing up the weightage of the responses for the items of each subscale and then for all the subscales. Obtainment of high scores in the questionnaire indicated high degree of integrative knowledge of teacher educators on content, pedagogy and technology and vice versa.

Descriptive survey method was employed to collect necessary data. The hypotheses formed earlier were tested through tests of normality, Pearson's product-moment correlation, independent samples t-test and one-way ANOVA by using IBM SPSS Statistics version 21.0. Graphical representation of data was made by the help of Microsoft Office Excel 2007.

Analysis and Interpretation

(I) Descriptive Statistics:

Table 2: Descriptive statistics for each subscale and total integrative knowledge on content, pedagogy and technology

	N	Range	Mean	Std. Error	Std. Deviation
TK	62	21	26.05	0.561	4.418
PK	62	16	35.00	0.422	3.324
CK	62	15	26.21	0.378	2.976
TPK	62	14	25.06	0.398	3.130
TCK	62	11	20.08	0.356	2.801
PCK	62	09	26.34	0.295	2.326
TPACK	62	10	15.97	0.328	2.580
Total Integrative Knowledge	62	71	174.71	1.941	15.281

From the analysis of descriptive statistics (Table 2), the mean score of total integrative knowledge is estimated as 174.71 out of maximum possible total score of 210 in all questionnaire items with a range of 71 and SD of 15.281. This indicates that the teacher educators under study, in average, possess moderate level of integrative knowledge on content, pedagogy and technology (calculated $Q_1 = 163.75$, $Q_2 = Md. = 176.00$, and $Q_3 = 187.25$). The scores obtained by each individual teacher
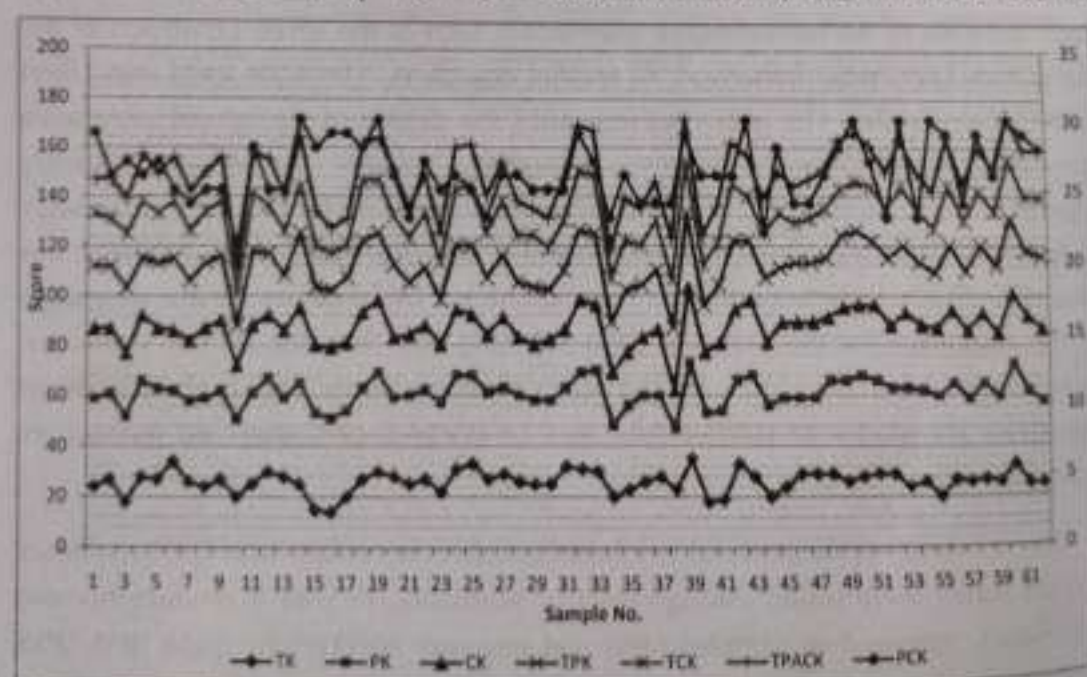
Figure 2: Graphical distribution of the scores of each individual for each subscale of total integrative knowledge

educator for each subscale of the total integrative knowledge are presented graphically below (Fig. 2). It can be commented from the graphical distribution that the teacher educators who secured high scores in the self-assessment scale, in most cases obtained high scores for all the subscales and vice versa.

(II) Testing of Normality:

Table 3: Results of Kolmogorov-Smirnov and Shapiro-Wilk tests of normality

	Kolmogorov-Smirnov*			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Integrative knowledge of teacher educators	0.093	62	p=0.200*	0.981	62	p=0.450

* This is a lower bound of the true significance
*Lilliefors Significance Correction

From the results of both Kolmogorov-Smirnov and Shapiro-Wilk tests of normality (Table 3), it is observed that the calculated p values for both the tests are greater than 0.05 (p=0.200 and p=0.450 respectively). Hence, the null hypothesis is retained and it can be stated that the distribution of data fits the normal distribution and the concerned population is normally distributed.

(III) Results of Independent Samples t-Tests:

Table 4: Results of independent samples t-tests

Dependent variable	Categorical variables	N	Mean	Std. Deviation	df	t- value	Remarks
Integrative knowledge of teacher educators	Female	40	173.85	14.913	60	-0.594	p>0.05 (p=0.555)
	Male	22	176.27	16.166			
Integrative knowledge of teacher educators	Govt./Govt.-aided	21	170.14	17.176	60	-1.710	p>0.05 (p=0.092)
	Private	41	177.05	13.858			
Integrative knowledge of teacher educators	Trained in computer &/or ICT	31	175.90	15.566	60	0.612	p>0.05 (p=0.543)
	Untrained	31	173.52	15.152			

From the above table (Table 4), the results of independent samples t-tests reveal that the calculated t values for all the null hypotheses are not significant (t= -0.594, t= -1.710 and t= 0.612 respectively) at 0.05 level. So, it can be concluded that there exist no significant differences between: (1) male and female teacher educators (p=0.555), (2) teacher educators of Government or Government-aided and Private

Teachers' Training Institutes (p=0.092), and (3) teacher educators with and without any certificate/diploma/degree in computer and/or ICT (p=0.543) with respect to their integrative knowledge on content, pedagogy and technology.

(IV) Results of One Way ANOVA:

Table 5: Result of one way ANOVA

Dependent variable	Categorical variables	N	Mean	Std. Deviation	df	F value	Remarks
Integrative knowledge of teacher educators	Science & Math	16	176.8	17.318	61	3.204*	p<0.05 (p=0.048)
	Social Sciences	27	169.52	14.399			
	Languages	19	180.32	12.824			

* Significant at the 0.05 level (2- tailed)

The result of one way ANOVA (Table 5) indicates that the calculated F value (3.204*) is significant (p=0.048) at 0.05 level. The null hypothesis H_05 is, therefore, rejected and there is a significant difference among teacher educators of different subject streams (Science & Math, Social Sciences and Languages) in relation to their integrative knowledge on content, pedagogy, and technology.

Table 6: Further statistical analysis

Dependent variable	Categorical variables	N	Mean	Std. Deviation	df	t- value	Remarks
Integrative knowledge of teacher educators	Science & Math	16	176.81	17.318	41	1.489	p>0.05 (p=0.144)
	Social Sciences	27	169.52	14.399			
Integrative knowledge of teacher educators	Science & Math	16	176.81	17.318	33	- 0.687	p>0.05 (p=0.497)
	Languages	19	180.32	12.824			
Integrative knowledge of teacher educators	Social Sciences	27	169.52	14.399	44	2.617*	p<0.05 (p= 0.012)
	Languages	19	180.32	12.824			

* Significant at the 0.05 level (2- tailed)

From the above table (Table 6), further analysis of the null hypothesis detects that the teacher educators of Social Sciences and Languages differ significantly in their integrative knowledge on content, pedagogy and technology (p= 0.012). However, no significant differences are observed between the teacher educators of Science & Math and Social Sciences (p=0.144) as well as those of Science & Math and Languages (p=0.497).

(V) Results of Correlation:

Table 7: Correlations between the constructs of total integrative knowledge

	PK	CK	TPK	TCK	PCK	TPACK
TK	0.044	0.197	0.492**	0.557**	0.022	0.581**
PK		0.590**	0.326**	0.254*	0.672**	0.356**
CK			0.433**	0.313*	0.615**	0.396**
TPK				0.659**	0.486**	0.717**
TCK					0.333**	0.670**
PCK						0.420**

* Significant at the 0.05 level (2- tailed)
** Significant at the 0.01 level (2- tailed)

The relationship between the subscales of total integrative knowledge is calculated using Pearson product-moment correlations (Table 7). With respect to correlations between subscales, coefficients varies from 0.022 (TK and PCK) to 0.717 (TPK and TPACK). TPACK is significantly correlated with all other subscales at the 0.01 level where the highest correlation is calculated between TPK and TPACK (r – 0.717) and the lowest correlation is calculated between PK and TPACK (r – 0.356). The analysis also shows very prominently that the Technological Knowledge is not significantly correlated with other two unitary constructs of integrative knowledge i.e. Pedagogical Knowledge (r – 0.044) and Content Knowledge (r – 0.197), as well as with one non-technological dyadic construct i.e. Pedagogical Content Knowledge (r – 0.022).

Conclusion

The results of the present study reflect that the teacher educators possess moderate level of integrative knowledge on content, pedagogy, and technology (mean–174.71 and SD–15.281). But through the calculation of coefficients of correlation (r), it is observed that TK is not correlated significantly with PK, CK, and also with PCK. This indicates the existence of a major problem among teacher educators under study in handling technologies and integrating it properly into their teaching practice. Appropriate ICT integration in teaching-learning process is the necessity of 21st century classrooms. Actually, the technological construct was added to the previous Sulman's (1986) version of PCK to serve that purpose. In addition to help teacher educators in acquiring core knowledge and skills derived from basic knowledge factors, it is equally important that existing teachers' training curricula should be reshaped in order to guide teacher educators to develop and perhaps even create the knowledge in the overlapping areas of content, pedagogy and technology, i.e., in PCK, TCK, TPK and TPACK (Chai, Ng, Li, Hong & Koh, 2013). This is essentially required because teacher educators train student-teachers who, in turn, engage in educating the future citizen of the nation after successful completion of training. Therefore, in order to achieve

this, the foremost criteria should be that the teacher educators must possess enough competencies in the unitary constructs of content, pedagogy and technology. Without developing such competencies, they cannot be able to integrate effectively the content, pedagogical abilities and technological skills in designing their teaching strategies in most effective ways. The adoption of professional learning communities in which teacher educators collaboratively design lessons that integrate technology, teach the lesson to colleagues before teaching students and get critiques from colleagues, would be a reliable approach towards successful development of TPACK (Kafyulilo, 2010).

This study implies a need for teacher education and teachers' training institutes to re-examine the current curriculum guidelines developed for teachers' training programmes at different levels. It may be considered as a promising initiation for works designed to examine and support teachers' development of integrative knowledge on content, pedagogy and technology. It may provide a direction towards further in depth study to look critically into the TPACK framework through the detailed analysis of the inter-relationship of all its seven constructs, and also to estimate the contribution of each construct to predict the integrative knowledge of the teachers on content, pedagogy and technology. It may also provide the scope to incorporate the TPACK approach in training student-teachers of different teacher education courses, to design ICT-based teacher-training curricula for different pedagogies of school subjects, and to apply the concept of TPACK framework in designing most appropriate learning experiences for specific content through specific pedagogies and technologies in specific learning contexts. The contextual aspect is probably the most important part to be considered while integrating content, pedagogy and technology which is different across different societies, cultures and learning situations. This potentially provides a wide scope to conduct significant researches on specific social, cultural and institutional context-based integration of content, pedagogy, and technology in constructing appropriate TPACK-influenced teaching-learning strategies.

References

AACTE Committee on Innovation and Technology (Ed.). (2008). *Handbook of technological pedagogical content knowledge (TPCK) for Educators*. New York: Routledge.

Agyei, D. D., & Voogt, J. (2012). Developing technological pedagogical content knowledge in pre-service mathematics teachers through collaborative design. *Australasian Journal of Educational Technology, 28*(4), 547-564.

Chi, C. S., Koh, E., Lim, C. P., & Tsai, C.-C. (2014). Deepening ICT integration through multilevel design of technological pedagogical content knowledge. *Journal of Computers in Education, 1*(1), 1–17.

Chai, C. S., Ng, E. M. W., Li, W., Hong, H.-Y., & Koh, J. H. L. (2013). Validating and modelling technological pedagogical content knowledge framework among Asian preservice teachers. *Australasian Journal of Educational Technology, 29*(1), 41-53.

Doering, A., Veletsianos, G., Scharber, C., & Miller, C. (2009). Using the technological, pedagogical and content knowledge framework to design online learning earning environments and professional development. *Journal of Educational Computing Research, 41*(3) 319-346.

Giannakos, M. N., Doukakis, S., Pappas, I. O., Adamopoulos, N., & Giannopoulou, P. (2015). Investigating teachers' confidence on technological pedagogical and content knowledge

An initial validation of TPACK scales in K-12 computing education context. *Journal of Computers in Education, 2*(1), 43–59.

Harris, J., Mishra, P., and Koehler, M. (2009). Teachers' technological pedagogical content knowledge and learning activity types: Curriculum-based technology integration reframed. *Journal of Research on Technology in Education, 41*(4), 393-416.

Harris, J. B., & Hofer, M. J. (2011). Technological pedagogical content knowledge (TPACK) in action: A descriptive study of secondary teachers' curriculum-based, technology-related instructional planning. *Journal of Research on Technology in Education, 43*(3), 211-229.

Kafyulilo, A. C. (2010). *Practical use of ICT in science and mathematics teachers' training at Dar es Salaam University College of Education. An analysis of prospective teachers' technological pedagogical content knowledge* (Master's Thesis, University of Twente). Retrieved from files.eric.ed.gov/fulltext/ED524251.pdf

Kocoglu, Z. (2009). Exploring the technological pedagogical content knowledge of pre-service teachers in language education. *Procedia Social and Behavioral Sciences, 1*, 2734–2737.

Koehler, M. J., & Mishra, P. (2009). What is technological pedagogical content knowledge? *Contemporary Issues in Technology and Teacher Education, 9*(1), 60-70.

Koehler, M. J., Mishra, P., Akcaoglu, M., & Rosenberg, J. M. (2013). *The technological pedagogical content knowledge framework for teachers and teacher educators.* New Delhi: Commonwealth Educational Media Centre for Asia.

Koehler, M. J., Mishra, P., & Cain, W. (2013). What is technological pedagogical content knowledge (TPACK)? *Journal of Education, 193*(3), 13-19.

Mishra, P., & Koehler, M. (2006). Technological pedagogical content knowledge: A framework for teacher knowledge. *Teachers College Record, 108*(6), 1017–1054.

Olatoye, M. A., & Nleya, P. T. (2014). The impact of designed TPACK- Object based game on the performance of JSS 2 students in mathematics. *American Journal of Educational Research, 2*(8), 674-682.

Schmidt, D. A., Baran, E., Thompson, A. D., Mishra, P., Koehler, M. J., & Shin, T. S. (2009). Technological pedagogical content knowledge (TPACK): The development and validation of an assessment instrument for preservice teachers. *Journal of Research on Technology in Education, 42*(2), 123–149.

Shulman, L. S. (1986). Those who understand: Knowledge growth in teaching. *Educational Researcher, 15*(2), 4–14.

Tantrarungroj, P., & Suwannatthachote, P. (2012). Enhancing pre-service teacher's self-efficacy and technological pedagogical content knowledge in designing digital media with self-regulated learning instructional support in online project-based learning. *Creative Education, 3*, Supplement, 77-81.

Accountability of Primary School Teachers

Prasanna Kumar Sahoo*

ABSTRACT : Accountability is a psychological term related to individual's action. To be accountable signifies an ethical sense and involvement of moral consciousness. Teacher accountability is a sort of commitment to the teaching profession and mission of disseminating knowledge and skills to the students. It is a continuous evaluation of performance of the teacher by some independent and impartial bodies, teacher's self evaluation and student's evaluation of teachers. Through school education the responsibility of building the future of the young generation is entrusted to the teachers. Hence the primary school teachers ultimately have a big responsibility in the realm of education in terms of moulding the behaviour and shaping the personality of the children according to the ideas and norms of the society or the community. Teachers should be accountable for the lapses on their part particularly with regard to negligence or shirking away from their duties. The present paper focuses on the judgement of accountability of primary school teachers in relation to some personal and professional variables. A self rating scale was used to assess the accountability of teachers of their own with reference to their classroom management, teaching learning process, organization of curricular and co curricular activities, generating and evaluating learning activities, utilizing community resources for enriching learning situations etc. Female teachers, less experienced, private and unmarried teachers were found to be more accountable than their counter parts. On the basis of the findings of the study some suggestions were provided for developing the responsibility and accountability of the primary school teachers which will no doubt improve the teaching learning and evaluation practices of the modern education system

Key words : Accountability, Primary school teachers

Introduction

From the times immemorial in history of mankind, work ethics has had a place in one set or the other in the family as a social sub system; the division of labour coupled with responsibility and a specific code of conduct were followed. In an organization, every individual has got his duty or responsibility to perform. Once an individual is assigned responsibilities and the authority to perform certain task he/she is accountable or answerable for proper performance of the assigned responsibility. When we go back to our recent golden history we relies that there was a time when teaching was considered a noble profession and the teachers lived with a mission without aspiring for the material gains. But with the changing scenario, teaching has also become a vocation, a way of earning one's livelihood to exist respectably in the

* Principal, Pragati College of Education, Siliguri, Darjeeling,West Bengal, E mail-
  principal2014pcoe@gmail.com

present competitive society. So the values of dedication, devotion and commitment to the vocation seem to have been conveniently forgotten in the absence of intrinsic motivation that the teachers of the past used to possess. Accountability has a direct link with academic excellence. Promotion of excellence is the crying need of the hour in India. Accountability is required in all activities which require feeling of responsibility or showing concern. Education is one such field which requires the accountability of the personnel involved in it. Mostly teachers are expected to be accountable for student's academic achievement, value inculcation, their behavior and for their educational outcomes.

Accountability is a psychological phenomenon related to man's action. To be a accountable signifies an ethical sense and involvement of moral consciousness. Teacher accountability is a sort of commitment to the teaching profession and mission of disseminating knowledge and skills to the students. To put in other words, accountability is a continuous evaluation of performance of the teacher by some independent and impartial bodies, teacher's self-evaluation and student's evaluation of teachers.

"Accountability of a teacher is nothing but the responsibility of the teacher and the way in which he holds or discharges the responsibility with effective methods." Accountability in school education represents a network of mutual accountabilities shared by its stakeholder's i.e. the individuals or groups directly or indirectly associated with the functioning of the school education as a system. The ultimate beneficiaries are the students, since all that exists in system of education stands for the benefits of the students. The interests of the parents, members of the community, state and central bodies are also involved in this venture, since each of them desires to see the growing-ups to bloom as fine roses in the courtyard of their country. Through school education the responsibility of building the future of this young generation is entrusted to the teachers. Hence teachers ultimately have a big responsibility in the realm of education in terms of moulding the behaviour and shaping the personality of the children according to the ideas and norms of the society or the community. Therefore the members of the community, parents, school authorities and public as well as government agencies, all demand from teachers to meet their expectations by fulfilling their responsibilities to the expected levels of satisfaction. Hence the teachers should be held responsible or accountable for the lapses on their part particularly with regard to negligence or shirking away from their duties.

The importance of a teacher as an architect of our future generations demand that only the best and the most intelligent and competent members of our intelligentsia be allowed to qualify for this noble profession. A teacher must be a model of faith and piety and should have a fairy good knowledge and should consider it his duty to educate and train his students and should feel responsible for it. He should actively participate in the social activities in a positive way. He should know the art of teaching with a deep insight into child psychology. He should not lose his self control on mistakes his students may commit, and instead he should respect their feelings and ego and should try to understand and resolve their difficulties with grace while keeping

his cool. He should be able to smile in the face of bitter criticism of bitter criticism on his opinions and should not feel ashamed or humiliated to accept his mistakes wholeheartedly. He should be proud of his culture, his national dress and his national language. He should be a missionary, a mentor, a reformer and a guide besides being a dedicated tutor. Hence teachers need to work for excellence coupled with equity and justice, national integration, international understanding, good quality modern education, reasonable level of competence in three languages, improvement in quality of school education and national development. He should act as cognitive mediator, researcher, servant leader, evaluator and manager for planning, organizing, monitoring and evaluating the learning environment, establishing and maintaining a positive learning climate and implement effective intervention strategies.

Teaching is a profession which gives birth to all other professions. Various governments of the world should therefore fashion out ways of making teaching very attractive. Incentives should be given to teachers all over the world to enhance their productivity. These incentives are in unquestioned appreciation of their contributions to national development. Each child has a right to be educated in order to become a productive citizen of a country. The parents and the citizen have a right to know the progress of education of their children. Teachers, being the "educational or human engineers" are accountable for the progress of the children they teach.

Chahar (2005) conducted a study on the level of teaching competency of primary school teachers and reported that the mean teaching competency scores of female is higher than that of male teachers.

Minjung (2005) conducted a study on the level of teaching competency of primary school teachers and reported that teachers with B.A or higher degree in early childhood education or related field are higher in the quality than those with lower education.

Shanavaz, Syeeda (2007) conducted study on primary teachers competencies, attitude and their performance and reveals the following major findings:

i) Teachers having different length of experience do not differ in their teaching competencies.

ii) Male teachers were found to have better teaching competencies than female teachers.

iii) Teachers from urban & rural areas have not shown any significant difference in their total competency scores.

iv) There is no significant difference in the teaching competencies of teachers working in government and non-government schools.

v) There has been found no significant differences in the Teaching Attitude of teachers having different length of teaching experience.

vi) Both male and female teachers exhibit same kind of attitudes towards teaching.

vii) No significant difference was observed in the teaching attitude of teachers hailing from different localities.

Talreja, R (2008) conducted a study on the academic accountability of teacher educators as indicated by the performance appraisal system prevailing in teacher education institutions and reveals the following major findings:

i) Age, teaching experience, and gender differences have been reported to contribute significantly to the differences in academic accountability. Greater the age or teaching experience greater has been found the academic accountability.

ii) Female Teacher Educators have been found to have greater academic accountability than the male teachers.

Burman (2008)conducted a study on teaching efficiency of teachers and found that the teacher having good academic background and high intelligence displayed higher degree of teacher's efficiency in the classroom.

Muchhal, M.K and Chand Satish (2010) studied the accountability of primary school teachers in relation to their job satisfaction on journal of Progressive Education. The researcher found that female teachers are more accountable and more satisfied towards their job than their male counterparts.

Bhutia, L.T(2010) made a study on Scholastic Competencies influencing teaching efficiency in teacher at secondary level. Objective of his study was to determine the difference if any both scholastic competencies and teaching efficiency in relation to gender, educational qualification and academic stream variables revealed that the gender is not intervening variables achieving teaching efficiency and scholastic competencies.

Rationale of the Study:

The role of a teacher in society is both significant and valuable. It has far-reaching influence on the society he lives in and no other personality can have an influence more profound than that of a teacher. Students are deeply affected by the teacher's love and affection, his character, his competence, and his moral commitment. A popular teacher becomes a model for his students. The students try to follow their teacher in his manners, costumes, etiquette, style of conversation and his get up. He is their ideal.

During their early education, the students tend to determine their aims in life and their future plans, in consultation with their teachers. Therefore, a good and visionary teacher can play a prominent role in making the future of his students while as a corrupt teacher can only harm his students much more seriously than a class of corrupt and perverted judiciary, army, police, bureaucracy, politicians or technocrats. A corrupt and incompetent teacher is not only a bad individual, but also an embodiment of a corrupt and incompetent generation. A nation with corrupt teachers

is a nation at risk; every coming day announces the advent of its approaching destruction.

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

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

Primary education accomplishes critical task of founding minimum basic level of education in one's life. Thus, primary education is the first step that enables the child to get prepared for effective contribution towards construction of a progressive society, developed nation as well as advanced human civilization.Primary schooling has constituted an integral part of elementary education which is now recognized in the period of compulsory schooling vide the constitutional amendment making education as fundamental right. Also from National health survey 1998-99 it was found that one of the main reason for not attending or dropping out school is, students are not interested in studies. This indicates that there might be some factors like teaching standard, quality of teaching or teaching competency influencing the status of primary education in present scenario. At the back of every great man, not often, a good teacher is there who kindled enthusiasm, fostered confidence and guided him to the way of progress.

Mass education in India appears to be in a degrading condition. Education imparted by some teachers is far from satisfactory. Majority of the students lack fundamental knowledge in different areas of education. Such teachers do not feel it to be their responsibility. They are involved in private tuition and coaching centres to get some remuneration, Many parents cannot educate their children in costly public schools. Commitment on the part of the teachers has been reduced to a great extent. Therefore, there is a need to make the teachers aware of their accountability to their profession, teaching, research, co-curricular activities, use of aids and equipments in the classroom, utilization of the local resources for the benefit of the students and development of students' moral and ethical values.

The present study was hence the sincere attempt by the investigator to explore the gender, type of school management, experience and marital status of the Primary school teachers in their accountability. The primary focus of the present study, hence depended upon the following research questions.

- Do the Primary School teachers of Sakhigopal Block of Puri district have accountability in their profession?

- Do the teachers vary in different degrees of accountability?

- Is there any influence of gender, type of school management, experience and marital status in the accountability of the teachers?

Objectives of the Study

The following objectives have been framed for the conduct of the study:

- To study the judgement of accountability of the elementary school teachers.

- To categorize the elementary school teachers on the basis of their levels of their judgement of accountability.

- To find out the differences if any in the judgement of accountability of the teachers in relation to their gender, experience, type of schools and marital status.

Hypotheses of the Study

HO_1 :   There is no significant difference in the accountability of primary school teachers in relation to their gender.

HO_2 :   There is no significant difference in the accountability of primary school teachers in relation to their experience.

HO_3 :   There is no significant difference in the accountability of primary school teachers in relation to their type of schools.

HO_4 :   There is no significant difference in the accountability of primary school teachers in relation to their marital status.

Operational Definitions

Judgement of accountability: Judgement here refers to predictions made regarding the fact as to whether these teachers carry out the work assigned to them in earnest. "Accountability of a teacher is nothing but the responsibility of the teacher and the way in which he holds or discharges the responsibility with effective methods."

Primary School Teachers: refers to teachers teaching in primary school level ranging from classes I to V.

The Design

The purpose of the study was to find out the teacher's accountability in relation to Gender, Experience, Type of school, and Marital Status. Normative survey method of descriptive type was used in the present research to obtain precise information concerning the current status of phenomena.

The Sample

The selection of the sample was done by purposive sampling as the researcher is bound by time constraints. The researcher took 100 samples from 10 different schools from and in and around Sakhigopal block of Puridistrict. Both the government and private schools were considered in the study.

The Tool

For the purpose of data collection, Self developed Self-Rating Scale was used to measure the accountability of the teachers.

Result and Discussion

Categorization of Total Number of Teachers as per the Level of Teaching Accountability

For determining the teacher with different degrees of accountability, the cutoff point was decided as more than P_{75}, P_{60}-P_{75}, P_{40}-P_{60}, P_{25}-P_{40} and less than P_{25} for extremely high, high, average, low and extremely low accountability respectively. The percentage of the sample in different degrees were calculated and presented in table below.

Table1 : Categorization of teachers in their different degrees of their Accountability

Degree of Accountability	Score Range	Number of Teachers	% of Teachers
Extremely High	216 and above	24	41 high
High	208-215	17	
Average	196-207	18	18 average
Low	178-195	11	41 low
Extremely Low	Below 177	30	

On perusal of the above table, it shows that 41% of the total sample were regarded to had high level of accountability i.e., combining both extremely high and high accountability of 24% and 17%, and 18% of the total sample had average accountability and 41% had low accountability i.e., combining both low and extremely low accountability of 11% and 30%.

Sub-samples Wise Differential Analysis on Level of Accountability of Primary School Teachers

To study the significant difference in the accountability of the primary school teachers in relation to their gender, teaching experience, management and marital status variation, test of significant difference between means, (t ratio) was calculated and the result was discussed below.

Table2 : Gender wise difference in Teacher's Accountability

Sub-Sample	N	Mean	SD	SED	't'	Remark
Male	41	187.5	31.5	5.87	2.36	S
Female	59	201.4	24.7			

Critical value of 't' with df 98 at 0.01 – 2.63 and at 0.05 – 1.98

It was revealed from the above table that the (t) ratio being 2.36 is significant at 0.01 level of significance. Hence the null hypothesis was rejected and it was found that there existed significant gender difference in the accountability of primary school teachers. In this case the female teachers have shown comparatively higher level of accountability as compared to those male teachers.

Table 3 : Teaching experience wise difference in Teacher's Accountability

Sub-Sample	N	Mean	SD	SED	't'	Remark
More than 5years	77	194.17	28.45	6.7	0.98	NS
Less than 5years	23	200.8	28.18			

Critical value of 't' with df 98 at 0.01 – 2.63 and at 0.05 – 1.98

It was revealed from the above table that even though the mean difference was not significant, teachers having less than 5years experience were found to be more accountable than their counter parts.Therefore the investigator desired to conclude that even though there does not exist significant differences in teacher's accountability, less experienced teachers are found to be more accountable than the experienced teachers.

Table 4 : Management wise difference in Teacher's Accountability

Sub-Sample	N	Mean	SD	SED	't'	Remark
Government	52	192.6	31.5	5.62	1.16	NS
Private	48	199.1	24.5			

Critical value of 't' with df 98 at 0.01 – 2.63 and at 0.05 – 1.98

From the above table it was revealed that the't' ratio was not significant.Therefore, null hypothesis that there does not exist significant difference between the

accountability of elementary teachers due to management variation could not be rejected.

In the present study teachers working in Private schools were found to be more accountable compared to their counterparts. It could be because the teachers working in private schools are more insecure. Hence the investigator desired to conclude that even though the mean difference was not significant, teachers working in private schools are found to be more accountable than their counter parts.

Table 5 : Marital status wise difference in Teacher's Accountability

Sub-Sample	N	Mean	SD	SED	't'	Remark
Married	76	195.03	28.58	6.63	0.42	NS
Unmarried	24	197.83	28.24			

Critical value of 't' with df 98 at 0.01 = 2.63 and at 0.05 = 1.98

The null hypothesis that there does not exist significant difference between the accountability of elementary teachers in relation to the marital status variation could not be rejected.

However in this study, the mean accountability score of unmarried teachers appear high could be because of less family burden. The married teachers have more responsibilities towards their family whereas the unmarried teachers are independent of such responsibilities..

Major Findings of the Study

1. Level of accountability of primary schools teachers are normally distributed.

2. Significant difference was found in teacher'saccountability due to gender variation. Female teachers showed higher level of accountability as compared to male teachers.

3. No significant difference was found in teacher's accountability due to teaching experience variation. However, the mean scores showed that the teachers having less than five years experience are found to be more accountable than their counterparts.

4. No significant difference was found in teachers' accountability due to management variation. Hence teachers working in private schools showed higher level of accountability as compared to their counterparts.

5. No significant difference was found in teachers' accountability due to marital status variation. However, the mean scores showed that the unmarried teachers are found to be more accountable than their counterparts.

References

Bhutia,L.T.(2010). Scholastic Competencies influencing teaching efficiency inteacher at Secondary level. Unpublished M.Ed Thesis, Sikkim University.

Chahar,S.S.(2005).A study of teaching competency of student teachers in relation to certain Non Cognitivevariables.Ph.D(Edu)Dissertation,M.D.University.

Muchhal, M.K and Chand Satish.(2010). studied the accountability of primary school teachers in relation to their job satisfaction, *Journal of Progressive Education*

Shanavaz, Syeeda .(2007).A Comparative Study of Primary Teachers Competencies, Attitude and Their Performance Belonging to DPEP and Non-DPEP Districts of Karnataka,University of Mysore.

Talreja, Raj.(2008). A Study of the Academic Accountability of Teacher Educators as indicated by the Performance Appraisal System Prevailing in Teacher Education Institutions in Mumbai,University of Mumbai.

Teacher Empowerment and Institutional Effectiveness in Teacher Education

Savita Mishra*

ABSTRACT : Teacher education occupies an important place in teaching learning process as it helps in enhancing the efficacy of the education system. In fact, it is teacher education which prepares and moulds the prospective teachers to become an effective teacher on completion of their professional course through imparting them theoretical as well as practical tips on the teaching methodology and other pedagogical processes. If teacher education process is not full proof than any amount of effort to bring improvement in education system would largely not bear fruit.

Teacher empowerment in teacher education is equally important as the teachers engaged in Teacher education has dual role to perform as the Teacher and also as the Teacher educators. Institutional effectiveness can come only if teacher empowerment especially in teacher education is ensured. Teacher empowerment here refers to professional development of the teacher educators - opportunities to grow and develop professionally, to continue to learn and expands their skill during their work in school, participatory decision making process especially in critical areas directly involving their work, decision making authority, enhancement of their status through professional respect and admiration from their colleagues, self efficacy denoting that they are equipped with the skill and ability to help students learn and are competent to develop curricula for students, and autonomy indicating that the teachers have control over various aspects of their working life including scheduling, curriculum development etc.

Teacher educator's empowerment will bring about institutional effectiveness both in the teacher education institutes as well as other educational institutes through the teachers trained by them. Teaching Empowerment can be brought about by attracting and retaining the professionally qualified, dedicated and bright candidates into teacher education institutes; organizing symposium, Seminar, Workshop, Refresher and Orientation courses from time to time on various issues concerning educational methodology, contents, etc; keeping the teachers abreast with international best practices; contemporary course contents; reforms in examination system; research, innovation etc on contemporary issues to improve their understanding and confidence; participatory education planning, organizing and management, executing, administration; and conceiving of new ideas for teaching methodology.

Key words : Teacher Education, Teacher Empowerment, Institutional Effectiveness, Professional development, Teaching Methodology etc.

* Associate Professor, Harkamaya College of Education, Gangtok, Sikkim, e-mail-mishrasavita.hce@gmail.com

Introduction

Teachers are the torch bearers of the society; no people can rise above the level of its teachers, etc symbolises the importance attached to the teaching profession the world over. The Government across the globe have of-late attaching lot of importance to the professional development of teachers with a view to empower them and at the same time enhance the quality standards of teaching learning process through innovative techniques. In our country, teaching profession has been commanding respect in the society from time immemorial. The NPE (1986) has rightly observed that no people can rise above the level of its teachers and therefore it is very important to have good teachers for the development of the country. Similarly, other epithets like 'a teacher affects eternity, he can never tell where his influence stops', 'Teacher is the backbone of the educational system, maker of the mankind and architects of the society' etc establishes the importance attached to the teaching profession. But at the same time points towards the rigorous nature of job the teachers are required to discharge for the benefits of the society. The teaching profession is thus both respectful and demanding and therefore calls for very effective, learned, dedicated people as teachers who need to be friend, philosopher and guide to the students. The high expectation of the society from the teachers can be met only through establishment of good system of teacher education equipped with dedicated and efficient teacher educators. Teacher education thus occupies utmost importance and accordingly the issue relating to teacher empowerment and institutional effectiveness need to be addressed with due earnestness. Necessary efforts towards raising the standards in teacher education and their empowerment thus need to be initiated on priority.

Teacher education means professional preparation of teachers. It is not merely training of teachers but it is something deeper than mere teacher training. It means the acquisition of knowledge, skills and ability which helps a teacher to discharge his professional duties and responsibilities effectively and efficiently and also reshaping the attitudes, habits and personality of teacher. NCTE Act 1993 described the term teacher education as the programmes of education, research and training of persons for equipping them to teach at pre-primary, primary, secondary and senior secondary stages is schools including that of non-formal education, part-time education, adult education and correspondence education.

The main functions and objectives of teacher education are (i) better understanding of the students, (ii) building confidence among the trainees, (iii) building a favourable attitude towards the teaching profession, (iv) familiarity with the methodology of teaching, (v) training for democracy, (vi) improving standards or quality of education, (vii) familiarising with latest knowledge in the field and to encourage research and experimentation (Aggarwal, 1995), etc. The important programmes of teacher education are expected to (i) provide training in teaching skills, (ii) teach pedagogical concepts and principles, (iii) development of attitude and values, and   (iv) teach various subject matters to trainees (Singh and Singh, 2004) and thereby help in human resources development of the country. Thus, it is apparent that the teaching depend upon the quality of teachers who to a great extent depend upon the quality of

professional training (Rai, 1995) and accordingly training of teachers should be accorded top most consideration in chalking out any programme of educational reconstruction. The Secondary Education Commission (1952) pointed out that the most important factor in the contemplated educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place that he occupies in the school as well as in the community. NCTE (1998) reiterated the need to prepare well trained dynamic teachers willing to acquire new competencies to argument those already acquired and to display a sense of partnership in preparing requisite manpower for the future, is increasingly being experienced. The tasks before the teachers are now becoming increasingly complex and manifold.

It is the need of the hour that teacher education is able to prepare prospective teachers with teaching competency and professional skills such as (i) contextual, (ii) conceptual, (iii) content, (iv) transactional, (v) related to educational activities, (vi) to develop teaching learning material, (vii) evaluation, (viii) management (related to working with parents and to work with community and other agencies). Teacher education institutes are thus expected to equip future teachers with latest methods, techniques and strategies for imparting instructional including the use of media devices and ICT to enable them to do justice with their role in nation building. But most of the institutions either do not have such facilities or do not have adequately trained human resources to use them for the benefit of teacher trainees. So quality teacher education needs to include teacher preparation, quality teacher development, teacher empowerment and institutional effectiveness. Indian Education Commission (1964-66) had rightly expressed that the educational reconstruction depends upon the teachers' personal qualities, educational qualifications and the professional competencies and training and added that the destiny of India is being shaped in her classroom.

Teacher Empowerment : meaning and concept

Teacher empowerment, referred to as shared decision making, is essential to institution reform and to the changing demands in a global world. The Principal is the building leader who structures the climate to empower both teachers and students at the site. Empowerment promotes teacher leadership and exemplifies a paradigm shift with the decisions made by those working most closely with students rather than those at the top of the pyramid. It is natural that the Principal should be leader in implementing and supporting empowerment and teacher leadership. Teacher empowerment, as perceived by short, Greer and Melvin (1994) is defined as "a process whereby school participants develop the competence to take charge of their own growth and resolve their own problems" (P-38). It is individuals' belief that they have the skills and knowledge to improve a situation in which they operate. Rinehart and Short (1991) studied empowerment of teacher leaders and found that reading recovery teacher leaders were more highly empowered than reading recovery teachers or classroom teachers. This was due to the fact that the reading recovery teacher leaders' were having more opportunities to make decisions and grow professionally, having control over daily schedules and feeling a high level of teaching

competency. According to Maeroff (1988), teacher empowerment consists of improved status, increased knowledge and access to decision making. Short and Rinehart (1992) identified six dimensions of teacher empowerment, viz; decision making, professional growth, status, self-efficacy, autonomy and impact. In a study devoted to the concept of teacher empowerment, Short (1994) described the following six dimensions for effective teacher empowerment:

Decision-making- refers to teachers' participation in critical decisions that directly affect their work, involving issues related to budgets, teacher selection, scheduling and curriculum. To be effective, teachers' participation in decision-making must be genuine, and the teachers need to be confident that their decisions actually impact real outcomes.

Professional growth - refers to the teachers' perception that the institution provides them opportunities to grow and develop professionally, to continue to learn, and to expand their skills during their work in institution.

Status - refers to the professional respect and admiration that the teachers perceive that they earn from colleagues. Respect is also granted for the knowledge and expertise that they earn from colleagues. Respect is also granted for the knowledge and expertise that the teachers demonstrate, resulting in support of their actions from others.

self-efficacy - refers to the teachers' perception that they are equipped with the skills and ability to help students learn, and are competent to develop curricula for students. The feelings of mastery, in both knowledge and practice, that results in accomplishing desired outcomes is critical in the teachers' sense of self efficacy.

Autonomy - refers to the teachers' feeling that they have control over various aspect of their working life, including scheduling, curriculum development, selection of text books and planning instruction. This type of control enables teachers to feel free to make decisions related to their educational milieu.

Impact - refers to the teachers' perception that they can affect and influence institution life.

Teacher empowerment and knowledge

The "knowledge" that empowers teachers is a far-reaching knowledge of the profession as a whole. We have grouped many of the essential components of knowledge possessed by empowered teachers into three interconnected categories: (i) knowledge of professional community; (ii) knowledge of education policy; and (iii) knowledge of subject area. These categories are discussed below:

> (i) *Knowledge of professional community*: The isolation of the class room teacher is a professional common place. Teachers' out-of-classroom experiences are essential for building their capacity which is effective in their classrooms and institutions. There are two ways by which knowledge of professional community empowers teachers. First, it helps them recognise

their own expertise. Second, it expands teachers' notions of what is possible within their own practice and the profession as a whole.

Teachers' learning about their own competence bolsters their confidence in front of students, colleagues and other professionals. Recognising one's own expertise is valuable. However, identification with a professional community provides the basis for an even more significant benefit. Interaction with other professionals- in institutions, business and universities- shakes up static norms of pedagogy and practice. Knowledge of others' practice re-establishes professional norms that cannot be imposed by non-practitioners. By talking with and observing others, teachers develop expectations against which they evaluate their own practice. Involvement with a professional community enables teachers to acknowledge that the knowledge, experience and wisdom they have is specific to teaching, and not only useful, but essential, for developing meaningful reform.

(ii) *Knowledge of Education Policy:* Teachers should attend conferences, workshops and speaker-evenings, as well as read trade journals and the collaborative newsletter. These policy-related activities are new to many of them. And, as a result, teachers are alert to and participate in policy discussions within their institutions and elsewhere. They also report feeling less 'victimized' by policy makers, and better able to plan their classroom activities. Textbook selection is a major outcome of policy decisions. Teachers want to make sure that the textbooks they will have to choose from support the newest state and national policies and represent approaches that suit their pedagogical styles. Teachers' knowledge of curriculum policy at state and national levels prompts them to become actively involved in textbook selection. Knowledge of education policy empowers teachers because it provides access to the broader policy system of which they are apart. This access dispels their perceptions of teachers as "outsiders" and enables them to be proactive rather than reactive both in the classroom and in the broader policy arena. It permits them to make professional decisions based on awareness they have of curriculum issues both inside and outside the institution.

(iii) *Knowledge of subject area:* It seems a truism that knowing more about a subject should make it easier to teach that subject. Breadth and depth of disciplinary knowledge empowers teachers as it provides the foundation of their authority and thus their professional discretion, provide a basis for involvement in a professional community, and disciplinary knowledge has direct relevance in policy decisions.

Knowing a subject well entails knowing information about many topics in the discipline, having an awareness of connections between those topics, and demonstrating facility in the methods and ways of thinking commonly used within the discipline. For teachers, it also includes knowing different

approaches to teaching these topics, connections, and ways of thinking to students. Teachers enter the profession because of their love of a discipline; engaging in the subject at new and deeper level is rejuvenating. Teachers feel empowered as a result of acquiring or reorganising discipline- related knowledge. Subject matter knowledge has clear relevance to involvement in policy decisions. Broad and deep knowledge of subject matter improves daily decision-making in the classroom. Disciplinary knowledge informs decisions about what and how to teach to best serve student needs. In addition, disciplinary knowledge forges connections to a professional community of teachers and relates to teachers' policy knowledge and involvement. Subject matter knowledge thus empowers by enhancing teachers' capacity both in and out of the classroom.

Teacher Empowerment and Institutional Effectiveness

Previous research (Sweetland & Hoy, 2000) supports four assumptions regarding teacher empowerment: (i) teacher empowerment is most effective when it is oriented to increase teacher professionalism; (ii) empowerment has at least two dimensions - organisational and classroom; (iii) empowering teachers has its greatest impact on student achievement when the emphasis is on the core technology of teaching and learning in institution; (iv) to be effective, teacher empowerment needs to be authentic (pp 710-711). Teacher empowerment is, therefore, perceived as a crucial factor that affects institutional effectiveness (Wall & Rinchart, 1998). Teachers' commitment to the organisation has been found to predict institutional effectiveness (Howell & Dorfman, 1986; Rosenholtz, 1991). Teachers who are highly committed to both the profession and the organisation were found to perform better than the less committed ones a behaviour which results in improved overall effectiveness of the organisation or institution. Organisational Citizenship Behaviour (OCB) contributes to the overall effectiveness of the institution and reduces the management component of the administrator's role. OCB promotes organisational performance because it presents effective measures to manage the interdependencies between members of a work group, and consequently increases the outcomes achieved by the collective. Teachers' empowerment is very much related to organisational commitment, professional commitment and organisational citizenship behaviour and these all contribute to the overall effectiveness of the institution.

Organisational commitment, as defined by Mowday, Steers and Porter (1979) is 'the relative strength of an individual's identification with and involvement in a particular organisation" (p-226). This concept is based on three factors: the acceptance of the organisation's goals and values (identification), the willingness to invest effort on behalf of the organisation (involvement), and the importance attached to keeping up the membership in the organisation (loyalty). These characteristics imply that the members of the organisation wish to be active players in the organisation have an impact on what is going on in it, feel that they have high status within it, and are ready to contribute beyond what is expected of them. This is especially true when the leaders of the organisation are perceived as adopting consultative or participative

leadership behaviour, where shared decision-making is prevalent. In this case, when leaders are perceived as participative, employees feel more committed to the organisation express higher levels of job satisfaction and their performance is high.

Professional commitment is "the degree to which a person's work performance affects his self-esteem" (Lodahl & Kejner, 1965, p-25). For a person who is professionally committed, work is a vital part of life. This means that both the work itself and the co-workers are very meaningful to the employee, in addition to the importance he / she attached to the organisation as a whole. Active participation in decision-making increases involvement and professional commitment which results in a higher level of acceptance and satisfaction. Evers (1990) suggested that teachers' successful participation in decision-making could be explained by the feeling of ownership that comes from initiating ideas rather than responding to others' proposals. Gaziel and Weiss (1990) claimed that teachers' participation, based on establishing a strong voice in decisions and policies, was a characteristic of "professional orientation", and fostered better working relations among staff members.

Thus, foregoing researches done in different countries are almost unanimous that teacher empowerment brings institutional effectiveness as the teachers become more participative, feel more secure-both emotionally and financially, enhances their commitment to the cause and develops self esteem.

References

Aggarwal, J.C. (1995): Teacher and Education in a Developing Society, New Delhi; Vikas Publishing House Pvt. Ltd. Second Edition, P.P. 415-416

Bogler, R. (1994): University researchers' views of private industry: Implications for educational administrators, academicians and the funding sources. Journal of Educational Administration, 32(2), 68-85

Bogler, R. & Somech, A. (2004): Influence of teacher empowerment on teachers organisational commitment, professional commitment and organisational citizenship behaviour in schools. Teaching and teacher education, 20, 277-289.

Evers, C. W. (1990): Schooling, organizational learning and efficiency in the growth of knowledge. In J. D. Chapman (Ed.), School-based decision-making and management. London: The Falmer Press.

Gaziel, H. H., &Weiss, I. (1990): School bureaucratic structure, locus of control and alienation among primary schoolteachers. Research in Education, 44, 55-66.

Howell, J. P., & Dorfman, P. W. (1986): Leadership and substitutes for leadership among professional and non-professional workers. The Journal of Applied Behavioural Science, 22, 29-46.

Katz, D. (1964): The motivational basis of organizational behaviour. Behavioural Science, 9, 131-133.

Katz, D., & Kahn, R. L. (1966): The social psychology of organizations. New York: Wiley.

Lichtenstein, G., McLaughlin, M. & Knudsen, J. (1991): Teacher empowerment and professional knowledge, CPRE Research report series RR-020

Lodahl, T. M., & Kejner, M. (1965): The definition and measurement of job involvement. Journal of Applied Psychology, 49, 24-33.

Maeroff, G. I. (1988): The empowerment of teachers: Overcoming the crisis of confidence. New York, NY: Teachers College Press.

Mowday, R. R., Steers, R. M., & Porter, L. W. (1979): The measurement of organizational commitment. Journal of Vocational Behaviour, 14, 224–247.

NCTE (1998): Competency based and committed oriented teacher education for quality school education

NPE (1986): National Policy on Education, 1986- Programme of Action, New Delhi, Govt. of India, P 181

Organ, D. W. (1977): A reappraisal and reinterpretation of the satisfaction–causes–performance hypothesis. Academy of Management Review, 2, 46–53.

Organ, D. W. (1988): Organizational citizenship behaviour: the good soldier syndrome. Lexington, MA: Lexington Books.

Organ, D. W. (1990): The motivational basis of organizational citizenship behaviour. Research in Organizational Behaviour, 12, 43–72.

Organ, D. W., & Konovsky, M. (1989): Cognitive versus affective determinants of organizational citizenship behaviour. Journal of Applied Psychology, 74, 3–10.

Rai, V.K. (1995): Professional education and teacher training – A study. Allahabad: Chugh Publications, P.P. 2-3

Rinehart, J. S., & Short, P. M. (1991): Viewing reading recovery as a restructuring phenomenon. Journal of School Leadership, 1(4), 379–399.

Rinehart, J. S., & Short, P. M. (1994): Job satisfaction and empowerment among teacher leaders, reading recovery teachers, and regular classroom teachers. Education, 114(4), 570–580.

Rinehart, J. S., Short, P. M., & Johnson, P. E. (1997): Empowerment and conflict at school-based and nonschool-based sites in the United States. Journal of International Studies in Educational Administration, 25, 77–87.

Rinehart, J. S., Short, P. M., Short, R. J., & Eckley, M. (1998): Teacher empowerment and principal leadership: Understanding the influence process. Educational Administration Quarterly, 34, 630–649.

Rosenblatt, Z. (2001): Teachers' multiple roles and skill flexibility: Effects on work attitudes. Educational Administration Quarterly, 38, 684–708.

Rosenholtz, S. J. (1991): Teachers' workplace: The social organization of schools. New York, NY: Teachers College Press.

Short, P. M. (1994): Defining teacher empowerment. Education, 114(4), 488–492. 288 R. Bogler, A. Somech / Teaching and Teacher Education 20 (2004) 277–289.

Short, P. M. (1994): Exploring the links among teacher empowerment, leader power, and conflict. Education, 114(4), 581–584.

Short, P. M., Greer, J. T., & Melvin, W. M. (1994): Creating empowered schools: Lessons in change. Journal of Educational Research, 32(4), 38–52.

Short, P. M., & Rinehart, J. S. (1992): School participant empowerment scale: Assessment of level of empowerment within the school environment. Educational and Psychological Measurement, 52(6), 951–960.

Singh O.P. and Singh, R. (2004): Quality improvement in teacher education. In M.S. Singh (ed) Quality impact in teacher education, New Delhi: Adhyayan Publishers & Distributions, P.P. 28-31

Somech, A., & Bogler, R. (2002): Antecedents and consequences of teachers' organizational and professional commitment. Educational Administration Quarterly, 38(4), 555–557.

Somech, A., & Drach-Zahavy, A. (2000): Understanding extra role behaviour in schools: The relationships between job satisfaction, sense of efficacy and teachers' extra-role behaviour. Teaching and Teacher Education, 16, 649–659.

Sweetland, S. R., & Hoy, W. K. (2000): School characteristics and educational outcomes: Toward an organizational model of student achievement in middle schools. Educational Administration Quarterly, 36(5), 703–729.

Wall, R., & Rinehart, J. S. (1998): School-based decision making and the empowerment of secondary school teachers. Journal of School Leadership, 8, 49–64.

Attitude of Secondary School Teachers of Gangtok towards Information Technology

Devi Kala*

ABSTRACT : In the 21st century there is a growing need felt around the globe for making learning combined with technology. It is found out that when schools and teachers have greater access to technological resources in the classroom, attitudes of teachers are more positive towards the use of technology and they tend to use technology to a greater degree as they educate their students. Need-based technology integration in education is shown to have a rapid, positive effect on teachers' attitudes, such as computer anxiety, perceived importance of computers, and computer enjoyment etc. When teachers have positive attitude towards technology, they use this frequently for preparing lectures, presentations, handouts, giving feedback to students, checking students' assignments, communication with students, searching conferences and publishing papers. Govt. has been making efforts to integrate technology in teaching since quite a long time. Though this initiative with the goal of 'bringing quality in education with the help of technology' is praiseworthy, but merely making schools technology equipped and providing training to teachers is not enough. For successful adoption and integration of technology in teaching, teachers must perceive this new medium as better than the previous practice. The key factor is teachers' attitudes toward technology that will determine how often or how effectively they will use technology in the classrooms. With this end in view, the present study was undertaken to finding the attitude of teachers of East District of Gangtok, teaching at secondary level in relation to age, gender and subject area variations, using descriptive survey method. The findings of the study showed that teachers possess differential level of attitude towards information technology in relation to the variables considered for the study. This research has brought to the fore the fact that the teachers must be motivated so that they develop positive attitude towards adopting new technology in their teaching practice and may result into improved instruction and learning.

Key words: Teacher education, technology integrated education, attitude towards Information Technology.

Introduction

Technology has revolutionized our present society. In the last two decades technology has dramatically reached into every aspect of our social and cultural lives. But at the same time teaching and other educational endeavors have not taken full advantage of these changes. We have largely failed to capitalize on the potential of new technology as a learning tool. We have allowed our schools to remain in the

* Asst. Prof., Harkamaya College of Education, Gangtok, Sikkim. Email: devilama@gmail.com

past, while our children are much ahead. In the classroom we present our knowledge to our children in a linear, didactic manner that differs dramatically from the children's experience outside the school. For the children the school is rigid, uninteresting and ultimately alienating.

Schools and classroom must have teachers who are equipped with technology resources and skills and who can effectively teach the necessary subject matter content while incorporating technology concepts and skills. Interactive computer simulations, digital and open educational resources and sophisticated data gathering and analysis tools are only a few of the resources that enable teachers to provide previously unimaginable opportunities for conceptual understanding (UNESCO, 2008)

Technology itself will not lead to change. Policy makers in the education sector must ensure to prepare teachers integrate technology to bring change in the educational process. Hence, attitude plays an important role here (Ahuja, 2013)

In the 21st century there is a growing demand for learning combined with technology and this is now challenging around the globe. It is also found out that when schools and teachers have greater access to technological resources in the classroom, attitudes of teachers are more positive towards the use of technology and they tend to use technology to a greater degree as they educate their students (Kusano et al., 2013).

Hence, positive teacher attitude toward computers is widely recognized as a necessary condition for effective use of information technology in the classroom for the benefits of the learners.

Review of Related Literature:

Yuen & Ma (2002) administered a research on gender differences in teachers' perception towards use of computer in education. The study found that male and female teachers significant gender differences in computer acceptance were also found: (a) perceived usefulness will influence intention to use computers more strongly for females than males, (b) perceived ease of use will influence intention to use computers more strongly for females than males, and (c) perceived ease of use will influence perceived usefulness more strongly for males than females.

Christensen (2002)studied the effects of technology integration on attitude of elementary school teachers. Comparison was made between teachers of two schools over one academic year. Findings indicate that need-based technology integration in education is shown to have a rapid, positive effect on teachers' attitudes, such as computer anxiety, perceived importance of computers, and computer enjoyment. This type of education is shown to have a time lagged positive effect on the attitudes of students as well.

Wozney et al.(2006)investigated personal and setting characteristics,teacher attitudes, and current computer technology practicesamong 764 elementary and secondary teachers from both private and public school sectors in Quebec.The study

found that: (a) expectancy of success and perceived value were the most important issues in differentiating levels of computer use among teachers; (b) personal use of computers outside of teaching activities was the most significant predictor of a positive attitude of teachers' use of technology in the classroom; and (c) teachers' use of computer technologies was predominantly for "informative" (e.g., World Wide Web and CD-ROM) and "expressive" (e.g., word processing) purposes.

Albirini (2006) studied about the teachers attitudes toward information and communication technologies.The findings suggested that teachers have positive attitudes toward ICT in education. Teacher's attitudes were predicted by computer attributes, cultural perceptions and computer competence. The results point to the importance of teacher's vision of technology itself, their experiences with it, and the cultural conditions that surround its introduction into schools in shaping their attitudes toward technology and its subsequent diffusion in their educational practice.

Wong &Hanafi (2007) presented a quantitative study on gender differences in attitudes toward the usage of Information Technology (IT) related tools and applications. The attitudes of the respondents were measured in terms of three dimensions, namely, usefulness, confidence and aversion. There were no significant differences between female and male student teachers when the pre- and post-test mean scores were compared. Both genders exhibited the same levels of attitudes before and after undergoing the comprehensive IT course.

Teo (2008) studied about the Singaporean Pre-service teachers' attitudes towards computer use.The results of this study showed no gender or age differences among pre-service teachers' attitude towards computer use. However, there were significant differences for computer attitudes by the subject areas that pre-service teachers had been trained during their university education: Humanities, Sciences, Languages and General (Primary). Correlation analyses revealed significant associations between years of computer use and level of confidence, and computer attitudes.

Cavas et al. (2009) carried out a study on Science teachers' attitudes toward Information and Communication Technologies in Education. The results indicated that Turkish science teachers have positive attitudes toward ICT and although teachers' attitudes toward ICT do not differ regarding gender, it differs regarding age, computer ownership at home and computer experience.

Mei &Fook (2010) conducted a study on teachers' attitudes and levels of technology use in classrooms in Jordanian rural secondary schools. The findings of the study, which were obtained by analyzing the data collected from the teachers revealed that, teachers had a low level of ICT use for educational purpose, though the teachers held positive attitudes towards the use of ICT, and no significant positive relation between teachers' level of ICT use and their attitudes towards ICT was found.

Safdar et al. (2010) carried out a study on challenges of information era: teachers' attitude towards the use of internet technology.The results of the study revealed that teachers have positive attitude towards the use of Internet technology. They use this technology frequently for preparing lectures, presentations, handouts, giving feedback

to students, checking students' assignments, communication with students, searching conferences and publishing papers. However, lack of hardware, lack of training, lack of quality software, power failure and lack of technical support were main barriers in the effective use of this technology.

Larbi-Apau& Moseley (2012) concluded to find out the computer attitude of teaching faculty as the teaching faculty has relatively high positive computer attitude. With the right attitude and needed institutional support, teaching faculty acting as important catalysts of change can respond to the nuances of information and communication technology (ICT) for the needed transformation.

Elssaadani (2013) studied the relationship between Teaching staff Age and Their Attitude towards Information and Communication Technologies (ICT). The results showed that there is a moderate and positive relationship between the age of participants and their attitude towards ICT; thus, when considering attitude towards ICT by teaching staff members in Egyptians HEI (higher education institution), age is a significant factor. The result of this research has significant implications to HEI when they plan, develop, and adopt ICT. HEI has to consider that teaching staff' attitude towards ICT is related to their age.

Major Findings from the Reviews:

- Technology integration in education is shown to have a rapid and positive effect on teachers' attitudes.

- Expectancy of success and perceived value were the most important issues in differentiating levels of computer use among teachers.

- Teacher's attitude was primarily predicted by computer competence, computer ownership at home and computer experience.

- In some studies, however, no significant positive relation between teachers' attitude towards ICT and their level of ICT use was found.

- Gender was not found to have effect on teachers' attitude. Both genders exhibited the same levels of attitudes before and after undergoing the comprehensive IT course.

- Significant differences were found in computer attitudes in relation to variation in subject areas.

- Age is found to affect the attitude of teachers significantly.

Rationale of the Study

In the modern society one of the major changes in education can be described as 'shift from teaching to learning'. The teachers' role is changing from instructing to assisting students to become good learners. Here information technology plays an important part. Schools cannot remain mere venues for the transmission of a prescribed set of information from teacher to student over a fixed period of time. Rather schools must encourage learners towards the easily accessible information technology for

the acquisition of knowledge and skills that make continuous learning possible over the lifetime.

Many teachers have got hands-on experience in using computers now-a-days as Govt. has been making efforts to integrate technology in teaching since quite a long time by providing training to the teachers. Though this initiative with the goal of 'bringing quality in education with the help of technology' is praiseworthy, but merely making schools technology equipped and providing training to teachers is not enough. For successful adoption and integration of technology in teaching, teachers must perceive this new medium as better than the previous practice. The key factor is teachers' attitudes toward technology that will determine how often or how effectively they will use technology in the classrooms. The studies conducted by Yuen, Allan & Ma (2002), Christensen (2002), Cavas (2009), Safdar (2010), Larbi-Apau & Moseley (2012) and have shown that with the right attitude and needed institutional support, teaching faculty may act as important catalysts of change using information technology for the needed transformation. Age, gender and subject area are found to be important predictors of teachers' attitude towards IT (Wong & Hanafi, 2007; Teo, 2008, & Elssaadani, 2013).

Hence, the present study was undertaken by the researcher with the objective of seeking following answers about the attitude of Secondary teachers of Gangtok towards use of Information technology in education.

- Do secondary school teachers of Gangtok possess favorable attitude towards Information technology?

- Is there any gender difference in the attitude of secondary school teachers of Gangtok towards Information Technology?

- Is there any difference in the attitude of secondary school teachers of Gangtok towards Information Technology in relation to age variation?

- Do the secondary school teachers of Gangtok differ in their attitude towards Information technology due to subject areas variation?

Statement of the Problem:

The present study is entitled as, **'Attitude of Secondary School Teachers of Gangtok towards Information Technology'**

Objectives of the Study

- To study the attitude of secondary school teachers of Gangtok towards Information Technology component-wise and totally.

- To categorize the secondary school teachers in terms of their levels of attitude towards Information Technology.

- To study the significant difference in the attitude of secondary school teachers towards Information Technology in relation to age, gender and subject areas variations.

Statement of Hypotheses:

HO1: The scores of Secondary school teachers of Gangtok on attitude towards Information Technology would not fall into a normal distribution.

HO2: There will be no significant difference in the attitude of secondary school teachers of Gangtok towards Information Technology in relation to age variation both component-wise and totally.

HO4: There will be no significant difference in the attitude of secondary school teachers of Gangtok towards Information Technology in relation to gender variation both component-wise and totally.

HO5: There will be no significant difference in the attitude of secondary school teachers of Gangtok towards Information Technology in relation to subject areas variation both component-wise and totally.

Operational definitions of the Terms used:

- **Attitude:** A predisposition to respond to information technology as a subject in a generally favorable or unfavorable ways (Nasrin & Elahi, 2012)

- **Information Technology:** This term in the study encompasses all forms of technology used to create, store, exchange and use information in its various forms, which includes a combination of computers and its applications.

- **Attitude towards Information Technology:** The scores obtained by the secondary school teachers depicting their inclination towards information technology on its following four dimensions(Nasrin & Elahi, 2012):

  i. Impact of IT

  ii. Usefulness for students

  iii. Productivity for teaching

  iv. Teachers' interest and acceptance of IT

- **Secondary school teachers:** The teachers teaching at secondary and higher secondary schools in east district (Gangtok) of Sikkim.

- **Age:** The teachers below 30 years and above 30 years of age.

- **Subject areas:** Science and Non-Science.

Delimitations of the Study:

The study has been delimited to finding the attitude of teachers of East District of Gangtok, teaching at secondary level in relation to age, gender and subject area variations. The researcher has considered including these one hundred teachers from

four secondary schools of east district of Gangtok and not other parts, due to time and fund constraints.

Methodology of the Study:

Design: The investigator has adopted descriptive survey method to obtain precise information concerning current status of phenomenon. It is based on what exists at present; hence, it is an ex-post facto type study.

Conceptual framework of the study-

Age, Gender & Subject Areas		Attitude towards Information Technology
Independent Variable		Dependent Variable

Sample: The population of the study includes all the teachers teaching at secondary schools of East District (Gangtok) of Sikkim. A sample of 100 teachers was selected out of this total population using random sampling technique.

Tools used:

Attitude Scale towards Information Technology for Teachers (Nasrin & Elahi, 2012): To measure the attitude of secondary school teachers towards information technology, a self-reporting scale developed by Nasrin & Elahi(2012) was used which consists of 30 items divided into 4 dimensions-Impact of IT, Usefulness for students, Productivity for teaching and Teachers' interest and acceptance of IT. Each item in the scale has response which is categorized as strongly agree, agree, undecided, disagree and strongly disagree. The scheme of scoring response categories involve differential weighting such that the response category, 'strongly Agree' is given a weightage of 5, 'Agree' is given a weightage of 4, undecided is given a weightage 3, 'Disagree' was given a weightage 2 and 'strongly disagree' is given a weightage of 1 in respect of responses pertaining to positive statements. The scoring is reversed for the statements that were negative. The reliability of the scale was calculated using Cronbach's alpha, which estimates internal-consistency reliability and it was found to be 0.89. The face validity and the content validity of the instrument were established by a panel of experts. The content validity was claimed on the basis of the items accumulated as a result of a thorough investigation of the literature for the specific areas included in the scale.

Techniques of Data-Analysis:

Data has been collected using questionnaire on AISCCE scale from teachers teaching at secondary level. In order to test the hypotheses formulated for the study, both descriptive and inferential statistics were adopted.

Results and Discussions:

The major findings of the study were stated as per the objectives and hypotheses formulated. Interpretation and discussion of the findings was done in view of the studies conducted by previous researchers.

Data Organization

The data collected were scored and organized in tables, figures and charts according to variables considered for the study.

Statistical Analysis:

For verification of hypotheses, descriptive measures like quartile deviation were adopted to find the differential level of attitude of the teachers towards IT and Inferential statistics like 't' ratio was computed to find the significant differences in the attitude of teachers in relation to their age, gender and subject area variations.

Findings of the Study:

- Secondary school teachers of Gangtok town were found to have differential level of attitude towards use of Information Technology in teaching. 60% of the teachers possessed very high favorable attitude, 33% moderately favorable and only 7% showed very low amount of favorable attitude towards using Information Technology in education.

- Younger teachers were found to have higher positive attitude on all components of the questionnaire towards Information Technology (impact of IT, Usefulness for students, Productivity of teaching and teachers' interest and acceptance). It may be true according to the fact that younger generation as compared to the older ones are more open to new ideas, latest techniques and are more willing to advance their knowledge and skills in the area of technology.

- Male teachers had little less favorable attitude in view of impact of Information technology on the students but are quite high on usefulness of IT, productivity of teaching and more interest and acceptance of IT than female teachers.

- Science teachers reflected slightly higher interests and acceptance of IT than their Non-Science counterparts and they do believe that it has greater impact on the learning of the students. Though in terms of increasing the productivity of teaching activity, the Non-Science shared similar views with Science teachers.

Implication of the Study:

- This research has brought to the fore the fact that the teachers must be intrinsically motivated to adopt new technology in their teaching practice.

Hence, Qualitative research using interview and observation technique can be conducted to gain in-depth understanding of the reasons behind having less favorable attitude and address the issue.

- The teachers who are higher in age must also be encouraged to train themselves in integrating technology in their classes using some appropriate measures.

- The factors that also affect teachers' attitude towards Information technology such as school support, technical support, teachers' academic degree, training program should be examined and be taken care of by the authorities.

- With the right attitude and needed institutional support, teaching faculty can act as important catalysts of change to transform the existing pattern of teaching which is bearing no fruitful results. Hence, efforts must be on to encourage and motivate them adequately.

References

Ahuja, S. (2013) Information and communication technology in teacher education programme.Pedagogy of Learning, 1(1), 165-168

Albirini, A.(2006). Teacher's attitudes toward information and communication technologies: the case of Syrian EFL teachers.Journal of Computers & Education 47 (2006) 373–398

Al-Zaidiyeen, N. J., Mei L. L., Fook, F. S. (2010). Teachers' attitudes and levels of technology use in classrooms: The case of Jordan Schools.International Education Studies Vol. 3, No. 2; May 2010

Cavas,B., Cavas,P., Karaoglan,B. and Kisla,T.(2009). A study on science teacher's attitudes toward information and communication technologies in Education.The Turkish Online Journal of Education Technology-TOJET April 2009 ISSN:1303-6521 VOL.8. Issue 2, Article 2.

Christensen, R.(2002). Effects of technology integration education on the attitudes of teachers and students.Journal of research on technology in education, vol.34.N0.4

Elaadani, M. A.(2013). Exploring the relationship between teaching staff age and their attitude towards Information and Communications Technologies (ICT). International Journal of Instruction January 2013 Vol.6, No.1; e-ISSN: 1308-1470, p-ISSN: 1694-609X

Kusano, K., Frederiksen, S., Jones, L., &Kobayashi,M.(2013). The Effects of ICT Environment on Teachers' Attitudes and Technology Integration in Japan and the U.S.Journal of Information Technology Education: Innovations in Practice. Vol.12

Larbi-Apau, J. A. and Moseley, J. L. (2012). Computer attitude of teaching faculty: Implications for technology-based performance in higher education. Journal of information technology education: Research Volume 11.

Navin & Ilahi, F. (2012). Attitude scale towards information technology for teachers (English Version). AGRA: National Psychological Corporation.

Saldar, M., Hussain, I., Malik, M. A., Masood, K. and Yaqoob, M. (2010).Challenges of information Era: Teachers' attitude towards the use of Internet technology. Retrieved from www.sagepub.com

Teo, T.(2008). Pre-service teachers' attitudes towards computer use: A Singapore survey. Australasian Journal of Educational Technology 2008, 24(4), 413-424.

UNESCO (2008).ICT competency standards for teachers. Retrieved from http://unesobe.unesco.org 0012/001/295/129533.

Wong.S.L.. &Hanafi.A. (2007). Gender differences in attitudes towards information technology among Malaysian student teachers: A case study at Universiti Putra Malaysia. Educational Technology & Society, 10 (2), 158-169.

Wozney, L., Venkatesh, V., and Abrami, P. C. (2006). Implementing computer technology: teachers' perceptions and practices.Jl. of Technology and Teacher Education ,14(1), 173- 207

Yuen, A. H. K. & Ma, W.W.K. (2002). Gender differences in teacher computer acceptance. Journal of Technology and Teacher Education,10(3), 365-382

Attitude towards Teaching Profession and Professional Commitment of Teacher Educators of Self-financed B.Ed. College

Partha Sarathi Panda[1] and Dr. Abhijit Guha[2]

ABSTRACT : The destiny of India is being shaped in her classroom" has been pointed out by the Education Commission (1964-66) but as Humayun Kabir has rightly stated that without a good teacher even the best of systems is bound to fail but with good teacher even defect of system can be largely overcome. That is why the investigator has selected such study by taking teacher educators and their behavioural traits all together. Here teacher educators' attitude and commitment are the subject of study.

Presently, West Bengal is having a large system of teacher education with 291 elementary teacher education institutions, 287 B.Ed. colleges and 10 M.Ed. colleges and departments of education wherein more than 5,000 teacher educators are engaged in the preparation of school teachers and college teachers. The role of a teacher educator in the educational process is always challenging and dynamic. Transmission of knowledge is not only the teacher educator's profession but also it is something more. Teacher educator's great task is inspiring and guiding the student teachers towards precious goals. Teaching is the core profession and the key agent of change in today's knowledge society.

The present study was conducted to inquire the attitude towards teaching profession and professional commitment of teacher educators of self-financed B.Ed. colleges of West Bengal. The main objectives of this study were to investigate the attitude of teacher educators towards profession and professional commitment with respect to various categories (i. e. location, gender and professional training). The study also investigated the relationship of professional commitment on attitude towards teaching profession. A self-made attitude scale, consisting of 21 itemsand a professional commitment scale for teacher educators developed By Sood. V. (2011)consisting of 29 items were administrated on 115 teacher educatorsof self-financed B.Ed. collegeto measure theattitude of teacher educators towards their teaching profession and professional commitment respectively. For comparing the teaching attitude and professional commitment with respect to various categories, as the data was non-normally distributed, Non-Parametric statistics like Mann-Whitney test and Spearman's rho Correlation Coefficient were employed.

The results indicated that the attitude of teacher educators towards their teaching profession, commitment to learner and commitment to the profession do not differ significantly with respect to variables location (rural and urban), gender (male and female) and professional training (With M.Ed. and Without M.Ed.). It was further observed that there wassignificant relationship between attitude towards teaching profession and commitment to learner; between commitment to learner

---

*   Asst. Prof., Harkamaya College of Education, Gangtok, Sikkim. Email: devilama@gmail.com

and commitment to the profession butthere was no significant relationship between attitude towards teaching profession and commitment to the profession. The above results bring a great discussion towards the attitude of the teacher educators of their profession and their commitment level towards the learner and profession. Therefore, it is highly essential to possess favourable attitude and high commitment for better education programme and establishing an egalitarian society.

Keywords: Attitude, Professional Commitment, Teacher Educator, Self-financed B.Ed. College

Introduction

"The destiny of India is being shaped in her classroom" has been pointed out by the **Education Commission (1964-66)** but as **HumayunKabir** has rightly stated that without a good teacher even the best of systems is bound to fail butwith good teacher even defect of system can be largely overcome. That is why the investigatorshave selected such study by taking teacher educators and their behavioural traits all together. Here teacher educators' attitude and commitment is the subject of this study.

Education all over the world is seen as a process of transmitting the cultural heritage, stabilizing the present and improving or changing the future of the people.The school system in this regard is generally accepted as a major agent of education. This makes the factor of the teacher central in the task of education. Today, teacher education is considered to be the foundation for quality and relevance in education at all levels.

Presently, West Bengal is having a large system of teacher education with 291 elementary teacher education institutions, 287 B.Ed. colleges and 10 M.Ed. colleges and departments of education where in more than 5,000 teacher educators are engaged in the preparation of school teachers and college teachers. The role of a teacher educator in the educational process is always challenging and dynamic. Transmission of knowledge is not only the teacher educator's profession but also it is something more. Teacher educator's great task is inspiring and guiding the student teachers towards precious goals. Teaching is the core profession and the key agent of change in today's knowledge society.

Review of Related literature

Very few studies have been conducted on teacher educators and their characteristics. A brief account of these studies is provided here. **Goyal (1990)** indicated that a large majority of teacher educators were favourably inclined towards their profession, satisfied in their job but not well adjusted as well as had low professional interest. **Hung & Liu (1999)** depicted that stay-back is the factor which is most highly and significantly related to commitment. Apart from this, the other factors like marital status, age and tenure were also found to be significantly related to commitment. **Bogler&Somech (2004)** examined the distinctive relationship of teachers' professional and organizational commitment with participation in decision making and with organizational citizenship behaviour. It was inferred that participation in managerial domain was positively associated with both the professional and

organizational commitment, whereas; participation in the technical domain was positively related with only teachers' professional commitment. **Usha&Sasikumar (2007)** revealed that teacher commitment is the best predictor of job satisfaction among school teachers. **Sylvester (2010)** held that the factors like gender, location of institute, educational qualification and years of teaching experience of teacher educators have no impact on their attitude towards teaching profession as well as level of job satisfaction. From the aforesaid discussion, it is clear that there is acute shortage of studies related to professional commitment of teacher educators while studies on attitude towards teaching, job satisfaction level and other socio-psychological characteristics are ample in number both in India and abroad but most of such studies have been carried out either on secondary school teachers or college teachers.

Teacher educators'attitude towards teaching profession in relation to professional commitment to learner and profession was hardly foundin most of the review of related literature. Hence, the present study was undertaken to find out attitude towards teaching profession and professional commitment with respect to location, gender and professional training of teacher educators. Commitment was recognized to be a natural ingredient of teaching from its very beginning. **NCTE (1998)** emphasised the need for quality teacher education in terms of competency based and commitment oriented teacher education. It is presumed that if teachers acquire professional competencies and commitment, it will result in sound teacher performance. In the functional sense, professional commitment on the part of teacher-educators essentially consists not only in doing their best for introducing teacher-trainees to the competencies that they would need as teachers in school, but also practically inspiring them to inculcate values of the teaching profession.For the holistic wellbeing of a society, state or nation professionally committed teacher educator is essential. Professionally committed teacher educators can enhance a better teaching learning process for better future of the students for age long. This professional commitment of a teacher educator depends on attitude. It is also true that if teacher educators' attitude towards teaching profession is favourable and committed to the learner and profession,teaching learning process will be better and beneficial, motivational and inspirational.

Objectives of the Study

i. To study the attitude of teacher educators towards teaching profession with respect to Location (Rural, Urban), Gender (Male, Female) and Professional training (With M.Ed. and Without M.Ed.).

ii. To study the teacher educators professional commitment of learner with respect to Location (Rural, Urban), Gender (Male, Female) and Professional training (With M.Ed. and Without M.Ed.).

iii. To study the teacher educators commitment of the profession with respect to Location (Rural, Urban), Gender (Male, Female) and Professional training (With M.Ed. and Without M.Ed.).

iv. To study the relationship of professional commitment and attitude toward teaching profession.

Hypotheses

H_{01} There is no significant difference between rural-urban, male-female and With M.Ed.-Without M.Ed. teacher educators' attitude towards their profession.

H_{02} There is no significant difference between rural-urban, male-female and With M.Ed.-Without M.Ed. teacher educators' professional commitment to the learner.

H_{03} There is no significant difference between rural-urban, male-female and With M.Ed.-Without M.Ed. teacher educators' commitment to the profession.

H_{04} There is no significant relationship among teacher educators attitude towards teaching profession, commitment to learner and commitment to the profession.

Methodology

i. Design:

Thepresent study is a descriptive type of research. Hence,survey design was used by the researchers himself to collect data from the respondent self-financed B.Ed. college teacher educators.

ii. Variables:

- Major Variable:

  i. Attitude towards teaching profession,ii.Commitment to the Learner,iii.Commitment to the Profession

- Categorical Variable:

  ii. Location (Rural, Urban),ii.Professional Training (With M.Ed. and Without M.Ed.),

  iii. Gender (Male, Female)

iii. Population:

All the Teacher educators of different private/self-financed B.Ed. colleges of West Bengal were the population of the present study.

iv. Sample & Sample Frame:

On the basis of B.Ed. College the researcher selected a sample of 15 B.Ed. colleges of West Bengal by adopting Stratified random sampling technique. The sample consisted of 115 B.Ed. college teacher educators (Male-Female With M.Ed.-Without M.Ed.) of Rural and Urban areas from Nadia

Murshidabad, Howrah, Kolkata, PurbaMedinipore and North 24 Parganasdistricts. The sample design is shown below in Table 1.

Table-1 Sample Frame

Categorical variables	Teacher Educators Numbers	Total
Rural	79	115
Urban	36	
Male	78	115
Female	37	
M.Ed.	70	115
Without M.Ed.	45	

v. Tools:

A self-made attitude scale for teacher educators, consisting of 21 items and a professional commitment scale for teacher educators (Sood, 2011) consisting of 29 items were administrated to measure the attitude and commitment of teacher educators. The categories of responses were- 'strongly agree', 'agree', 'undecided', 'disagree', and 'strongly disagree' to be awarded with '5', '4', '3', '2', & '1' respectively and scoring of negative itemswere made in reverse i.e. '1', '2', '3', '4', & '5' respectively.

Analysis of the Data

The collected data by the researchers were analysed through Statistical Package for Social Science (SPSS) version 20.0. The statistics such as Mean, Median, Mann-

Table-2: Descriptive Statistics of Attitude towards Teaching Profession, Commitment to Learner and Profession

		Attitude towards Teaching Profession	Commitment to Learner	Commitment to Profession
N	Valid	115	115	115
	Missing	0	0	0
Mean		62.5739	57.870	53.200
Median		61.0000	60.000	54.000
Std. Deviation		8.41996	7.8400	5.9430
Skewness		.228	-1.053	-1.686
Std. Error of Skewness		.226	.226	.226
Kurtosis		-1.010	1.983	5.972
Std. Error of Kurtosis		.447	.447	.447

Whitney test and Spearman's rho test were calculated in this studyand the significance of Spearman's rho was tested at 0.01 level of significance.

Results and Interpretation

The problem here is **Attitude towards Teaching Profession and Professional Commitment of Teacher Educators of Self-financed B.Ed. College**and to study this particular problem the investigator collected data and analyzed the data through the following appropriate statistical techniques as given table 2 and 3.

Table-3: Tests of Normality

	Kolmogorov-Smirnov*			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Attitude towards Teaching Profession	.107	115	.003	.962	115	.002
Commitment to Learner	.138	115	.000	.913	115	.000
Commitment to Profession	.159	115	.000	.892	115	.000

* Lilliefors Significance Correction

After testing the normality of scores (Table 3), it was found that the scores were non-normal in nature as the 'p' value yielded in Shapiro-Wilk test of normality were .002, .000 and .000 (less than 0.05 level). So it was decided to test the null hypotheses through Non-Parametric tests (Mann-Whitney test and Spearman's rho).

Testing of Null Hypothesis

H_{01}. There is no significant difference between rural-urban, male-female and With M.Ed.-Without M.Ed. teacher educators' attitude towards their profession.

Table-4 : Mean and Median Rank of Attitude towards Teaching Profession

	Grouping Variable		N	Mean Rank	Median	Sum of Ranks
Attitude towards Teaching Profession	Location	Rural	79	54.29	60.0000	4289.00
		Urban	36	66.14	64.0000	2381.00
		Total	115			
	Gender	Male	78	56.75	61.0000	4426.50
		Female	37	60.64	61.0000	2243.50
		Total	115			
	Professional Training	M.Ed.	70	61.39	64.0000	4297.00
		Non-M.Ed.	45	52.73	60.0000	2373.00
		Total	115			

Table-5 : Test Statistics of Attitude towards Teaching Profession

	Location	Gender	Professional Training
Mann-Whitney U	1129.000	1345.500	1338.000
Wilcoxon W	4289.000	4426.500	2373.000
Z	-1.769	-.584	-1.360
Asymp. Sig. (2-tailed)	.077	.559	.174

Interpretation

For comparing the rural-urban, male-female and M.Ed.-Non-M.Ed. teacher educators' attitude towards teaching profession the Mann-Whitney U test was conducted. Between rural and urban teacher educators, the calculated 'U' value found as 1129.000, Wilcoxon W value is 4289.000 and 'Z' = -1.769, the 'P' value is .077 (P> 0.05). Hence the null hypothesis is retained. While comparing male and female teacher educators, the calculated 'U' value found as 1345.500, Wilcoxon W value is 4426.500 and 'Z' = -.584, the 'P' value is .559 (P> 0.05). Hence the null hypothesis is retained. Between With M.Ed. and Without M.Ed. teacher educators, the calculated 'U' value found as 1338.000, Wilcoxon W value is 2373.000 and 'Z' = -1.360, the 'P' value is .174 (P> 0.05). Hence the null hypothesis is retained. It can be concluded that rural-urban, male-female and With M.Ed.-Without M.Ed. teacher educators' attitude towards their profession do not differ significantly.

Testing of Null Hypothesis

H_{02} There is no significant difference between rural-urban, male-female and With M.Ed.-Without M.Ed. teacher educators' professional commitment to the learner.

Table-6. Mean and median Rank of Professional commitment to the learner

	Grouping Variable		N	Mean Rank	Median	Sum of Ranks
	Location	Rural	79	57.00	60.000	4503.00
		Urban	36	60.19	60.000	2167.00
Professional		Total	115			
commitment	Gender	Male	78	57.26	60.000	4466.50
to the		Female	37	59.55	60.000	2203.50
learner		Total	115			
	Professional	M.Ed.	70	58.10	60.000	4067.00
	Training	Non-M.Ed.	45	57.84	60.000	2603.00
		Total	115			

Table-7 : Test Statistics of Commitment to Learner

	Location	Gender	Professional Training
Mann-Whitney U	1343.000	1385.500	1568.000
Wilcoxon W	4503.000	4466.500	2603.000
Z	-.477	-.345	-.040
Asymp. Sig. (2-tailed)	.633	.730	.968

Interpretation

For comparing the rural-urban, male-female and With M.Ed.-Without M.Ed. teacher educators' professional commitment to the learner the Mann-Whitney U test was conducted. Between rural and urban teacher educators, the calculated 'U' value found as 1343.000, Wilcoxon W value is 4503.000 and 'Z'= -.477, the 'P' value is .633 (P> 0.05). Hence the null hypothesis is retained. While comparing male-female teacher educators, the calculated 'U' value found as 1385.500, Wilcoxon W value is 4466.500 and 'Z' = -.345, the 'P' value is .730 (P> 0.05). Hence the null hypothesis is retained. Between With M.Ed. and Without M.Ed. teacher educators, the calculated 'U' value found as 1568.000, Wilcoxon W value is 2603.000 and 'Z' = -.040, the 'P' value is .968 (P> 0.05). Hence the null hypothesis is retained. It can be concluded that rural-urban, male-female and M.Ed.-without M.Ed. teacher educators' professional commitment to learner do not differ significantly.

Testing of Null Hypothesis

H_{03} There is no significant difference between rural-urban, male-female and With M.Ed.-Without M.Ed. teacher educators'commitment to the profession.

Table-8 : Mean and Median Rank of Professional Commitment to the Profession

	Grouping Variable		N	Mean Rank	Median	Sum of Ranks
	Location	Rural	79	56.18	54.000	4438.00
		Urban	36	62.00	55.000	2232.00
Professional		Total	115			
commitment	Gender	Male	78	56.88	54.000	4436.50
to the		Female	37	60.36	54.000	2233.50
profession		Total	115			
	Professional	M.Ed.	70	58.81	54.000	4117.00
	Training	Non-M.Ed.	45	56.73	54.000	2553.00
		Total	115			

Table-9 : Test Statistics of Commitment to Profession

	Location	Gender	Professional Training
Mann-Whitney U	1278.000	1355.500	‡518.000
Wilcoxon W	4438.000	4436.500	2553.000
Z	-.871	-.526	-.328
Asymp. Sig. (2-tailed)	.384	.599	.743

Interpretation

For comparing the rural-urban, male-female and With M.Ed.-Without M.Ed. teacher educators' commitment to the profession between rural and urban, the Mann-Whitney U test was conducted. Between rural and urban teacher educators, the calculated 'U' value found as 1278.000, Wilcoxon W value is 4438.000 and 'Z' = -.871, the 'P' value is .384 (P> 0.05). Hence the null hypothesis is retained. While comparing male and female teacher educators, the calculated 'U' value found as 1355.500, Wilcoxon W value is 4436.500 and 'Z' = -.526, the 'P' value is .599 (P> 0.05). Hence the null hypothesis is retained. Between With M.Ed. and Without M.Ed. teacher educators, the calculated 'U' value found as 1518.000, Wilcoxon W value is 2553.000 and 'Z' = -.328, the 'P' value is .743 (P> 0.05). Hence the null hypothesis is retained. It can be concluded that rural-urban, male-female and With M.Ed.-Without M.Ed. teacher educators' commitment to profession do not differ significantly.

Testing of Null Hypothesis

H_{04} There is no significant relationship among teacher educators attitude towards teaching profession, commitment to learner and commitment to the profession.

Relationship among the independent variables (commitment to learner and commitment to profession) and dependent variable (attitude towards teaching profession) was ascertained using the corresponding scores obtained from the variables and tested the same through Spearman's rho correlation coefficient statistics. All analyses carried out at 0.01 margin of error.

Interpretation

In table 10, the inter-correlation matrix of the independent variables (commitment to learner and commitment to profession) and dependent variable (attitude towards teaching profession) scores are computed. In the table, there is a positive and significant relationship (r = .450)between attitude towards teaching profession and commitment to learner; a positive and significant relationship (r = .337) also existed between commitment to learner and commitment to profession and no significant relationship (r = .135) was observed between attitude towards teaching profession and commitment to the profession.

Table-10 : Inter Correlation Matrix of Attitude towards Teaching Profession, Commitment to Learner and Commitment to Profession

			Attitude towards Teaching Profession	Total Commitment to Learner	Total Commitment to Profession
Spearman's rho	Attitude towards Teaching Profession	Correlation Coefficient	1.000	.450**	.135
		Sig. (2-tailed).		.000	.150
		N	115	115	115
	Total Commitment to Learner	Correlation Coefficient	.450**	1.000	.337**
		Sig. (2-tailed)	.000		.000
		N	115	115	115
	Total Commitment to Profession	Correlation Coefficient	.135	.337**	1.000
		Sig. (2-tailed)	.150	.000	.
		N	115	115	115

**. Correlation is significant at the 0.01 level (2-tailed).
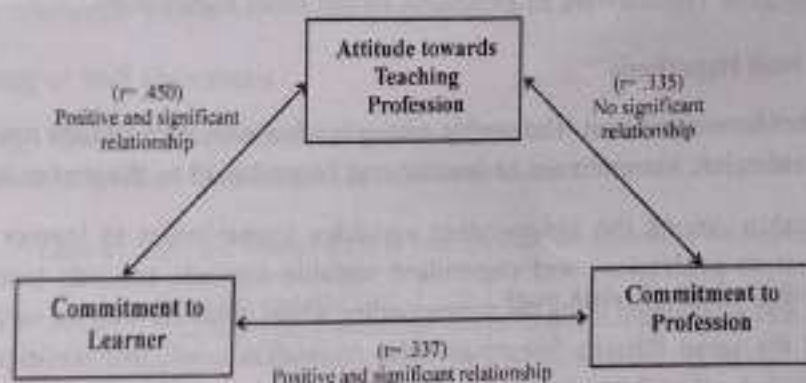
Fig.: Correlation of Attitude towards Teaching Profession, Commitment to Learner and Commitment to Profession

Discussion

The teacher educators have to perform a very responsible job of predicting the structures of future society and preparing individuals to fit in that society. Hence teacher educators are expected to possess positive attitude towards teaching profession. Similarly teacher educators have always played a major role in social and national reconstruction and will continue to do so in future too. Goyal (1990) indicated that a large majority of teacher educators were favourably inclined towards their profession, satisfied in their job but not well adjusted as well as had low professional interest.

Hung & Liu (1999) depicted that stay-back is the factor which is most highly and significantly related to commitment. So, the teacher educators should be competent, committed and professionally well qualified who can meet the individual goal as well as social. From the psychological point of view the teacher educators' attitude is most influential in teaching profession. Sylvester (2010) held that the factors like gender, location of institute, educational qualification and years of teaching experience of teacher educators have no impact on their attitude towards teaching profession as well as level of job satisfaction. Attitudes are generally the outcome of values and more implied in the environment surrounding of the young mind.

The study will help in deeper understanding of teacher educators' professional commitment and attitudes towards teaching profession with respect to location, gender and professional training of different self-financed teacher training institution. The results from this study can help institutions that are involved in teacher training programme to develop positive attitudes and more committed teacher educators' towards teaching learning process. Finally, the information gained from this study can be beneficial to develop teaching environment in different types of teacher training colleges to meet the demands of the society.

Conclusion

Finally we can conclude that the attitude of teacher educators towards their teaching profession, commitment to learner and commitment to the profession do not differ significantly with respect to variables location (rural and urban), gender (male and female) and professional training (With M.Ed. and Without M.Ed.). It was further observed that there was positive and significant relationship between attitude towards teaching profession and commitment to learner; between commitment to learner and commitment to the profession but there was no significant relationship between attitude towards teaching profession and commitment to the profession. The above results bring a great discussion towards the attitude of the teacher educators of their profession and their commitment level towards the learner and profession. Therefore, it is highly essential to possess favourable attitude and high commitment for better education programme and establishing an egalitarian society.

References

Agrawal, J.C. (1995). "Teacher and Education in a developing society",Vikas Publishing house pvt.Ltd, New Delhi.

Best, John. W; Kahn, James.V (2010)."Research In Education"10 th Edition Prentice Hall of India Pvt. Ltd., New Delhi.

Bogler, R. &Somech, A. (2004) "Influence of teacher empowerment on teachers' organizational commitment,professional commitment and organizational citizenship behaviour in schools,"Teaching and Teacher Education 20, 277-289.

Graham Hole Research Skills Mann-Whitney test handout, version 1.0, Retrieved on 18th April, 2015 from http://users.sussex.ac.uk/~grahamh/RM1web/MannWhitneyHandout%202011.pdf

Koul Lokesh (2004). "Methodology of Educational Research"Third Revised Edition Vikas Publishing House Private Ltd, New Delhi.

Mangal, S.K (2004). "Advanced educational psychology", Prentice Hall of India pvt ltd, New Delhi.

Mangal, S.K(2012). "Statistics in Psychology and Education" second edition PHI Learning Private Limited, New Delhi, India.

Mohammad Fathy Hussein; Jose L. daCosta (2008) "Organizational Commitment and its relationship to perceived leadership style in an Islamic School in a large Urban Centre in Canada: Teachers' Perspectives"E-journal, Journal of Contemporary Issues in Education, University of Alberta, Retrieved on 12.09.2014 www.ejournals.library.ualberta.ca/index.php/JCIE.pdf

National Council for Teacher Education (1998).Competency Based and Commitment Oriented Teacher Education for Quality School Education -Initiation Document. Author, New Delhi.

Rajan, J. &Dewan (2013).Report of the Joint Review Mission on Teacher Education: West Bengal. MHRD: New Delhi.

Sood Vishal; AnandArti (2010) Professional commitment among B.Ed teacher educators of Himachal Pradesh.E-journal of All India Association for EducationalResearch, June 2010 Vol-22 no.1, Retrieved on 26.08.2014 from http://www.aiaer.net/ejournal/vol22110/7..pdf

Reflective Practice in the Professional Development of Teachers

Saradindu Bera* and Ramakanta Mohalik**

ABSTRACT : There are a number of major changes occurring across a range of professions and professional groups that are having a profound impact on the shape and nature of professional knowledge. The complicated nature of educational issues and the practical demands of classroom teaching ensure that a teacher's work is never finished. Therefore, teachers will have to be more cautious and conscious of their professional faculty and accountability. Otherwise their existence will come to an end in future. Reflective practice is an important process in teachers' continuous professional development in teaching learning process. Reflective practice means professional development which begins in our classroom. Teaching and learning process requires special knowledge, attitude, skills, insight, proficiency and experiences. These are prerequisite for the professional growth of an individual. When one deliberately thinks about his performance once in his practice, it will give birth to the improvement of the whole teaching and learning process. Reflective practice creates problems solving competency, critical, constructive and original thinking among the learners. The use of reflective practice in teacher professional development is based on the belief that teachers can improve their own teaching by consciously and systematically reflecting on their teaching experiences. Reflective practice is through the development of knowledge and understanding of the practice setting and the ability to recognize and respond to such knowledge that the reflective practitioner becomes truly responsive to the needs, issues, and concerns that are so important in shaping practice. The reflective practice is thus to support a shift from routine actions rooted in common sense thinking to reflective action stemming from professional thinking. Reflective practice is seen by many teacher educators to be at the very heart of effective teacher preparation programs and the development of professional competence. Teachers can confidently expect to raise their standards of professional competence through adopting processes of reflective teaching.

Keywords: Reflective Practice, Professional Development, Reflective Teaching, Professional competence.

Introduction

Modern society is becoming too intricate that teachers are to face more difficult situations. Therefore, they will have to be more cautious and conscious of their

* Research Scholar, Regional Institute of Education (NCERT), Bhubaneswar-751022, E-mail: saradindu.pbc@gmail.com, Mob: 9434800347

** Reader in Education, Regional Institute of Education (NCERT), Bhubaneswar-751022

professional faculty and accountability. Otherwise their existence will come to an end in future. Reflective teaching practice is an important process in teachers continuous professional development in higher education.Reflective practice is "a deliberate pause to assume an open perspective, to allow for higher level thinking processes. Practitioners use these processes for examining beliefs, goals, and practices, to gain new or deeper understandings that lead to actions that improve learning for students" (York-Barr,Sommers, Ghere, &Montie, 2001).Teachers can learn from their own teaching experience in order to develop their pedagogic skills by reviewing specific incidents in their professional practice and reflecting upon them in order to draw conclusions about how they might improve their own performance as teachers. This is the process known as reflective practice. Although it is closely related, in principle and purpose, to action research, and employs the same cycle reflection - action-reflection-planning, it is for teachers continuing, often daily, process of self-appraisal and action planning. The ability of the teacher to reflect upon their practice in order to adopt and develop as the 'fully functioning' phase of their professional development in which they have developed skills of self-evaluation based on self-referenced norms, and are taking responsibility for their own continuing professional development (George, 1973). Reflective teaching means looking at what I do in the classroom, thinking about why I do it, and thinking about if it works – a process of self-observation and self-evaluation. By collecting information about what goes on in our classroom, and by analysing and evaluating this information, we identify and explore our own practices and underlying beliefs'. Reflective teaching is therefore a means of professional development which begins in our classroom. Teaching and learning process requires special knowledge, attitude, skills, insight, proficiency and experiences. These are prerequisite for the professional growth of an individual (Schon, 1983). When one deliberately thinks about his performance once in his practice, it will give birth to the improvement of the whole teaching and learning process. Reflective practice creates problems solving competency, critical, constructive and original thinking among the learners (Cortazzi, 1990). Reflective practice is an important approach which promotes autonomous learning that aims to develop students' understanding and critical thinking skills.

Historical Background

Many years ago, Dewey (1933) called for teachers to take reflective action that entails "active, persistent, and careful consideration of any belief or supposed form of knowledge in light of the grounds that support it and the further consequences to which it leads". Dewey identified three attributes of reflective individuals, which are still important for teachers today: open-mindedness, responsibility, and wholeheartedness. The resurgence of interest in reflective practice may be due in part to other emergent trends in education, such as a renewed interest in constructivist learning theory. In constructivist theory, the learner constructs knowledge through engaging and interacting with content and the world (Piaget, 1932; Vygotsky, 1982).This theory regards reflection as a central factor in the teaching and learning process. Dewey's ideas and the idea of professional reflective practice were developed

in the 1980s with the emergence of Schon's (1983) concept of 'reflection-in-action'. According to Schon (1983), reflection-in-action is a rigorous professional process involving acknowledgement of and reflection on uncertainty and complexity in one's practice leading to 'a legitimate form of professional knowing'. Since the 1980s, the development of reflective skills has been widely adopted in a range of higher education and best practice professional settings including education, health sciences and leadership. Most educators in higher education would agree that it is important for learners to develop these skills, there has not always been agreement on the definition of reflection or exactly what constitutes reflective practices in a higher education context.

For teachers of adult English language learners, Richards (1990) maintains that self-inquiry and critical thinking can "help teachers move from a level where they may be guided largely by impulse, intuition, or routine, to a level where their actions are guided by reflection and critical thinking". As Valli (1997) suggests, they can "look back on events, make judgments about them, and alter their teaching behaviors in light of craft, research, and ethical knowledge". Loughran (2002) writes, 'It is through the development of knowledge and understanding of the practice setting and the ability to recognize and respond to such knowledge that the reflective practitioner becomes truly responsive to the needs, issues, and concerns that are so important in shaping practice'. The use of reflective practice in teacher professional development is based on the belief that teachers can improve their own teaching by consciously and systematically reflecting on their teaching experiences (Farrell, 2004). As reflective practitioners, teachers can use the data gathered from these systematic reflections. Reflective practice is seen by many teacher educators to be at the very heart of effective teacher preparation programs and the development of professional competence.

Key Characteristics of Reflective Practice

Dewey's notion of reflective action, when developed and applied to teaching is both challenging and exciting. Key characteristics of reflective practice are as follows:-

1. Aims and consequences

Reflective teaching implies an active concern with aims and consequences as well as means and technical competence. This issue relates first to the immediate aims and consequences of classroom practice for these are any teacher's prime responsibility (Cortazzi, 1990). However, classroom work cannot be isolated from the influence of the wider society and a reflective teacher must therefore consider both spheres.

2. A cyclical process

Reflective teaching is applied in a cyclical or spiralling process, in which teachers monitor, evaluate and revise their own practice continuously. This characteristic refers to the process of reflective teaching and provides the dynamic basis for teacher action. Teachers are principally expected to plan, make provision and act. Reflective

teachers also need to monitor, observe and collect data on their own and the children's intentions, actions and feelings. It is a dynamic process which is intended to lead through successive cycles, or through a spiralling process, towards higher quality standards of teaching. It is consistent with the notion of reflective teaching, as described by Dewey, and provides an essential clarification of the procedures for reflective teaching.
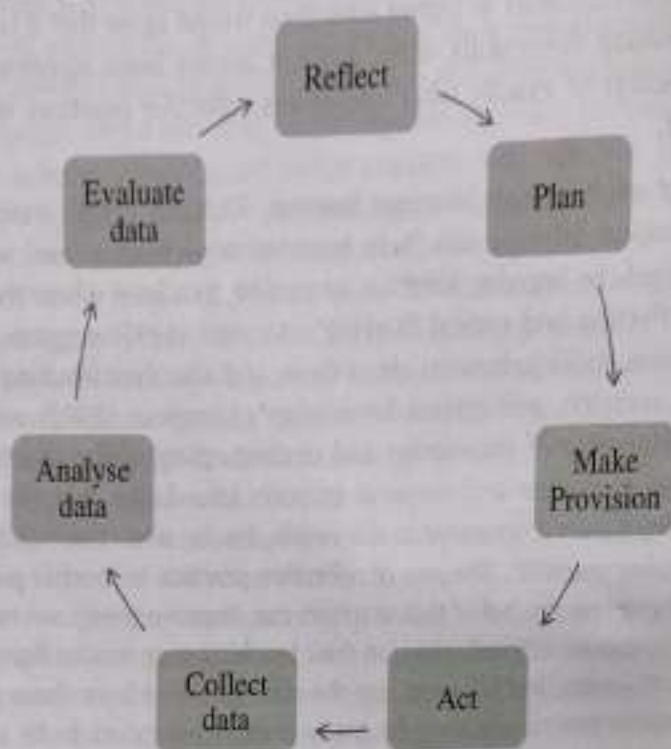
Figure.1. The process of reflective teaching.

3. Gathering and evaluating evidence

Reflective teaching requires competence in methods of evidence based classroom enquiry, to support the progressive development of higher standards of teaching. Identified following four key skills contribute to the cyclical process of reflection.

Reviewing relevant, existing research: The issue here is to learn as much as possible from others. Published research on the issue of concern, from teachers or from professional researchers, may be reviewed.

Gathering new evidence: This relates to the essential issue of knowing what is going on in a classroom or school as a means of forming one's own opinion. It is concerned with collecting data, describing situations, processes, causes and effects with care and accuracy.

Analytical skills: These skills are needed to address the issue of how to interpret descriptive data. Such 'facts' are not meaningful until they are placed in a framework that enables a reflective teacher to relate them one with the other and to begin to theorize about them.

Evaluative skills: Evaluative skills are involved in making judgements about the educational consequences of the results of the practical enquiry. Evaluation, in the light of aims, values and the experience of others enables the results of an enquiry to be applied to future policy and practice (Calderhead, 1988).

4 Attitudes towards teaching

Reflective teaching requires attitudes of open mindedness, responsibility and wholeheartedness.

Open mindedness: As Dewey put it, open mindedness is an active desire to listen to more sides than one, to give heed to facts from whatever source they come, to give full attention to alternative possibilities, to recognise the possibility of error even in the beliefs which are dearest to us (Dewey, 1933). Open mindedness is an essential attribute for rigorous reflection because any sort of enquiry that is consciously based on partial evidence, only weakens itself.

Responsibility: Intellectual responsibility, according to Dewey, means: To consider the consequences of a projected step; it means to be willing to adopt these consequences when they follow reasonably. Intellectual responsibility secures integrity (Dewey, 1933).

Wholeheartedness:'Wholeheartedness', the third of Dewey's necessary attitudes, refers essentially to the way in which such consideration takes place. Dewey's suggestion was that reflective teachers should be dedicated, single minded, energetic and enthusiastic (Dewey, 1933).

5 Teacher judgements

Reflective teaching is based on teacher judgement, informed by evidence based enquiry and insights from other research Teachers' knowledge have often been criticized. Schon argued that it is possible to recognize 'reflection in action', in which adjustments to action are made through direct experience. As he put it: When someone reflects in action, he becomes a researcher in the practice context. He is not dependent on the categories of established theory and technique, but constructs a new theory of the unique case. He does not keep means and ends separate, but defines them interactively as he frames a problematic situation. He does not separate thinking from action. His experimenting is a kind of action; implementation is built into his enquiry (Schon, 1983).

Reflection in action	Schon's reflection	Reflection on action
• Thinking ahead		• thinking through subsequent to situation
• Analysing		
• Experiencing		• Discussing
• Critically responding		• Reflective journal
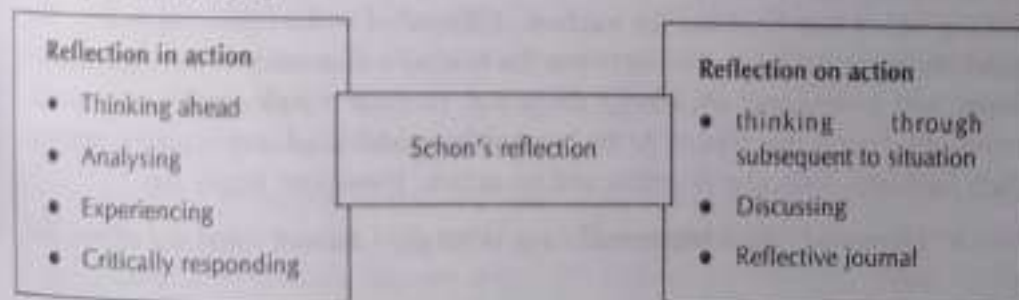
Figure.2. Schon's reflection

6 Learning with colleagues

Reflective teaching, professional learning and personal fulfilment are enhanced through collaboration and dialogue with colleagues. The value of engaging in reflective activity is almost always enhanced if it can be carried out in association with other colleagues, be they trainees, teaching assistants, teachers or tutors. Wherever and whenever it occurs, collaborative, reflective discussion capitalizes on the social nature of learning (Vygotsky, 1982). Moreover, openness, activity and discussion gradually weave the values and self of individuals into the culture and mission of the school or course. This can be both personally fulfilling and educationally effective (Killen, 1989).

7. Reflective teaching as creative mediation

Reflective teaching enables teachers to creatively mediate externally developed frameworks for teaching and learning 'Creative mediation' involves the interpretation of external requirements in the light of a teacher's understanding of a particular context, bearing in mind his or her values and educational principles.

- *Protective mediation* calls for strategies to defend existing practices which are greatly valued (such as the desire to maintain an element of spontaneity in teaching in the face of assessment pressure).

- *Innovative mediation* is concerned with teachers finding strategies to work within the spaces and boundaries provided by new requirements – finding opportunities to be creative.

- *Collaborative mediation* refers to teachers working closely together to provide mutual support in satisfying and adapting new requirements.

- *Conspirational mediation* involves schools adopting more subversive strategies where teachers resist implementing those aspects of external requirements that they believe to be particularly inappropriate. Such forms of mediation exemplify major strategies in the exercise of professional judgement (George, 1973).

Reflective Teaching Model

While the importance of reflection is not new to education, the techniques of reflective practice are relatively recent. To help teachers improve their teaching craft and strengthen the theory-practice nexus, a comprehensive model for reflective teaching which may be useful for teachers is illustrated in the following figure. The model illustrates the interaction between the teacher's dispositions (being), practice (doing), and professional knowledge (knowing). As such it indicates how personal professional knowledge is built. At the heart of the model is a 4-stage cyclical process which facilitates reflection in action and on action. These four stages are:

- *Observing (What happened?)*: e.g. What did I do/say? What did others do/ say?

- *Reflecting (Why?)*: e.g. Why did I think things happened this way? Why

did I choose to act the way I did? Why did I choose to adopt this mode of instruction?

- **Planning (So what?):** e.g. How might this change my thinking behaviour or interactions with others? What might I do differently?

- **Acting (Now what?):** e.g. What do I want to remember to think about in a similar situation? How do I want to act?
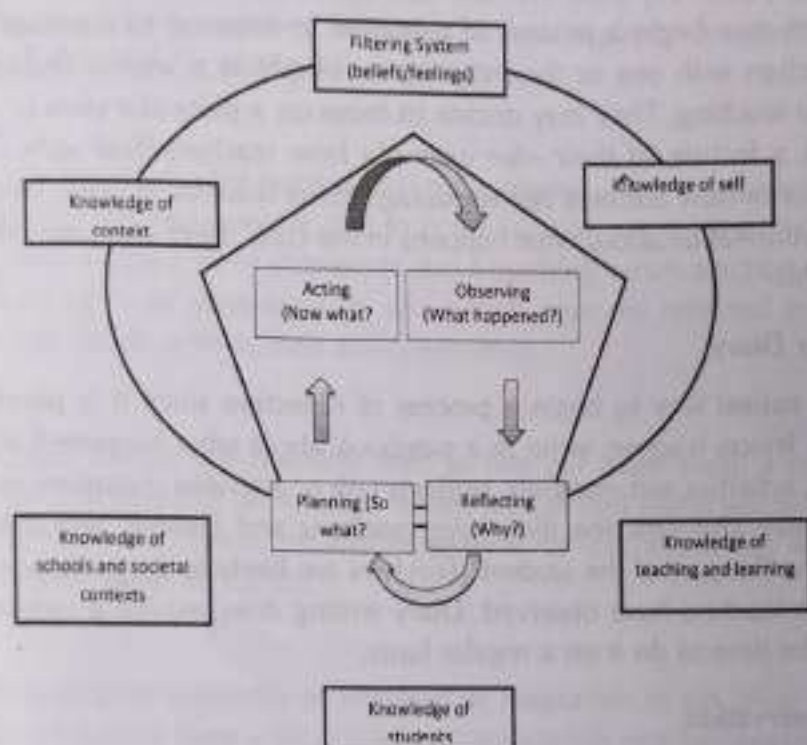
Figure: **Reflective Teaching Model**(Adapted from Langer, Colton, & Goff, 2003, and York-Barr, Sommers, Ghere&Monti, 2001)

The shared area (*filtering system*) between the reflective cycle and the professional knowledge base illustrates the prior beliefs, attitudes, values and assumptions that student teachers have, that "filter" or impact on their teaching experiences and knowledge-bases. This cycle is developmental and continuous, with no beginning or end, as each stage is based on the previous one and serves as the impetus for the next.

- *Technical Reflection* is the most basic level of reflection. It focuses on what works in the classroom. At this level, teachers are concerned with applying knowledge to achieve instrumental outcomes, and actions taken are evaluated on the basis of their success or failure in the classroom.

- *Practical Reflection* is the next level of reflection. It focuses on the learning experience of the student. It goes beyond technical-rationality into investigating, questioning and clarifying the end objectives and the assumptions behind teaching activities designed to achieve those objectives.

• *Critical Reflection* is the highest level of reflection. It focuses on what knowledge is of value and to whom. At this level, teachers are not simply concerned about the goals, the activities and the assumptions behind them but they reflect upon the larger context of education and question their practices critically, particularly in connection with ethical and moral issues.

Beginning the Process of Reflection

Teachers may begin a process of reflection in response to a particular problem that has arisen with one or their classes, or simply as a way of finding out more about their teaching. They may decide to focus on a particular class of students, or to look at a feature of their –for example how teachers deal with incidents of misbehavior or how teachers can encourage theirs students in class. The first step is to gather information about what happens in the class. Here are some different ways of doing this-

A. Teacher Diary:

This is easiest way to begin a process of reflection since it is purely personal. After each lesson teachers write in a notebook about what happened about Lesson objectives, activities and materials, students task or activities classroom management. Teachers may also describe their own reactions and feelings and those teachers observed on the part of the student. Teachers are likely to begin to pose questions about what teachers have observed. Diary writing does require a certain discipline in taking the time to do it on a regular basis.

B. Peer observation

Invite a colleague to come into a class to collect information about teacher's delivered lesson. This may be with a simple observation task or through note taking. This will relate back to the area teacher have identified to reflect upon. For example, teacher might ask his colleague to focus on which students contribute most in the lesson, what different patterns of interaction occur or how teacher deal with errors.

C. Recording lessons

Video or audio recordings of lessons can provide very useful information for reflection. Teachers may do things in class but teachers are not aware of or there may be things happening in the class that as the teacher he does not normally see. Audio recordings can be useful for considering aspects of teacher talk. Video recordings can be useful for considering aspects of Teacher's own behaviour.

D. Student Feedback

Teachers can also ask our students what they think about what goes on in the classroom. Their opinions and perceptions can add a different and valuable perspective. This can be done with simple questionnaires or learning diaries for example.

E. What to do next

Once teachers have some information recorded about what goes on in their classroom, what do teachers do?

√ Think

Teachers may have noticed patterns occurring in their teaching through observation. Teachers may also have noticed things that teachers were previously unaware of. Teachers may have been surprised by some of their students' feedback. Teachers may already have ideas for changes to implement.

√ Talk

Just by talking about what teachers have discovered - to a supportive colleague or even a friend - teachers may be able to come up with some ideas for how to do things differently. Using a list of statements about teaching beliefs teachers can discuss which ones he agree or disagree with, and which ones are reflected in their own teaching giving evidence from their self-observation.

√ Read

Teachers may decide that teachers need to find out more about a certain area. There are plenty of websites for teachers where we can find useful teaching ideas, or more academic articles. There are also magazines for teachers where we can find articles on a wide range of topics.

√ Ask

Teachers may pose questions to websites or magazines to get ideas from other teachers. Or if teachers have a local teachers' association or other opportunities for in-service training, teachers may ask for a session on an area that teachers are interested.

Conclusion

Over the past two decades research on effective teaching has shown that effective practice is linked to inquiry, reflection, and continuous professional growth (Harris 1998). Teaching aims at bringing behavioral change through reflection and counseling. It desires to produce dynamic, reflective and inspirational individuals who believe in guiding and counseling the ignored segments of the society. Reflective practice can be a beneficial process in teacher professional development, both for pre-service and in-service teachers. As defined by Schon, reflective practice involves thoughtfully considering one's own experiences in applying knowledge to practice while being coached by professionals in the discipline (Schon, 1996). After the concept of reflective practice was introduced by Schon, many schools, colleges, and departments of education began designing teacher education and professional development programs based on this concept. The concept of reflective practice centres on the idea of lifelong learning where a practitioner analyses experiences in order to learn from them (Richards, 1990). Reflective practice is used to promote independent professional

who are continuously engaged in the reflective of situation they encounter in their professional world.

The aim of reflective practice is thus to support a shift from routine actions rooted in common sense thinking to reflective action stemming from professional thinking (Richards, 1990). 'Common sense' may well endorse the value of the basic, reflective idea but, ironically, one outcome of reflection is often to produce critique and movement beyond the limitations of common sense thinking (Schon, 1996). That, in a sense, is the whole point, the reason why reflection is a necessary part of professional activity. Teachers can confidently expect to raise their standards of continuous professional development through adopting processes of reflective teaching.

Bibliography

Calderhead, J. (1998). Teachers' Professional Learning. London: Falmer.

Cortazzi, M. (1990).Primary Teaching How It Is:a Narrative Account. London: David Fulton.

Dewey, J. (1933). How We Think: a Restatement of the Relation of Reflective Thinking to the Educative Process.Chicago: Henry Regnery.

Farrell, T. S. C. (2004). Reflective practice in action.Thousand Oaks, CA: Corwin Press.

Farrell, T. S. C. (2007). Reflective language teaching: From research to practice. London: Continuum Press.

George, A.F. (1973). Developing plans for professional growth'. NASSP Bulletin, 57/377.

Harris, A. (1998). Effective teaching: A review of the literature. School Leadership & Management, 18(2), 169-183.

Killen, L. (1989). Reflecting on reflective teaching. Journal of Teacher Education, 40(2): 49–52.

Langer, G. M., Colton, A. B., & Goff, L. (2003). Collaborative analysis of student work: Improving teaching and learning. Alexandria, VA: ASCD.

Loughran, J. J. (2002). Effective reflective practice: in search of meaning in learning about teaching. Journal of Teacher Education, 53 (1), 33-44.

Piaget, J. (1932). The moral judgment of the child.London: Kegan Paul, Trench, Trubner.

Richards, J. (1990). Beyond training: Approaches to teacher education in language teaching. Language Teacher, 14, 3-8.

Schon, D A (1996) Educating the reflective practitioner: Towards a new design for teaching and learning in the professions. San Francisco: Jossey-Bass, Inc.

Schon, D. A. (1983).The Reflective Practitioner: How Professionals Think in Action. London: Temple Smith.

Valli, L. (1997). Listening to other voices: A description of teacher reflection in the United States.Peabody Journal of Education, 72(1), 67–88.

Vygotsky, L. (1982). Mind in society.Cambridge, MA: Harvard University Press.

York-Barr, Jennifer, Sommers, William A., Ghere, Gail S., &Montie, Jo. (2001). Reflective practice to improve schools: An action guide for educators.Thousand Oaks, CA: Corwin Press. Inc.

Self Concept of Women Teachers Working at Different Levels of Education

Biswajit Biswas*

ABSTRACT : Self Concept is one's perception about one's qualities and attributes. Self is the core of one's conscious existence. Awareness of self can be referred to an individual's self concept. (Kreitner & Kinichi 2007). The persons having high self-concept are more confident, successful and emotionally stable, while persons with low self concept are less competent, less skilled and emotionally unstable. Students' self concept effects their studies as Ormrod (1998) says those who sees themselves as good students pay more attention, follow directions in class, use effective learning strategies, work independently and persistently to solve difficult problems, and those who believe that they are poor students misbehave in class, study infrequently and avoid taking challenges. Woolfolk (2004) is of the view that having positive self concept in a particular subject/ field puts the students on a path towards the future and can have lifelong influences.

A research work was conducted on Self concept of women teachers working at different levels of education with the objectives like, to assess the perception of self of women teachers in respect of their physical, social, temperamental, moral and intellectual values, to determine, the differences, if any in the self perception of women teachers according to different levels of their education, to compute the significant difference in self perception of women teachers at different levels totally. The investigation was done with a sample of 120 women teachers of differences in their education, training, level, age and marital status. For the study a standardized tool was used and analysis was made with the help of statistics. The findings reveal differences in the self concept of women teachers with regard to different components of self concept and intervention.

Keywords: Self-concept, Levels of Education

Introduction

Education plays a vital role in the programme of nation building. Today, our self-concept, i.e. our knowledge, assumptions, and feelings about ourselves, is central to most of the mental processes. We know that each person's self-concept is different from all others. The self-concept is probably primarily learned or acquired, but basic tendencies, such as to like or dislike others or one's self, might be inherited as well.

The answer to the question "who am I?" leads towards the definition of self. Self Concept is one's perception about one's qualities and attributes. Self is the core of

* Asst. professor, Pragati College of Education, Dagapur, Siliguri, (WB), E-mail; bbiswaswb@gmail.com

one's conscious existence. Awareness of self can be referred to an individual's self concept. (Kreitner & Kinichi 2007). One's understanding of his self is concrete first, and then become more abstract. With these development in abstract thinking, knowledge of self, others and situation can incorporate more abstract qualities. Older adolescent and adults seem to have separate and specific self concept and can define themselves in terms of their current interests and activities as Pintrich & Schunk (2002) says that adults self concept is more situation specific. Twenge & Campbell (2001) reported a research in which 150 students' self concept was explored in a longitudinal study and concluded that with the passage of time the self concept of adults decreases slightly for both boys and girls, and then in boys generally the self concept increases dramatically while the girls' self concept stays about the same. The way one perceives himself and world around him is the key element of personality. The persons having high self-concept are more confident, successful and emotionally stable, while persons with low self concept are less competent, less skilled and emotionally unstable. Students' self concept effects their studies as Ormrod (1998) says those who sees themselves as good students pay more attention, follow directions in class, use effective learning strategies, work independently and persistently to solve difficult problems, and those who believe that they are poor students misbehave in class, study infrequently and avoid taking challenges. As students of teacher education program are future teachers; their self concept can affect not only their achievements at this level but also in their professional future lives too. Woolfolk (2004) is of the view that having positive self concept in a particular subject/field puts the students on a path towards the future and can have lifelong influences. It is observed that successful experience in school and teacher approval contributes significantly to children's positive self concept. The kind of experiences which a teacher provides to students can give them a failure identity or a success identity.

Rationale of the Study

Self-concept is the way people think about themselves. It is unique, dynamic, and always evolving. This mental image of oneself influences a person's identity, self-esteem, body image, and role in society. As a global understanding of oneself, self-concept shapes and defines who we are, the decisions we make, and the relationships we form. Self- concept is perhaps the basis for all motivated behavior (Franken, 1994).

Since ages, women continue to feel to be a weaker section of society. In spite of the opportunities thrown open to her in various fields along with some labour-saving gadgets in the house, she still seeks a place as an independent and honourable human being. The concept of equality has exercised a powerful emotional appeal in the struggle of women to free them from age-old oppression. During the last few decades, industrialization, urbanization, increasing level of education, awareness of rights, wider influence of media and westernization has changed the status and position of women. The present sky rocketing prices resulting in economic tension

have aroused in her a desire to pool in her might in easing the financial and economic constraints of her life. For this, she has to maintain an equilibrium and balance between home and career. This changing status of women influences not only their role in society but also affects their interaction with their children. Today, the status of Indian women has totally changed. The number of educated women including the number of working women is increasing. At present, women are in a position to compete with men in all walks of life. Teaching has always been one of the prior profession open to women. The employment of women outside home has added to their duties and functions. The problems of women who combine the different roles of a wife, a mother and a working woman are multiple; which can be categorized under different heads as physiological problems, adjustment problems, social problems and economic problems. Although more and more women are coming out in search of employment and their families also need their income but, the attitude towards women and their role in the family has not undergone much change.

Self Concept is one's perception about one's qualities and attributes. Awareness of self can be referred to an individual's self concept. Teachers' own self concept can affect their students' self concept. Present study was conducted to explore and compare the self concept of female teachers working at different levels of education.

The Review of Related Literature

Singh (2003) in a comparative study of stress among male and female teachers in relation to their personality needs and adjustment and found that highly adjusted as well as poorly adjusted male and female teachers show equal degree of stress; relationship between stress and adjustment of degree college male teachers was not significant; adjustment and personality needs jointly had positive and significant correlation with stress in male and female teachers.

Brown (2004) examined the relationship of self concept to changes in cultural diversity awareness of women teacher. The sample consisted of 100 European American women teachers. The findings indicate that there is no significant relationship between total self concept and total cultural diversity awareness.

Nayak (2004) conducted study on mental health and adjustment of secondary school teachers influencing development of self-concept in teachers over a random sample of 340 teachers. The finding of the study revealed sex, qualification, academic stream difference in self concept and a sound mental health was an important predictor of self-concept.

Ramesh and Thiagarajan (2005) found that the self concept of B.Ed trainees is high and there is no significant difference due to gender, community, locality and optional. The study also revealed that, the higher the qualification, higher is the self concept.

Sugathakumar (2005) in a study revealed that self concept and achievement motivation have significant relationship with teacher effectiveness. It was also found

that self concept and achievement motivation are capable of predicting teacher effectiveness.

Chhetri (2007) conducted a study on self-concept of prospective teachers of Sikkim in relation to sex, experience, qualification and place of habitation. It was observed that there existed sex, experience, qualification and place of habitation difference in the self concept of teachers.

Rajani (2007) in a study found a significant correlation between self concept of women teachers. It was also found that significant difference in relationship of self concept and job involvement exists between aided and unaided; rural and urban teachers.

Objectives of the Study

The objectives of the study are the following-

- To assess the perception of self of women teachers in respect of their physical, social, temperamental, moral and intellectual values.

- To determine, the differences, if any in the self perception of women teachers according to different levels of their education.

- To compute the significant difference in self perception of women teachers at different levels totally and sub-sample wise.

Hypotheses of the Study

Ho₁ The women teachers at elementary and secondary level do not display equally self concept nature and degree.

Ho₂ There is no significant difference in self perception of elementary and secondary women teachers dimension wise.

Ho₃ There is no significant difference is perception of women teachers in relation to age variation.

Ho₄ There is no significant difference in perception of self of trained and untrained women teachers.

Ho₅ There is no significant difference in perception of self of high qualified and less qualified women teachers.

Ho₆ There is no significant difference in self concept of women teachers at elementary and secondary level in relation to their marital status.

Operational Definition

Self concept of women teachers

Nayak's (2004) self concept as perception of self refers to individual's conception of self in physical, social, moral, in intellectual values.

Self-concept is the way people think about themselves. It is unique, dynamic, and always evolving. This mental image of oneself influences a person's identity, self-esteem, body image, and role in society. As a global understanding of oneself, self-concept shapes and defines who we are, the decisions we make, and the relationships we form. (Franken, 1994).

Levels of education

A level of education refers to different stages of formal education starting from primary to higher education. Present investigation considers levels of education as elementary and secondary stage of education. Elementary level of education refers to education from class-I to VIII and secondary level of education as classes from IX to X.

Design

The purpose of study is to find out the self-concept of women teachers working at different levels in education. The study design was normative study. Here in the study self-concept of women teachers has been studied in relation to level of education, age, marital status, professional qualification, educational qualification.

Sample

A sample of 120 women teachers serving in different levels of education particularly at elementary and secondary level of Haldibari block of Coochbehar district, (trained, untrained/ age- below 30, above 30,/ married, unmarried,/ high qualification, low qualification/ female teacher from elementary and secondary schools), was drawn for collection of data by a simple random sampling procedure. The sample consist of 60 women teachers from elementary school and 60 women teachers from secondary school were considered as sample for the present investigation.

Tools

For the purpose of data collection and information Nayak's (2004) TEACHER SELF-CONCEPT SCALE which contains 65 items was used. The tool consists of the following dimensions Behavioral manifestation, Cognitive and perceptual functioning, Profile as a teacher, Popularity ...

The Data Analysis Procedure

Technique of data analysis for the present investigation included collection of data, scoring, interpretation of scores in relation to the objectives stated and hypotheses formulated

For interpretation of scores in all the variables both descriptive and inferential statistics would be used. Descriptive Statistics was used for ascertaining the level of self concept of women teachers teaching at different levels.

Frequency Distribution of scores on Self-concept of Women teachers:

Sub-sample wise frequency distribution of scores on self-concept of women teachers.

C.I.	L of Edu.		Age		Prf. Quf.		M. Status		Edu. Quf.	
	Ele.	Sec.	<30	>30	Tr.	Utr.	M	UM	H.Q	L.Q
170-179	3	1	2	2	2	2	2	3	4	3
160-169	8	4	8	2	4	7	3	7	7	5
150-159	8	8	11	5	5	11	5	7	7	10
140-149	9	10	12	9	8	12	10	10	8	10
130-139	10	13	13	12	12	13	14	13	8	13
120-129	12	17	16	12	15	13	15	14	9	15
110-119	6	5	6	6	3	10	4	9	8	9
100-109	4	2	2	2	2	1	1	3	2	2
Total	60	60	70	50	51	69	54	66	53	67

From the above table it is clear that for all the sub-samples, the class interval 120-129 is considered as the modal class interval and gradually narrowing towards the upper and lower end. It is also observed in case of all the sub-samples. Such a distribution gives an impression of scores falling into a normal distribution.

Component wise mean scores on Self-concept of Women teachers

Component	L of Edu.		Age		Prf. Quf.		M. Status		Edu. Quf.	
	Ele.	Sec.	<30	>30	Tr.	Utr.	M	UM	H.Q	L.Q
Behavioral manifestation	50.46	45.67	50.96	48.43	48.96	43.26	49.46	43.56	51.24	43.24
Popularity	29.69	27.28	29.02	26.49	35.00	32.50	34.24	30.69	26.89	28.44
Profile as a teacher	21.69	17.44	22.00	19.29	21.69	17.96	21.42	17.96	21.46	18.88
Cognitive & perceptual functioning	35.48	30.46	35.49	33.66	34.88	32.46	34.96	30.56	33.46	30.18

From the above table it is found that component wise women teachers teaching at elementary level, women teachers below the age of 30, trained teachers teaching at both elementary and secondary level, married teachers and teachers with high educational qualification posses sound self concept to their counter parts.

Component Wise Summary of Difference Between Means of Different Sub Samples Self-concept of Women Teachers:

Summary of the 't' ratio of the sub samples in Behavioral manifestation component.

variables	Sub sample	No. of students	Mean	SD	SED	't' value Behavioral manifestation	Remarks
Lvl. of edn.	Ele.	60	50.46	4.24	0.68	7.04	Sig.
	Sec.	60	45.67	3.21			
Age	<30	70	50.96	4.90	0.77	3.38	Sig.
	>30	50	48.36	3.60			
Prof.Qulf.	Trd.	51	48.96	4.08	0.68	8.41	Sig.
	Un trd.	69	43.24	3.12			
Marital status	M	54	49.46	4.24	0.70	8.46	Sig.
	UM	66	43.54	3.20			
Edu.Qulf.	H. Q.	53	51.24	3.98	0.69	11.59	Sig.
	L.Q.	67	43.24	3.50			

Critical value of "t" with df 118 at 0.01 = 2.62 and at 0.05 = 1.98

It was clear from the above table that the calculated 't' value was greater than the table 't' value. Hence the Null Hypotheses was rejected as the 't' test was significant.

Summary of the 't' ratio of the sub samples component wise (popularity)

variables	Sub sample	No. of students	Mean	SD	SE_u	't' value popularity	Remarks
Lvl. Of edn.	Ele.	60	29.69	3.90	0.58	4.15	Sig.
	Sec.	60	27.28	2.40			
Age	<30	70	29.02	3.24	0.49	5.16	Sig.
	>30	50	26.49	2.09			
Prof.Qulf.	Trd.	51	35	3.96	0.60	4.16	Sig.
	Un trd.	69	32.50	2.50			
Marital status	M	54	34.24	3.24	0.53	6.70	Sig.
	UM	66	30.69	2.46			
Edu.Qulf.	H. Q.	53	26.89	4.98	0.83	1.87	NS
	L.Q.	67	28.44	3.84			

Critical value of "t" with df 118 at 0.01 = 2.62 and at 0.05 = 1.98

Therefore 'there is significance difference between elementary and secondary school teachers in respect to **behavioral manifestation'** component of self concept. Hence the null hypothesis was rejected. Similarly there is significant difference between ages < 30, > 30, trained, untrained, married, unmarried, and high qualified and low qualified. That is for the **behavioral manifestation** elementary school teachers do differ from the secondary school teachers. Although it was found there was mean difference between two sub groups but the mean difference was significant.

It was clear from the above table that the calculated 't' value was greater than the table 't' value. But educational qualification calculated 't' value was not greater the table 't' value Hence the Null Hypotheses was rejected as the 't' test was significant. Therefore 'there is significance difference between elementary and secondary school teachers in respect to **popularity'** component of self concept. Hence the null hypothesis was rejected. But educational qualification is not rejected. Similarly there is significance between age < 30, > 30, trained, untrained, married, unmarried, but there is significance between high qualified and low qualified .That is for the **popularity** elementary school teachers do differ from the secondary school teachers.

Summary of the 't' ratio of the sub samples component wise (Profile as a teacher)

variables	Sub sample	No. of students	Mean	SD	SE$_D$	't' value Profile as a teacher	Remarks
Lvl. Of edn.	Ele .	60	21.69	7.66	1.29	3.30	Sig.
	Sec.	60	17.44	6.40			
Age	< 30	70	22.00	5.40	0.96	2.82	Sig.
	> 30	50	19.29	5.09			
Prof.Qulf.	Trd.	51	21.69	7.64	1.30	2.87	Sig.
	Un.trd.	69	17.96	6.09			
Marital status	M	54	21.42	6.98	1.19	2.91	Sig.
	UM	66	17.96	5.90			
Edu.Qulf.	H.Q.	53	21.46	7.97	1.35	1.91	NS
	LQ.	67	18.88	6.49			

Critical value of 't' with df 118 at 0.01 – 2.62 and at 0.05 – 1.98

It was clear from the above table that the calculated 't' value was greater than the table 't' value. . But educational qualification calculated 't' value was not greater the tabulated 't' value Hence the Null Hypotheses was rejected as the 't' test was significant. Therefore 'there is significance difference between elementary and secondary school teachers in respect to **Profile as a teacher'** component of self concept. Hence the null hypothesis was rejected. But educational qualification is not rejected. Similarly there is significance between age < 30, > 30, trained, untrained

married, unmarried, but there is no significance between high qualified and low qualified .That is for the **Profile as a teacher** elementary school teachers do differ from the secondary school teachers.

Summary of the 't' ratio of the sub samples component wise(Cognitive and perceptual functioning)

variables	Sub sample	No. of students	Mean	SD	SE$_D$	't' value Cognitive and perceptual functioning	Remarks
Lvl. Of edn.	Ele .	60	35.48	6.00	1.09	4.60	Sig.
	Sec.	60	30.46	5.90			
Age	<30	70	35.49	5.40	0.88	2.08	Sig
	>30	50	33.66	4.20			
Prof.Qulf.	Trd.	51	34.88	5.00	0.87	2.78	Sig.
	Un trd.	69	32.46	4.30			
Marital status	M	54	34.96	5.47	0.91	4.84	Sig.
	UM	66	30.56	4.30			
Edu.Qulf.	H. Q.	53	33.46	5.68	0.94	3.48	Sig.
	L.Q.	67	30.18	4.30			

Critical value of "t" with df 118 at 0.01 – 2.62 and at 0.05 – 1.98

It was clear from the above table that the calculated 't' value was greater than the table 't' value. Hence the Null Hypotheses was reject as the 't' test was significant. Therefore it was found that 'there is significance difference between elementary and secondary school teachers in respect to **Cognitive and perceptual functioning**' component of self concept. Similarly there is significance between age <30, >30, *trained untrained, married, unmarried, high qualified and low qualified.* That is for the **Cognitive and perceptual functioning** elementary school teachers do differ from the secondary school teachers.

It was clear from the above table that the calculated't' value of **level of education, age, marital status, educational qualification** was greater than the tabulated 't' value. Hence the Null Hypotheses was rejected. Therefore it is found that 'there is significance difference in **level of education, age, marital status, educational qualification** elementary and secondary school teachers. But the calculated value of professional qualification of't' was 1.72 the table value of 't' at 0.05 interval level and 0.01 interval level are 1.98 and 2.62 for 118 degrees of freedom.

It was clear from the above table that the calculated 't' value of **professional qualification** was less than table value of 't'. Hence we retained the Null Hypotheses

Sub sample wise summary of 't' ratio on self-concept of women teachers:

Variables	Sub sample	No. of students	Mean	SD	SE_D	't' value	Remarks
Lvl. of Edn.	Ele .	60	180.30	50	6.76	2.66	Sig.
	Sec.	60	162.30	15.70			
Age	<30	70	174.52	29.20	3.43	3.56	Sig.
	>30	50	162.3	16.20			
Prof.Qulf.	Trd.	51	166.40	16.50	3.90	1.72	Ns
	Un trd.	69	173.1	26.10			
Marital status	M	54	162.5	20.57	3.59	3.06	Sig.
	UM	66	173.5	18.30			
Edu.Qulf.	H. Q.	53	186.90	19.80	3.23	4.77	Sig.
	L.Q	67	171.50	17.60			

Critical value of "t" with df 118 at 0.01 – 2.62 and at 0.05 – 1.98

as the 't' test was not significant. Therefore 'there is no significance difference in *professional qualification* elementary and secondary school teachers.

Major Findings:

The distribution of scores on self concept scale with regard to all the sub samples gives an impression of scores falling into a normal distribution.

It is found that component wise women teachers teaching at elementary level, women teachers below the age of 30, trained teachers teaching at both elementary and secondary level, married teachers and teachers with high educational qualification posses sound self concept to their counter parts.

It is found that 'there is significance difference between elementary and secondary school teachers in respect to *behavioral manifestation'* component of self concept. Similarly there is significant difference between ages <30, >30, trained, untrained, married, unmarried, and high qualified and low qualified. That is for the *behavioral manifestation* elementary school teachers do differ from the secondary school teachers.

It is found that 'there is significance difference between elementary and secondary school teachers in respect to *popularity'* component of self concept. With regard to *popularity* as a component of self concept it is found that the elementary school teachers do differ from the secondary school teachers.

It is also found that 'there is significance difference between elementary and secondary school teachers in respect to *Profile as a teacher'* component of self concept. Similarly there is significance between age <30, >30, trained, untrained,

married, unmarried, but there is no significance between high qualified and low qualified .That is for the **Profile as a teacher** elementary school teachers do differ from the secondary school teachers.

From the analysis it is observed that 'there is significance difference between elementary and secondary school teachers in respect to **Cognitive and perceptual functioning**' component of self concept. Similarly there is significance between age < 30, > 30, trained untrained, married, unmarried, high qualified and low qualified. That is for the **Cognitive and perceptual functioning** elementary school teachers do differ from the secondary school teachers.

It is found that 'there is significance difference in **level of education, age, marital status, educational qualification** elementary and secondary school teachers.

From the observation it is found that there is no significance difference in **professional qualification** elementary and secondary school teachers.

Knowledge and Attitude of Secondary School Teachers' towards Adolescence Education

Mukesh Kumar*

ABSTRACT : Teachers play a highly influential role in schools, since they have the most direct contact with students. The kind of teachers an adolescent has, will determine in great measure whether the school experience will foster overall development or simply increases the adolescent's difficulties and frustrations. The right teachers may help adolescents to overcome handicaps and to make the most of their talents and interests, where as teachers who are ill suited for working with young people generally, or with particular kinds of young people, may causes serious- sometimes disastrous- consequences.

Adolescence education has become a debatable issue. Many people feel that these kinds of delicate issues should be left to the parents. Parents feel embarrassed to talk openly with their children in this regard and children are also ashamed of. Sex is still considered a taboo in the Indian society. It is considered that teaching our children about their sexuality can break down pre-existing notions of modesty and tear the moral fabric of our society. But with the alarming increase of AIDS, unwanted / unplanned / unwed pregnancies and other diseases related to sex, it is important that adolescence education should be given importance in school. Schools life remains an integral part of every child's development. Along with the academic subjects, adolescence education should be given equal importance. Trained teachers, psychologists and medical consultants should deal with the subject.

A study was conducted with the Objectives as to assess the knowledge and Attitude of teachers towards adolescence education in relation to gender, subject taught, trained and untrained, and variations of teachers teaching at secondary level and to determine extent of relation between knowledge and attitude of teachers towards adolescence education. A standardized tool was used for collection of data from among teachers teaching at different Government and Private schools of Siwan District of Bihar. From the results it was found that mostly teachers have favorable attitude towards adolescence education. Gender variation played a vital role of teacher's attitude towards Adolescence Education in secondary School. Subject taught did not influence in teacher's Attitude towards Adolescence Education in Secondary school. Trained and untrained Variation did not influence in teacher's Attitude towards Adolescence Education in Secondary school. Male and female teacher's difference in subject taught did not influence in teachers attitude towards Adolescence Education. There is a negative co-relation between Knowledge and Attitude towards Adolescence Education of secondary school teachers.

Keywords: Knowledge, Attitude, Adolescence Education

* Asst. Professor, Pragati College of Education, Siliguri Darjeeling, Email: mu_kumar28@yahoo.com

Introduction

Attitude is important to understand human behavior .to define what exactly an attitude is many attempts have been made in literature .Generally it is defined as a complex mental state involving beliefs .The Attitude plays a vital role in the success or deterioration of teaching learning preprocess. Attitude is a necessary Aspect of Human personality. Teacher training institution are in moral sense man markers ,therefore awareness about Attitude becomes vital .unlike intelligence ,the concept of attitude has escaped the nature –nature controversy .All seem to agree that Attitude are not innate but learned . Development of knowledge and attitude takes place during the adolescent period, which can have lifelong effects on the individual, family and society. Proper education in this age group is important for prevention of untoward social and health related problems. To find out the effectiveness of structured teaching program in improving knowledge and attitude of school going adolescent Inadequate knowledge in this area may lead to serious consequences in the reproductive health. The growing knowledge of being a person in one's own rights causes authority to be doubted. The awareness of increasing strength makes the young mind long for independence. Yet, the adolescent has not, however, gained sufficient insight to be capable of understanding the necessity and the right of authority. If you want to know an adolescent, you have to gain his confidence. If you want to gain his confidence, you have, first of all, to take his ideas and problems seriously. Discarding his ideas as unripe, making light of his difficulties, telling him that these things come to everyone and will pass away (as has happened with all those who have become old enough to see the futility of these problems and difficulties), refusing to listen to him because it has been thus with boys and girls since time immemorial —all these well-known attitudes of adults, born partly from their being disenchanted, partly from envy, partly simply from laziness and evasion of responsibilities, are the surest way of estranging the young person and of creating a profound cleavage which will never again be closed.

A cross sectional Study of the Attitude and Knowledge of teachers towards adolescence Education was done in this study .This Study was Undertaken to determine the knowledge of Secondary school teachers because knowledge is the crucial for psychological adjustment during adolescence clearly knowing what is likely to happen to your body makes adjustment to changes easier know ledge is a pre requisite for safe behavior clearly young people must know how to protect themselves if they are to themselves safe. It is there for recommended that teachers in Bihar be given necessary special training in the teaching of Adolescence education now. Both male and female teachers hold positive attitude towards Adolescence education because attitude reflect many thing – values, religious beliefs etc.

Significance of the study

Undoubtedly there are teachers in our school today who are poorly trained or incompetent, who are psychologically ill suited to working with young people or who are overly concerned with personal and professional self interest and preservation

of status quo that they find familiar and comfortable. Some teachers suffer from burnout from the continual stress on them. The two categories that included mention of the teacher's kindness and friendliness as a person and his tendency to be considerate and thoughtful of the learner when he acts in his role as a disciplinarian include considerably more responses than the category pertaining to the teacher's performance as an instructor and a source of information.

Teaching children about sex in classroom would encourage them to view it as a natural, normal and healthy part of life. Adolescence education should be introduced in schools and colleges. If children and youngsters learn about sex in scientific and objective way, they would be more careful before indulging in sex secretly. At least they would be careful to take precautions so as to avoid sexual diseases. India, and most Asian countries, also fell behind Western countries on their level of confidence on how to protect themselves from HIV-AIDS and even lower on level of confidence on how to avoid sexual diseases. Many psychologists have argued that adolescence education has the potential to liberate us from socially organized sexual oppression. In addition it helps adolescents come to healthy terms with their sexual identities and overcome feelings of guilt shame. During the period of adolescence children begin to see the world in a mature way.

Schools life remains an integral part of every child's development. Along with the academic subjects, adolescence education should be given equal importance. Trained teachers, psychologists and medical consultants should deal with the subject. While imparting adolescence education the boys and girls should be divided into two groups (one for boys and other for girls). They should be taught separately. This way the lady teachers should teach girls and male teachers should teach boys. So that children will not feel embarrassed. They will freely clarify their doubts and queries. Due care should be taken about the contents of the subject. This should be decided by a team of doctors and psychologists of the respective field.

It is high time for adolescence education to be introduced in the educational curriculum. Adolescence education in schools would dispel many of the myths prevalent among school children. It will create a liberal thinking among youth.

Objectives of the Study

- To assess the knowledge of teachers towards adolescence education in relation to gender, subject taught, trained and untrained and management variation.

- To find out attitude of teachers towards adolescence education in relation to gender, subject taught, trained and un-trained and management variation.

Hypothesis

Ho, There is no significant difference in the knowledge of teachers towards adolescence education in relation to gender variation.

Ho$_2$ There is no significant difference in the knowledge of teachers towards adolescence education in relation to subject taught variation.

Ho$_3$ There is no significant difference in the knowledge of teachers towards adolescence education in relation to trained and non-trained teacher variation.

Ho$_4$ There is no significant difference in the knowledge of teachers towards adolescence education in relation to Government and Private Institution variation.

Ho$_5$ There is no significant difference in attitude of teachers towards adolescence education in relation to gender variation.

Ho$_6$ There is no significant difference in attitude of teachers towards adolescence education in relation to subject taught variation.

Ho$_7$ There is no significant difference in attitude of teachers towards adolescence education in relation to trained and non-trained teachers' variation.

Ho$_8$ There is no significant difference in attitude of teachers towards adolescence education in relation to. Government and Private Institution variation

Operational Definition of the problem

Adolescence education refers to information about sex and sexual relationships that adults teach young people especially in school,

Adolescent is the stage of development between childhood and adult hood.

Knowledge refers to information and skill acquired through experience or education, the theoretical or practical understanding of a subject.

Attitude refers to a settled way of thinking or feeling, typically reflected in a person's behaviour.

Design

Descriptive study design was followed for investigating Knowledge and Attitude of Secondary School Teachers towards Adolescence Education.

Sample:

The sample of the study was drawn from eight different secondary schools of Siwan district of Bihar. Out of which four are private undertaking and four are Govt. undertaking .The total sample are 100 teachers selected on simple random basis

Tool

For the purpose of data collection questionnaire developed by Population Education Cell Board of Secondary Education, Cuttack, Odisha (2002)was used .It consists of two parts Knowledge test and Attitude test. Knowledge test consists of 33 statements and Attitude test consists of 28 statements.

Technique of Data Analysis

Technique of data analysis for the present investigation included collection of data scoring, interpretation of scores in relation to the objectives stated and hypotheses formulated.

For interpretation of scores in all the variables both descriptive and inferential statistics was used. Descriptive Statistics was used for ascertaining the Knowledge and Attitude of Secondary Teachers.

Findings of the Study

- From the results it was found that mostly teachers have favourable attitude towards adolescence education. Findings also showed that male teachers had a significantly more favourable attitude towards adolescence education as compared to female teachers;

- Gender variation played a vital role of teacher's attitude towards Adolescence Education in secondary School.

- Subject taught did not influence in teacher s Attitude towards Adolescence Education in Secondary school.

- Management variation played a vital role of teacher's attitude towards Adolescence Education in secondary School.

- Trained and untrained variation did not influence in teacher s Attitude towards Adolescence Education in Secondary school.

- Male and female teachers variation did not influence in teachers Knowledge towards Adolescence Education.

- Subject taught variation did not influence in teachers Knowledge towards Adolescence Education.

- Trained and untrained variation did not influence in teacher s knowledge towards Adolescence Education.

Recommendations

Adolescence education in school will help children in accepting their personal identities. It enhances self-esteem, promotes the development of positive attitudes towards one's self as well as acquisition of desirable interpersonal and social skills, for example, intimacy in relationships Educational officers, in collaboration with teachers and healthcare professionals, should develop relevant curriculums for teaching Adolescence education in schools. The government also should provide adequate funds to facilitate the provision of Adolescence education services in schools. The government should provide adequate educational resources such as books and other teaching equipments that would assist in Adolescence education, in schools. As Adolescence education materializes in schools, its scope may increase to encompass family life, as well. Adolescence education should be introduced in

schools because most school going children, usually composed of teenagers and youths at their early adulthood, are the most active individuals in the society.

Hence the following recommendation have been made on the finding of the present investigation

For the professional preparation for teacher, the study is very important .How a teacher performs his/her duty, the teacher is dependent to a great extent on his attitudes, knowledge, beliefs values. Positive attitude towards Adolescence Education and towards teaching has been recognized as an important factor towards teacher's effectiveness.

  i. The teacher should develop a positive attitude towards teaching as a profession and create self –confidence as a teacher.

  ii. The teacher should acquire knowledge about the existing education system and the latest education policy of the country.

  iii. The teachers should have ability to evolve and adopt methods and techniques suited to different situation and evaluate their effectiveness.

Professionalism in Teacher Education

Reshma Khatun*

ABSTRACT : "To work with children, the chance to be creative in my work daily, to make learning fun and interesting, to help children feel cared for and supported at school – that's professionalism to me." (ATL member, survey on professionalism, November 2010)

Teacher development is considered as the continuous process of developing and maintaining professional competence in teachers through pre-service, induction training, in-service training and on-going professional development programmes. Pre service is the first step in the ladder of developing professionalism in teachers that is, in turn, dependent on the professional preparation of teachers through well designed teacher education courses suited to the needs of contemporary educational system. Teacher education has a symbiotic relationship with the school education. Developments and changes in both the sectors mutually reinforce the concerns necessary for the quality improvement of entire system of education. Therefore, any reform in educational system should ideally be accompanied by reforms in teacher preparation courses also. India has tried to put this theoretical ideology into practice. Teachers are the greatest assets of any education system. They stand in the interface of the transmission of knowledge, skills and values. They are accepted as the backbone of education system. Teacher quality is therefore crucial and has been globally accepted to be significantly associated with the quality of education in general and students' learning outcomes in particular. Teachers are among the key guardians of education. It is vital that teachers' voices are the driving force for educational improvement and development, particularly at a time when the education system faces so many challenges and conflicting pressures. Thus this paper focuses on the aspect of professionalism and teacher education as a part of it.

Keywords: Teacher Education, Professionalism, Knowledge, Transmission, Creative.

Introduction

Teachers play a vital role in the improvement of the quality of education. In any assessment of the educational system, it is important to know whether there are enough teachers, who are not only well qualified to each different subjects, but are also able to cope with the changing curriculum and growth in knowledge. It is important to know about the facilities that exist for upgrading their knowledge and improving their skills of teaching. The professional development of teachers has received a great deal of attention in all countries, including India. The volume of professional and research literature on in-series education and professional development is also considerable. In comparison, the attention that teacher education

---

* Assistant Professor, Pragati College of Education , Lotia Jote, New Chamta, Dagapur, Siliguri

has received is marginal. Even when research and policy initiatives are directed towards teacher education, the focus is on curriculum reform, programme structure, institutional development, instructional resources, and the like. The content of teacher educators' professional development is rarely examined and critiqued. More specifically, the concept of an identifiable body of Knowledge a knowledge base for teacher education does not seem to have been addressed so far in any meaningful way. The term professionalism is used to describe the methods, manner, and spirit of a profession and of its practitioners. Each profession has its own culture derived from the role of its practitioners and the expectations the society at large has with respect to the professional service.

Teaching as a Profession

Teaching is a noble profession which lays the foundation for preparing the individual for all other profession. A profession may perhaps be defined as an occupation based upon specialized intellectual study and training, the purpose of which is to supply skilled services to society, nation and for international understanding.

Andy, H. et al. (2002) describes teaching as a profession a uniquely paradoxical profession today. Paradox in the sense of all the job that a professional or aspire to be so, teaching is only one that is now changed with the formidable task of creating human skill capacities that will enable societies to survive and to succeed in age of information.

Concepts of Professionalism

Professionalism is all about attitude towards work i.e. the dedication, sincerity with which you approach to your work, the work which makes you earn money."

To get clear idea about Professionalism we should agree on something that just because one is professional, he or she automatically does not exhibit professionalism. A very general, idea of Professionalism is a bundle of the following concepts:

1. A focused approach

2. Pride in what one is doing

3. Confident

4. Competent

5. Motivation towards a particular goal Accountability

6. Respect for people irrespective of rank, status and gender

7. Responsibility whole on the path to a particular goal

8. Commitment to word and deed and

9. Control of emotions well

Quality of a Teacher

The quality of education we provide to our children depends, to a large extent upon the quality of teachers employed in education system, which in turn depends on the quality of teachers (Yadav, 2003). The term "quality" in any sense is a challenged word which need change in any positive context, change in a psychological phenomenon, which is universally accepted. The quality in teachers focused on the change in sincerity purpose, motivation, perception etc. Hence, quality management is also required in this sphere. Quality management is a vehicle that educational professionals can use to cope up with the "force of change" that are buffering our education system (Arcaro, 1997). So, the quality of teachers depend upon many components like commitment of profession, clear understanding about profession, clear vision for the future, planning for implementation of quality.

Innovation, Research and Evaluation

Professional competence of teachers depend on their constant alertness to innovation, research and evaluation in their field and one can develop mastery over modern approach of attitude, knowledge, technique and skills related to their field/job. Teacher should be made mobile, so that they can see their professional world outside the institution and they should be made continuously in touch with recent trends of their professional world (B.C.Das, 2008). The teacher educators and teachers also need to get all essential knowledge to take up the current issues and find workable solutions. The condition of work in educational institutions should be such as an able teacher to function at the higher level of efficiency. This world imply the provision of certain minimum facilities in the classroom, essential teaching aids, libraries, laboratory facilities and the maintenance of manageable pupil-teacher ratio.

Innovation and research also imply initiative system, experimentation and creativity and also gives freedom to teachers in organization of their courses, use of modern methodology and modern technology in education. Evaluation is a continuous process, represents a significant conceptual shift that extend beyond a focus on outcomes to examination of the underlying condition of learning (Hutchings, 1989). Teaching alone can no longer be a satisfying job for professional status. To attract and retain good teachers' opportunities for research, development, innovation, consultancy and evaluation should be provided to teacher to enrich their teaching, knowledge, skill and attitude.

Conclusion

Teaching is a profession. Teacher's training is an important component of teacher education. Profession is a vocation founded upon specialized educational training. Professionalism is the expertness characteristics of a professional person. It has to do with how to handle ourselves in situations. A professional teacher desires to locate effective communicative skills to achieve preferred educational goals. Like every profession, in teacher education also teacher educators should develop professional ethics and code of ethics to correct self and get self satisfaction by developing his

conduct, behavior and personality. Teachers and teacher educators develop professional ethics by imposing responsibility on him by showing obligation towards students, parents, society, higher authority and profession.

References

Clement. L. (2002). Welcome to a profession. New Teacher Advocate, 10(2), 4.

Delors Jacques (1996): Learning: The Treasure Within. Report of the international Commission on Education for Twenty-first century. UNESCO. Paris.

Hurst, B., & Reding, C. (2000). Professionalism in teaching. Upper Saddle River, NJ: Prentice-Hall.

National Council for Teacher Education (1998): Curriculum Framework for Quality Teacher Education. New Delhi, NCTE.

Raina, V.K.(1995): Teacher Educators in India: In search of an identify. Journal of Teacher Education, no. (46), p.45-52.

Seifert, K. L. (1999). Reflective thinking and professional development; A primer. Boston: Houghton Mifflin.

Sockett, H. (1993). The moral base for teacher professionalism. New York: Teachers College Press.

Neo Humanist Views on Professional Identity of Teacher

Sunandita Bhowmik*

ABSTRACT : Teachers must set an example by their own conduct. Teachers have the power to transform their students. Teachers' educational philosophy, ideology, values and behaviour directly impact on the growth of future human beings. Therefore, only high academic qualifications do not necessarily confer on a person the right to become a teacher. The teacher preparatory programme at all levels must incorporate such things which maintain high professional standard. Teachers must embody the noblest qualities of humanity: selflessness, strength of character, leadership, service spirit and love for all of life. These are the ethics of Neohumanism. In Neohumanist education, the personality development of the teacher is as important as their academic education. For the personality development, Neohumanist education suggests both extroversial and introversial knowledge. A happy blending of occidental extroversial science and oriental introversial philosophy will be the very foundation of teacher education system. Morality, spirituality and humanity are the three main dimensions of Teacher's personality development.

Keywords: Professional standard, Extroversial knowledge, Introversial knowledge, Neohumanism, Morality.

Teachers can transform their students by their own conduct and with their loving guidance. Teachers are the role models for the students. Teachers' ideology, philosophy, values, choices and behavior directly impact on the growth of learners. Therefore, teachers must embody such qualities that will set an example in the society. Teachers should possess the three noble qualities that elevates a man into the highest human position. These three qualities are : humanity, morality and spirituality. A teacher's life should be built on these three pillars. The specific qualities of humanity are: selflessness, strength of character, leadership ability, service spirit and love for all forms of life. These are the ethics of neo-humanism.

What is Neo-humanism

Indian Philosopher Shrii Prabhat Ranjan Sarkar has propounded this philosophy in the year 1982. In His words "When the underlying spirit of humanism is extended to everything, animate and inanimate, in this universe, I have designated this as

---

* Asstt. Professor, Pragati College of Education, Siliguri

Neo-humanism. This Neo-humanism will elevate humanism to universalism, love for all created beings of this universe."

Neo-humanism integrates spiritual, psycho-social and environmental perspectives. It is a psycho-spiritual philosophy. This philosophy gives a new interpretation of the human existence. It provides a clear idea about how living and non-living beings are interconnected with each other. Making people aware of their responsibility of taking care of the entire universe is one of its goals. Thus, it elevates individual love to the spirit of universal love.

What is Neo-humanist Education

Neo-humanist Education (NHE) is firmly rooted in the philosophy and principle of Neo-humanism which stands for "practice of love for all creation including plants, animals and the inanimate world" as propounded by the sheer Indian philosopher Shrii P. R. Sarkar (1921-1990). NHE incorporates a harmonious blending of oriental introversial philosophy and occidental extroversial science. Neo-humanist Education unleashes infinite learning potential into our lives by expanding our understanding of ourselves and our potential. Spirituality, creativity and universal love are at the centre of this new force. Neohumanist education brings the essence of Idealism through regular practice into the dusty earth.

In Neohumanist system of education, teachers play an important role. Professional Identity of a teacher specifies three dimensions :Personality development , academic knowledge and specialized knowledge.

Personality Development of a Teacher

Teachers have the power to transform their students by their own conduct. Therefore, teacher's personality development is as important as their academic education. A teacher must be physically strong, mentally sound and spiritually elevated. Teacher should possess healthy life style. Regular practice of yoga, healthy and sentient food habits and other healthy habits keep the body strong and fit. Morality is the base of human being and teachers will set example by their own conduct. Morality can be developed in two ways : firstly, through practice of moral principle and secondly and most importantly through developing rational mind. Our mind guides our conduct and behviour. Mind is the mechanics of this physical body and the body is just a machine. Body can not run without the command of the mind. Now the question is how to develop rational mind?

Developing rationalistic Mentality

Neo-humanist education creates opportunity for all people to judge everything in the light of truth. Thus, the logical mind is developed. There is only one way to shatter all sentiments, dogmas and complexes and it is development of rationalistic mentality. Rationality is the unique treasure of human mind. Those who follow the path of rationality and possess devotion, the inner asset of human mind will be victorious. They alone can render selfless service to others in the spirit of universal

love. Rationalistic mentality helps to arrive at logical decision whether it is beneficial for all beings. This rationalistic mentality helps one to overcome geo-sentiments.

The first step is study , study of general subjects and also study of spiritual subjects. And the second step is through logical reasoning reaching at conclusion which is conducive to the welfare of children. Regular spiritual practice also helps in developing rationalistic mentality.

NHE suggests practice of Austanga Yoga for integrated personality development of teachers. According to this philosophy, the real education is simultaneous development in physical, mental and spiritual realms of human existence, that means, our physical health and well being, our mental knowledge and power, and our spiritual awareness and understanding. So, in a nutshell, the Neohumanism tells about the real education is, humanity, morality, spirituality and blending of inner and outer ecology - all together.

Spiritual practices help to expand the human mind. NHE increases the circle of love with expanded mind and teaches the truth that every living being are the reflection of Cosmic mind. The ideation of Great thus pervades all minds breaking down all barriers and becomes benevolent to all.

In Neohumanism,P. R. Sarkar (1921-1990) integrates spiritual, psycho-social and environmental perspectives. Now, the question is, how does the sense of universalism grow? Neo-humanism suggests mainly two ways: firstly, the development of rational and logical mind ,that means, people will judge everything in the light of truth. The people will be capable of consciously planning and guiding their actions towards self actualization in one hand and in other hand for the welfare of the society. Secondly, exploring the inner spiritual potentialities. People should realize the interconnectedness, that all beings are intimately linked with the fabric of the universe. Sarkar said, it will be possible through inculcating the idea of Cosmic Consciousness. Let the child realize the fine linking thread among everything in this universe. Whom this thread is tying? This is Cosmic Consciousness or Cosmic Mind.

Academic Development

Creating and Integrating knowledge Through study:

Teachers should elevate their intellectual knowledge through proper study. Study is very essential to update knowledge. Study does not mean only to go through different books; it means "intensive intellectual analysis". Teachers should be the lifelong learners. Further, they must have the ability to apply their knowledge in classroom setting. In addition to that, they should be able to integrate their knowledge with life. Learning finds relevance when it emerges from and contributes to life. In Neohumanist Education, learning therefore takes place in a broad context that fosters a sense of the interconnection and interdependence of all subjects and relationship with life.

In addition to elevating intellectual standard, teachers must try to develop transcendental knowledge. Transcendental knowledge can be gained through regular spiritual practice. Subtle layers of causal mind are the site of transcendental knowledge.

Development of professional skills :

A profession requires its practitioners to have specialized knowledge that the profession requires and also have a high standard of professional ethics. Professional knowledge helps a teacher in selecting a course of action that would benefit the students, the other stakeholders and the society in general that entrusts teachers with its young members.

To keep pace with the increasing demand of the society, a teacher has to bring first change in himself / herself. Hence, to carry out the changing role ,one needs to first manage oneself and for managing self, one needs to have full knowledge about it. Therfore, knowledge of self and self management skills are essential.

Perspective of self :

Neohumanist education supports three existences of a person namely: physical, mental and spiritual.Spiritual potentialities are hidden inside everybody. But people often ignore these potentialities, and remain mainly busy with physical and very little mental activities. Daily nourishment of spiritual being , according to P R Sarkar, is as important as nourishment of our physical being.

Teacher should possess high level of confidence, high self-esteem and will force.

Self-management skills :

For self management skills, NHE suggests ten moral principles which are called Yama and Niyama. First five principles are to know the self and manage the self and last five are making aware of one about his role with others. That means be good and do good both are essential for managing self.

Pedagogical efficiency:

We as a teacher should ask ourselves the following questions. The answers of such questions will help us to assess our level of pedagogical efficiency.

- Are my students interacting while I teach?
- Are my students happy and are they enjoying learning?
- Are they feel safe in my classroom?
- Am I able to raise thirst for knowledge among students?

Answers to questions like these help a teacher in shaping a plan for instruction and interaction with students.

Controlling emotions and stress management skills :Bio-psychological approach :

Modern busy life style puts tremendous pressure on our body and mind as a

result of which we suffer both physically and mentally. Increasing complexity in daily life, work pressure, expectations, social demands all result in stress and conflict. Teacher should know how to cope with stress and anxiety. The philosophy of Neohumanism suggests bio-psychological approach of stress management. It is a new concept which is introduced by Shrii P R Sarkar for managing stress and anxiety. Bio-psychology deals with the interaction among mental propensities, hormones and nerve cells and their effects on human behavior. Among all systems working in close coordination in human body, the endocrine system is most important from the view point of stress management as it regulates various hormones for expression of different types of emotions and other mental propensities (vrttis).Regular practice of Austanga Yoga helps in controlling secretion of endocrine glands and thus controlling the mind.

Managing time

Careful planning of time is needed in classroom. A professionally expert teacher should know to manage the time available for instruction. The planning of time for instruction can be as follows:

- Allocated time

- Engaged time

- Academic learning time

Allocated time refers to the time set aside for students to learn specific content. Time allocated for each topic needs to be sufficient to allow students to learn the material, but not too long, that they may feel bored.

Engaged time refers to that portion of time when students are actively engaged in assigned materials. More engaged time implies more time for learning for students.

Academic learning time means when through active engagement students experience success.Research indicates that academic achievement is associated with an increase in academic learning time. (Berliner,1984).

Besides the above stages, a teacher can try POSEC method for managing time. POSEC is an acronym and the alphabets indicate the following:

P- Prioritize the time and goals

O- Organize activities to be carried out in and out of classroom

S-Streamline things to be done urgently and to be done later

E-Economize activities that are not so important

C-Contributing that means carrying out social obligations

Teacher should follow some principles in his or her life. The base of such principles would be morality,rationality, humanity and spirituality. Therefore,to be a successful teacher, he or she must follow a rational and spirituality-based philosophy . This

philosophy will guide them and will act as a fencing around the mind. So that any action can be analyzed and judged in the light of truth. Regular practice of such philosophy helps in the development of integrated personality of a teacher. Teachers should raise their voice against all kind of injustice and exploitation. As teachers are creating the blueprint for society, they should be very careful about their own conduct. Schools are the miniature of society, and teachers are considered as the Samaj guru, therefore, teacher's role is very significant. Only having the academic knowledge is not sufficient to be a good teacher, their whole personality development is essential.

References

Avadhutika, Anandarama and Brim, Arete(2010). Foundations of Neohumanist Education.

Kuruvilla, Elizabeth et.al(2014).Developing professionalism among teachers. School of education, Indira Gandhi National Open University.

Nirmala, Yalavarthi. et.al (2014).Primary Education:Issues and Concerns. School of education, Indira Gandhi National Open University.

Sarkar,P.R(1982).Liberation of Intellect: Neohumanism. Ananda Marga Publication. Kolkata

Sarkar,P.R.(1959). Idea and Ideology.Ananda Marga Publication. Kolkata Sarkar,P.R.(1969). A Guide To Human Conduct. Ananda Marga Publication. Kolkata

Sarkar,P.R.(1989). Yoga Psychology. Ananda Marga Publication. Kolkata.

Examination Phobia Among School Going Children : Role of Teacher as a Counsellor

Soma Maitra* and Shreekant Gour**

ABSTRACT : In today's competitive world academic achievement playing the most important role in a child's growing up. It appears that desiring and requiring academic achievement creates a situation of continuous stress and anxiety in school children which ultimately converted as exam phobia . Exam phobia is a self damaging factor which negatively affects the students and their performance . It does not matter whether the student is intelligent or not it is very common that more or less every one has the experience of exam phobia. According to Tahir (2006) more than 50 percent of children suffer from exam phobia. In this regard the role and responsibility of the teacher are numerous, who can do a lot to help the children to overcome this situation, gather more strength and accomplish the examination. This paper aims to discuss about some ways and techniques which can be implemented by the teachers to help the children overcoming exam phobia.

Keywords: Examination phobia, counsellor

Introduction

Students of today are the back bone of our nation. The future of any country depends upon the quality of these school children. But unfortunately the minds of these children are not free for yielding something productive because of our examination system . The term 'Examination' is used in schools to find out the academic development of the students in terms of their scholastic achievement. But, this examination system is imposing a kind of fear in the innocent minds and hearts of the children. This unknown fear is called Exam-phobia. Exam-phobia is nothing but excessive fear or worry about upcoming exams. It is a fear of being evaluated, a feeling of apprehension about consequences. This feeling is experienced by most of the normal students.

Examinations are a cause of fear and stress even for the best prepared. We often read in the newspapers that many students are committing suicides due to the fear of examination. As the examination countdown begins, students start experiencing stress, in many cases their anxiety rising to alarming levels.

---

* Pragati College of Education, Siliguri, Darjeeling, e-mail : somamaitra62@gmail.com

** Department of Education, University of Kalyani, Nadia, e-mail : shreekantgour.19@gmail.com

Zenobia Rustomfram rightly says, "The fear of being graded and the competition creates stress."

The theory of Mandler and Sarason (1952) reveals that the fear of examination invariably resulted in a performance in evaluation situation. According to that theory, "Examination fear is debilitating and the performance of the highly anxious person is lowered in the examination situation. The anxious individual worries during examinations, and may even engage in daydreaming to some extent. As a result concentration can be seriously affected."(Mandler and Sarason,1953).

Examination Phobia

There exists a close relationship between anxiety and phobia but from psychological point of view a bit differences are there . Anxiety is an abnormal state where a feeling of impending catastrophe is profound but the threat is imaginary or unknown. On the other hand phobia is intense fear of an object or situation, although the suffering person knows that the fear may be irrational. A person suffering from anxiety of a particular object or situation may ultimately converted to phobic about the thing or situation. So sometimes exam phobia and anxiety regarding exam both are considered as the same. So in our discussion we used the terminology exam fear, test anxiety, exam phobia etc as same in meaning.

Test anxiety according to Black is a performance anxiety resulting from a fear of being judged by teachers, parents and classmates (2005).

NCLB, Hill and Wigfield (1984) stated, "Two out of three children in a typical

classroom are highly anxious and perform quite poorly on evaluative situations

Nationwide 4-5 million children in elementary and secondary schools experience strong debilitating anxiety" (p. 110). According to Black, testing anxiety has become far more prevalent over the past 30 years affecting up to 40 percent of third through sixth-graders at levels ranging from moderate to severe (2005).

There is an extensive amount of empirical evidence of the negative effects of test anxiety on academic performance (Hancock, 2001; Hembree, 1988; Hill & Wigfield, 1984; I. Sarason, 1984; Whitaker Sena, et al., 2007; Wine, 1971). Test anxiety interrupts the recall of prior learning therefore degrading performance says Hembree (1990). This is because the highly test-anxious subject is internally focused on his or her intrusive thoughts and since the difficult tasks (which the test anxious person does poorly) require full attention for adequate performance he or she cannot perform adequately (Wine1971).

So, precisely it can be said that examination phobia is a psychological condition in which people experienced extreme stress, anxiety, discomfort and irrational fear during or before examination. A little nervousness or tension is healthy cause it can helps one performs better,but when this tension or stress becomes so extreme that it hampers one's performance on an examination and then it is called as **Examination Phobia** or **Test Anxiety** .

Signs and symptoms of Examination phobia

Symptoms of exam anxiety can range from moderate to severe. "Students who exhibit moderate symptoms are still able to perform relatively well on exams. Other students with severe anxiety will often experience panic attacks.

Symptoms of Exam Phobia:

Symptoms of Exam Phobia can be divided into three categories- physiological, cognitive or behavioural and emotional.

Physiological Symptoms:

- Head-aches
- Stomach-aches
- Nausea
- Diarrhoea
- Excessive sweating
- Shortness of breath
- Fainting
- Rapid heart breath
- Dry mouth
- Panic attacks
- Trembling and limbs become cold
- Vomiting
- Shaking
- Frequent urination

Cognitive/ Behavioural Symptoms:

- Fear of failure
- Random thoughts
- Feeling of inadequacy
- Negative self talk
- Suicidal ideation
- Feeling of excessive mental pressure
- Insomnia or hypersomnia
- Drop out from school
- Difficulty in concentrating

Emotional Symptoms:

- Low self esteem
- Frustration
- Depression
- Anger
- Feeling of hopelessness and helplessness
- Feeling of disappointment

Causes of Exam Phobia:

- Unrealistic expectations of parents from their children.
- Parental pressure that cause greater worry and fear of failure.
- Excessive pressure and fear of teachers.
- Inadequate study.
- Obsessive Compulsive Disorder.
- Poor motivation and lack of self esteem.
- Poor nutrition and sleeping disturbance.

If we carefully observe the students who are going for examination we can see changes in their walking style, their eye movement, their facial expression etc and have huge difference when they come back after exam. When they come outside the exam hall we easily recognize change in their walking style, their eye rotation and so on .If we try to categories there exam stress then we could say that this exam fear or exam anxiety is base on two factors..

1. **Worry** (By fear of failure)

2. **Emotionality** (Physiological response of body to stressful situation)

Worridness is generally a psychological factor which is related to our expectation, family expectation, social expectation and other psychological factors.

On the other hand emotionality is a physiological response which reflect our tendency to fight with stress and their conditioning.

Stress can be attributed to four major factors, which include:

1. Learned behavior that is attributed to parent and teacher expectations.

2. Personal worth based on academic accomplishments.

3. Fear of disappointing or alienating others.

4. Lack of control over or the inability to change one's current situation.

Teacher's role as a counsellor in overcoming exam phobia

During Board Exam it is a common experience of every teacher is that more than 50 per cent of students suffer from examination phobia .It does not matter whether the student is intelligent or not. They all worry about forgetting or overlooking something or the other while appearing in an exam, not being able to recall important facts at the appropriate time and, most importantly, ending up with a low score or failing. And these fears become barriers in their performance, especially during exam time. Role of teacher at this stage is very important .

But before discussing ways to help students beat this fear, it would also be helpful to examine the facet of fear. From realistic point of view....

- Sometimes fear is related to a specific subject as a result of which one's confidence may rise or fall only when tested in that subject.

- Students might also fear the punishment that would be given to them by their parents or teachers on getting low marks.

- Very often they measure less on their expectations, they are not just punished for it by the teachers in the form of having to write the correct answer 10 times or sometimes even 100 but the parents too show their disappointment by ignoring them for several days.

- Another aspect is fear of being retained in the same class on failing the finals.

- In addition to all this, the students know that the teachers always appreciate those who get the highest marks in class so simply getting good or average grades is not good enough.

At this stage, when the students find themselves disinterested in their studies due to exam phobia, the role of the teachers in encouraging them to just do their best becomes most important. Here the teacher has to play their role as a counselor. Now question comes who is a counsellor ? What role he / she has to play ?

A counsellor is a trained person who listen with empathy to deal with any negative thoughts and feeling one have. So teacher has to play the similar role as a counsellor does, that is she /he has to be empathatise towards her /his students problem and has to listen his problem with empathy.

So, how can a teacher plays the role of a counsellor igniting young minds to lose their fear of exams? The following tips may be followed:

- First of all students have to be made aware of the fact that their getting less marks in the exams will not result in any kind of punishment. Teacher has to help them realize that examinations are merely a segment of the learning process used to explore one's skills. Same message has to be circulated among the parents as well.

- The students have to be made understood that the process of learning is far more important than giving exams. If a student takes an active interest in his or her studies while not thinking about being tested on it later on, he or she would automatically gain good marks.

- They have to be appreciated even the slightest improvement in performances. It will enhance self esteem, making the child want to learn more and work hard to acquire more good grades. Also share the improvement in students with the parents which will also do away with the notion that teachers only call the parents when the child is failing in class.

- Teacher has to help the children believe in their strengths. All children have their own sets of hidden potential. Teachers are to help them realise their good points. For example, some students may have good hand writing, some might have good presentation skills and so on. Ask them to use the best of their already existing skills and abilities during the exam to get better results instead of thinking and worrying about self-created fears.

- Teacher may help the students search out their own areas of weakness. Self assessment helps in finding out the area within oneself that needs improvement. For instance, I secured less marks in the exam because: (a) I made careless mistakes, (b) My presentation was not attractive, (c) My time management needs improvement, (d) I need to go through the concept with the teacher again and so on. After making them go through a process of self assessment, facilitate them to practically work on the weak areas either through tasks given in the classroom or through homework.

So, as a counsellor teachers can help students with anxiety by first finding out the cause of the anxiety and then teach them how to deal with that anxiety.

Some physical techniques that teachers can use include deep breathing, desensitization, and positive self - talk. Another technique is anxiety management, but before using this technique, teachers should try it on themselves or consult with a counselor.

The three steps of anxiety management are :

1. Teaching students relaxation techniques (breathing, visualization, etc.)

2. Helping students create an anxiety hierarchy by ranking a list of anxiety causing scenarios.

3. Desensitizing students to anxiety inducing situations by gradually moving them through their anxiety hierarchy.

Some classroom strategies that can be used by the teachers to help students

1. **Deep Breathing** - If students get overwhelmed, they can take deep breaths and close their eyes for a couple of seconds, which can help them relax .

2. **Visualize Success** - Teach students to visualize the day in which they have got good test scores.

3. **Encourage Exercise** - Encourage students to exercise to reduce stress. It can also help students fall asleep easier.

4. **Meet Regularly with Students** - Meet with students regularly to discuss their strengths and weaknesses, and provide continual support.

5. **Take Practice Tests** - use practice tests to imitate standardized tests throughout the school year. This helps students become comfortable with the format and time limits.

6. **Create a Checklist of Items Needed for Testing Day** – Prepare a checklist for students that include what they will need for testing day (i.e., pencils, calculators, etc.).

7. **Lucky Token** - Students can keep a lucky keepsake in their pocket that they can feel when they become anxious.

Some tips which teacher can share with students dealing with exam anxiety :

During exam days students must do the following

1. **Arrive to Class Early** – They must arrive early so that one can sit down and relax.

2. **Take a Deep Breath** - Take five deep breaths before starting on the test to become relaxed.

3. **Scan the Test** – Scan the test for questions you already know the answer to   and answer those first. Use the remaining time you have left to work on the harder questions.

4. **Stretch** - Take some stretch breaks during the test and stretch out your legs, which can help the body re - energize.

5. **Review, Review, Review** – if you finish the test early, look over the answers because there may be some errors.

Conclusion

Most teachers as a general practice in schools target their teaching either directly or indirectly towards the exams. Being focused on that, they highlight the same for the students as well like emphasizing the need to complete much of the syllabus before the exams, working on important topics that may come in the exams, revise the lessons before the exams, etc. The students too, as a result of this, feel that exams are the most important thing. With that settled, they too start focusing on exams while living with a feeling of dread instead of enjoying their classes. Role of teachers and Parents is very important in coping with this kind of stressful situation which is caused by this Exam-phobia. We should always remember that, exams are not set with the aim of making students fail, rather exams are designed to test

knowledge of the students, not what they do not know. However high or low the marks are there are plenty of opportunities in this world for everyone. It is very important to make them aware that exams are not a life and death situation. Scoring little less or even failing does not mean the end of the world. They must think positive, be optimistic, while preparing and taking exam.

References

American School Counselor Association. (2010). Retrieved March 25, 2011, from http://www.schoolcounselor.org/content.asp?contentid = 283

Bakunas, B. (1993). Putting the lid on test anxiety. Learning, 22(2), 64 -65.

Collins, L. (1999). Effective Strategies for Dealing with Test Anxiety. Teacher to Teacher Series. Retrieved from the ERIC database, ED 426 214.

Harris, H. & Coy, D. (2003). Helping students cope with test anxiety. ERIC, EBSCO.

Strumpf, J. & Fodor, I. (1993). The treatment of test anxiety in elementary school- age children: Review and recommendations. Child and Family Behavior Therapy, 15(4), 19 - 40.

Self Concept of Higher Secondary School Students of Darjeeling District

Nilima Rai*

ABSTRACT : In the present society where the quality of performance is regarded as the key factor for personal progress lays great emphasis on the cognitive aspect i.e. the personality factors like mental health, anxiety, self-concept, adjustment, creativity, parental encouragement etc. Such demand of the society has put the burden on students, teachers and schools in particular and the educational system in general. The term 'self-concept' refers to the individual's perception or view of him/her. It refers to these perception, beliefs, feelings, attitudes and values which roles in the outer world. It is related to how a person perceives himself/herself, what he thinks of himself/ herself, how he/she values himself/herself, how he/she attempts through various actions to enhance or defend himself/herself. According to Purkey (1988) self-concept is viewed as the totality of a complex, organized and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence. A good self-concept enables a child to accept responsibility, to achieve success in school and to grow into a productive member of the society and the lack of it creates the feelings of anxiety and adjustment problems.

The present study is a sincere attempt by the investigator to assess whether there exists any difference in the self-concept of students with regard to gender and type of institution variations. The study was delimited to the students of West Bengal Board of Secondary Education of Darjeeling District. A standardized tool developed by Ahluwalia (1986) was used in the present investigation for determining the self-concept of higher secondary students of Darjeeling District. Techniques of analysis for the present investigation included techniques for collection of data, scoring, interpretation of data in relation to the objectives stated and hypotheses formulated. For interpretation of scores in all the variables both descriptive statistics and inferential statistics were used. Findings of the study reveal that gender had a considerable impact on forming the self-concept of the students. While component wise analysis was made, it was found that gender had no considerable impact on self-concept of the students for all the subgroups except the Behaviour and Intellectual and school status components.

Keywords: Self concept, Higher Secondary School

Introduction

In the present socio-economic and cultural context, the world is becoming more and more competitive, when the quality of performance is regarded as the key factor

* Asst. Professor, Pragati College of Education, Siliguri Darjeeling, Email: charstan_80906@rediffmail.com

for personal progress. Great emphasis is now given on both scholastic and non-scholastic attainments of the students in the formal institutions. This desires for all round personality development puts a lot of pressure on students, teachers, schools in particular and the educational system in general. As a result, a lot of time and effort of the schools are used to help students achieving better in their both scholastic and non scholastic endeavour. Now the importance of non scholastic achievement has raised several important issues for educational researchers.

Life is a process of progressive adjustment and children should be stimulated to do their best. Healthy interest, sound attitudes and a balanced hierarchy of values will enable the young pupil for self-understanding and this together with self-concept will pave the way for health and happiness, efficiency and success. If adjustment of students is not proper, maladjustment develops.

Social-psychologists have pointed out that self-concept plays an important role in social perception, the process by which we form impressions of others. Self-concept seems to play a significant role in the growth and development of a person.The contemporary world is facing and surfacing unimaginable and unending changes that are flooding into various aspects of human life. Education with no exception is also undergoing innumerable changes. These changes are posing a great confusion both to people and pupil. The secondary school level is an important stage in the academic life of any individual. During this stage the students come under the influence of various psychological aspects which contribute a lot in the success and shape of their future noticing this conspicuous reason, efforts should be made to meet the requirements of the students and provide proper direction.

During the higher secondary school stage the students develop aspirations, achievement targets, adjustment, self-concept to cater to their needs and the needs of the day. This is the period of arousal of anxiety in them. Academic achievement is influenced by cognitive and psycho social factors. The psychosocial factors constitute anxiety, adjustment, attitudes, values, interpersonal relation and academic motivation along with the cognitive factors of intelligence, creativity and attitude.

Meaning of self-concept

Self-concept is a person's total view of him or herself. It is a composite of the beliefs, ideas or perception one has about oneself: one's psychological, physical, social and emotional characteristics, aspirations and achievement. This is what an individual refers to as I or me and is the totality of meanings, attitudes, and feelings which the individual has of himself / herself- the complete description one could give of his / her present self. Self-concept generally refers to" the totality of a complex, organized, and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existence".

In short, self-concept is the totality of attitudes, judgment and behaviour, abilities and qualities may be referred to as his self-concept, Eysenck (1971). Symonds (1951)

defines that self-concept is the way or manner in which the individual reacts to himself. He explains the self in four aspects that are

- How a person perceives himself

- What he thinks of himself

- How he values himself

- How he attempts through various actions to enhance or defend himself

Purkey (1988) defines self-concept as "the totality of a complex, organized and dynamic system of learned beliefs, attitudes and opinions that each person holds to be true about his or her personal existences'.

Review of Related Literature

Panwar (1986) studied the role of academic achievement and school background in self-concept, self disclosure and inferiority feeling among students of Kumayun Hills. The sample for the study consisted of 180 class XI students studying in three types of schools. Sixty of the students were low achievers, 60 were average achievers and 60 were high achievers. . The main findings were (i) Academic achievement had significant effect on self-concept.(ii) Home background had significant effect on self-concept.(iii) School background had significant effect on self-concept.

Jain (1990) conducted a study of the self concept of adolescent girls and identification with parents and parent substitutes as contributing to realization of academic goals. He found that girls having high self-concept tended to select high academic goals, which were positively associated with each other, suggesting that they reinforce each other, positive self-concept and superior cognitive abilities went altogether significantly, identification with parents and parent substitutes by and large led to higher academic goals, there was an overall negative relationship between frustration and academic goals.

Mohanty (1998) conducted a study on comparative role of self-concept, achievement motivation and test anxiety as predictors to academic achievement. The sample consisted of 400 students (200 boys and 200 girls) from two different types of habitation such as rural and urban. Ahluwalia's self-concept scale (1986), Sharma's test anxiety scale and Deo Mohan's n'ach' scale (1985) were adopted for the study. The major findings of the study were (i) Sex had a considerable impact on the scores in the self-concept of the secondary school leavers. The boys self concept differs significantly than that of the girls.

Laskar (2008) conducted a study on anxiety among higher secondary school students in relation to their sex, socio-economic status and self-concept. The sample consisted of 220 higher secondary students of Hailakandi district of Assam. Sharma's Anxiety scale (1978), Ahluwalia's self-concept scale (1986) and Laskar's socio-economic scale (2008) were used to measure anxiety, self-concept and socio-economic status of the students respectively. The major findings of the study were. (ii)There was no significant difference in the self-concept of boys and girls though the girls

were having more self-concept than the boys. (iii) The students having highest self concept have less anxiety than the students of lower self-concept.

Chettri (2009) conducted a study on self-concept of adolescents in relation to age, sex and socio-economic status. The sample for the study consisted of 100 adolescents of Gangtok city. The major findings of the study were (i) Self-concept of boys were more than that of the girls though the difference was not significant. (ii) There exists significant difference in the self-concept of adolescents due to age variation.

Mishra and Acharya (2011) conducted a study on academic achievement of higher secondary school students in relation to their mental health and self-concept. The major objectives of the study were (i) To know the academic achievement and self-concept of higher secondary school students, (ii) To find out the correlation between academic achievement and self-concept. The sample of the study consisted of 140 students of Darjeeling district through random sampling procedure. Saraswat's Self-concept Inventory was used to measure the self-concept of the students. The major findings of the study were (i) No significant gender difference was found in the level of self-concept and academic achievement of the students. Boys were found to be at par with the girls in both the cases, (ii) There existed positive correlation between self-concept and academic achievement i.e higher self-concept contributes positively to the academic achievement.

Rationale of the Problem

The self-concept is an organized cognitive structure comprising a set of attitudes, beliefs and values that cut across all facets of experiences and action, organizing and tying together the variety of specific habits, abilities, outlooks, ideas and feeling that a person displays. The self provides a framework that determines how we process information about our self, including our motives, emotional states, self evaluation and abilities. Researches have revealed that self-concept as a development aspect of personality is a significant predictor of academic achievement and academic achievement and adjustment are positively correlated (Mehrotra, 1986; Surekha 1993; Sharma; 2010; Selvi and Rajguru; 2010). School, family factors, teachers, parents, peer group have found to be important predictors in affecting the students' self-concept, creativity, intelligence and academic achievement

The studies reviewed and mentioned in the preceding pages show the multidimensional approach to investigate into the correlates of academic achievement. Although many variables have been investigated, nowhere by no body the contribution of self-concept in terms of the differential levels to the criterion of either anxiety or adjustment have been studied. The study is a sincere attempt by the investigator to highlight whether differential levels of self-concept have any impact on development of anxiety and adjustment of students. Gender being an important influential component in development of personality of adolescents, it was considered appropriate to include gender as an intervening variable along with the type of

institution management. Gender variation was found to be an important predictor in development of self-concept. It has intrigued generations of psychologists and educational researchers, but despite of the considerable researches, there are still contradictory views about sex differences in self-concept and adjustment at home and school. Moreover, in view of the phenomenal growth of non-government institutions for catering quality education, there was good enough reason to find out the contribution of these high profile and excessive tuition fees demanding institutions, on development of students' personality. The efficacy of these type of institutions over the government managed system of institutions were hence thought as the prerogatives. The primary focus of the present study hence depended upon the following research questions.

- Do the students differ in displaying their level of anxiety with regard to gender variation?

- Do the types of institutions play any significant role in the development of self-concept in the students?

Objectives of the Study

The following objectives have been framed for the conduct of the study

- To assess whether there exists any difference in the level of self-concept of students with regard to gender and type of institution variations.

Hypotheses of the Study

The following null hypotheses have been formulated

Ho, There is no significant difference in anxiety of boys and girls

Ho, There is no significant difference in the self-concept of students of Government and non- Government institutions.

Operational Definitions of Important terms used-

'Self-Concept' is viewed in terms of Ahluwalia's (1986) Children Self-Concept Scale which seeks to measure the self-concept in the lines of how I see myself. Deferential levels of self-concept are viewed in terms of high average and low levels as measured by the CSCS of Ahluwalia (1986).

'Higher Secondary School Students' are represented by the students of XI & XII classes of West Bengal Board of Secondary Education (WBBSE) & Indian Certificate of Secondary Education (ICSE) of Darjeeling district.

Delimitations of the Study

The study was delimited to the students under WBBSE & ICSE of Darjeeling District of West Bengal.Only XI students of Darjeeling districts were considered as the sample for the study. Out of 1400 students of classXI students of different Government and

Non-Government higher secondary school 140 students were selected for the study. Moreover, the students of 15-16 age group, who were willing to participate were considered only.

The Design

The purpose of the study was to find out the levels of self- concept. The study design was a normative survey method.

Application of normative survey method was thought to be appropriate because it was intended to obtain pertinent information concerning the current status in the level of self-concept.

The Sample

The sample for the investigation was drawn from two different types of institutions such as government and non-government. The simple random sampling procedure was adopted for the investigation. To keep the age variable constant the sample selected for the study included 140 students belonging 15 to 16 years of age only

The Tools Used in the Study

Ahluwalia's (1986) Childrens' Self-concept Scale (CSCS) were used to measure the self-concept of the students

Children's Self- concept Scale (CSCS) of Ahluwalia (1986)

The Children's Self- Concept Scale (CSCS) was developed and standardized by Dr. S.P. Ahluwalia (1986). The test contained 80 items in total with 'Yes'/ 'No' responses.

Techniques of Data Analysis

Techniques of data analysis for the present investigation included techniques for collection of data, scoring, interpretation of scores in relation to the objectives stated and hypotheses formulated.

For interpretation of scores of all the variables both descriptive and inferential statistics were used. Descriptive statistics were made use of to determine the respondents standing where as inferential statistics were used as techniques of analysis for subsamples to find out intra differences due to the attribute variables (gender and type of school management) .

Analysis and Interpretation of Data

Scores on Childrens' Self-concept were subjected to both descriptive and inferential statistics for realization of objectives and verification of hypotheses. For making descriptive analysis of scores , the measures of central tendency and variability were calculated for the whole sample and subsamples. The detailed measures of the central

tendencies and variations of scores on CSCS were calculated and presented in table 1.

Table 1. Mean, Median, Mode, and SD of scores on Self-Concept Scale

Groups	N	Mean	Median	Mode	SD
Boys	65	46.42	46.00	46.00	10.57
Girls	75	48.86	49.00	47.00	9.38
Govt	78	47.48	48.00	51.00	9.64
N.G	62	47.20	48.00	46.00	10.43
GB	30	46.59	46.00	44.82	9.60
GG	48	48.16	49.00	50.68	9.65
NGB	35	46.64	47.00	47.72	11.40
NGG	27	47.92	49.00	51.16	9.02
Total	140	47.35	48.00	46.00	10.01

On perusal of the above table, it was observed that the mean, median and mode of the distribution in case of the total sample as well as subsamples were somehow little bit deviated but outwardly gave almost a look of the normality in the distribution. Slight variations in the mean scores with differences in each of the measures of central tendencies were observed across all the subsamples.

Table 2. Component wise Descriptive Measures on CSCS

	Behavior		Intellectual and school status		Physical Appearance and Attribute		Anxiety		Popularity		Happiness and Satisfaction	
	M	SD	M	SD	M	SD	M	SD	M	SD	M	SD
Boys	9.27	2.47	9.44	3.18	7.44	2.40	7.48	2.60	7.84	2.42	5.15	1.51
Girls	9.84	2.38	10.3	2.77	7.33	2.05	7.36	2.62	7.93	2.13	5.28	1.37
Govt.	9.79	2.35	9.91	2.99	7.41	2.16	7.35	2.53	7.73	2.14	5.29	1.38
Non-Govt.	9.30	2.52	9.85	3.02	7.36	2.30	7.50	2.69	8.06	2.41	5.13	1.51
Total	9.56	2.44	9.89	3.01	7.38	2.23	7.42	2.61	7.89	2.28	5.22	1.44

On perusal of the above table it was clearly revealed that in case of Intellectual and school status the sample exhibited higher score range the mean being 11.49. Gender also played a major role in discriminating the students so far as the sub scores were concerned. In case of Behavior, Intellectual and school status, popularity, Happiness and Satisfaction girls showed better self-concept than the boys.

According to management wise stratification significant result was obtained in Behaviour, Popularity, Happiness and Satisfaction. In case of components like Behaviour, Intellectual and school status, Physical Appearance and Attribute, Happiness and Satisfaction Govt. school students had better self-concept than their counterpart Non-Govt. students. In all the cases the self-concept was found to be normal and positive. In none of the subscales low level of self-concept were visibly observed.

Differential analysis on Children's Self-Concept Scale (CSCS) in Relation to both Gender and Management wise variations

Differential analysis on the measures of self-concept according to gender and management variations was done to assess whether significant differences existed in the self-concept component wise or totally. The 't' ratios were computed and presented in table 3.

Table 3. Summary of 't' ratios between the means of subsamples on the scores of self- concept

Sub- sample	N	M	SD	SED	't'	Remarks
Boys	65	46.42	10.57	0.96	2.54	p<0.05
Girls	75	48.86	9.38			
Govt.	78	47.48	9.64	0.96	0.29	NS
Non- govt.	62	47.20	10.43			

On perusal of the above table it was found that gender played a significant role in forming the self-concept of the students. In case of boys and girls, the 't' ratio was found to be 2.12 which was significant at 0.05 level. In the present case girls showed higher level of self-concept than the boys.

The study was in conformity with the earlier finding of Alexander and Rajendran (1992). Basing upon the above analysis the result in the present case may be confirmed. Nuthan (2007) noticed that boys and girls did not differ significantly on self-concept as both of them had same level of self-concept and the association between boys and girls were significant.

However non-significant differences in level of concept due to gender variation was found by , Das (2008), Laskar (2008), Chhetri(2009) where boys were found to have better self concept than the girls.

When management wise analysis was made, it was revealed that the mean scores on self-concept scale of students of government institutions (M=47.48) was higher than the non-government students. The t-value of 0.29 denoted that the difference between the government and non-government students was not statistically significant. Hence the hypothesis on no significant difference between students of government and non-government institutions in their self-concept could not be rejected. But from

their mean scores it could be concluded that the government students had better self-concept than the nongovernment students. The result was in conformity with the earlier researches conducted by Das (2008).

However Roja Rani (1995) found no significant difference in self-concept among the students belonging to government, private and aided institutions. Considering the above the investigator was inclined to conclude the result obtained in this study to be appropriate.

The Findings

1. Girls showed higher level of self concept than boys.

2. The government students had better self-concept than the non-government students.

The Recommendations

Development of self –concept

In the present study self-concept works as one important criterion measure. The concept of self consists of five psychological constructs such as sense of bodily self, self identity, self-esteem, self image and self extension. Education should have wider scope for development of self concept both in students and teachers. Therefore it is necessary to know the conditions under which there may be scope of development of self concept in pupils. The following recommendations are therefore made for developing self concept in pupils.

1. Differentiation of physical self from the external environment.

The sense of bodily self is reflected in the general attitude of trust or mistrust, which stems from a positive or negative sense of continuing self. So the teacher must help the students to withdraw their attention on bodily self and concentrate on the other aspects of external environment. This can be done by encouraging students to do well in academic activities as well as in the non academics activities like dance, sports, debates etc.

2. Differentiation of different categories of pupils

Since there exists individual differences in the classroom, it is the responsibility of the teacher to identify different categories of pupils and to classify them into different groups. It will be easier for providing appropriate guidance for the development of self- concept of the students.

3. Development of self- concept through role models

The students by nature are imitative in nature. Hence the teacher should set good models before the children in the teaching learning process in which they will be influenced by their ideologies. This will help to develop self confidence and to know their own strengths and weakness.

4. More stress on self- evaluation

Teacher should encourage self evaluation through self rating systems. They should know the area in which they are competent and in which they are lacking. They should be helped to know about their own interest, achievement, intelligence, which will help them to develop their self- concept.

5. Promotion of cultural values

Development of self- concept through promotion of culture can be made in the school by carrying on different types of school activities relating to body building and development of aesthetic hobbits may over stressed. It can also be promoted over stressed. It can also be promoted through organizing dance, music, competitions, celebrating important days, events of national interest with pomp and ceremony. The students should be imbibed with the spirit of devotion, commitment and patriotic deeds.

6. Opportunities for development of self- esteem

For the development of self- esteem we should provide opportunities to make friends and should arrange integration camps of culturally diverse students as these can only be responsible for development of self- concept.

Self-concept is not innate, but is developed or constructed by the individual through interaction with the environment and reflecting on that interaction. The dynamic aspect of self-concept can be modified or changed (Huitt,2004). According to Bandura (1997) self-efficiency and self-esteem are both constructed by one's conscious reflections. It appears that educators and parents should provide experiences to the students to master rather than attempting to boost self-esteem in them directly through other means. Teachers can also influence the development of students' self-concept in a number of ways i.e., by providing the students with tasks that result in experience of success, growth of confidence and constructive outlook.

Reference

Ahluwalia,SP(1986).Manual of Children's Self-concept Scale(CSCS)

Bandura,A.(1997).Self-efficency.The exercise of control.

Chettri,S.(2009). Self concept of dolescent in relation to age,sex and socio-economic status.

Das, P (2008). Self concept of adolescences and its relationship with their social and emotional adjustment.

Huitt,W.(2004). Self –concept and Self esteem.

Jain,J.R.(1990).A Study of self concept of adolscent girls and identification with parents and parents substitutes as contributing to realization of academic goals.

Laskar,Z .H.(2008). Anxiety among Higher Secondary School students in relation to their sex,socio-economic status and self concept.

Mehrota,S.(1986). A study of the relationship between Intelligence,Socio-Economic status,Anxiety,Personality,Adjustment and Academic Achievement of High School student.

Mohanty,P.(1998).Comparative role of Self concept.

Mishra.P.K.and Acharya.S.(2011).Academic Achievement of college student in relation to their Self concept and Mental health.

Panwar.P.S.(1986).Role of Academic Achievement and school background in self –concept.

Rita Rani.M.(1995).A study of the relationship between Self concept and Adjustmentof 9ᵗʰ standard students.

Sunitha (1993).A study of the relationship between adjustment and their academic achievements of IX standard students.

Selwyn, S.and Bensam.W.(2004).Self concept,Intelligent and Attitude towards teaching of students.

Varma, R. (2010).Adjustment problems and Academic Achievement of higher secondary students in relation to gender and locale.

Pedagogical Content Knowledge: An Emerging Issue in Preparing Teachers

Sudhindra Roy* and Ritendra Roy**

ABSTRACT : Teacher is one of the important components of education system. The quality and extent of learner achievement are determined primarily by teacher competence, sensitivity and teacher motivation (NCFTE, 2009). The achievement of the educational goals largely depends on the quality and standard of the teacher. Thus it is important to make them prepare for the future or upgrade their knowledge with new concepts to address the better quality and standard of them. Pedagogical content knowledge is one of such emerging concept which should be integrated in the curriculum of teacher education at all the level i.e. D.El.Ed, B.Ed or M.Ed. Pedagogical content knowledge (PCK) is a type of knowledge unique to teachers. PCK concerns the manner in which teachers relate their pedagogical knowledge to their subject matter knowledge in the school context for teaching students with specific level of understanding (Shulman, 1986). It is the integration of teacher pedagogical knowledge with their subject matter knowledge in the specific context so that definite needs of the group of students as well as individual students can be addressed and make the learning simple to understand. In a country like India where the teachers have to deal with different context and different level of understanding of the students PCK of the teacher is more important instead of the content knowledge or pedagogical knowledge singly.

This paper will try to define and explore the concept PCK followed by explaining the need of implementing the concept PCK in Indian Teacher Education curriculum and thereby will try to identify the elements related to PCK that has been mentioned in the new NCTE regulation i.e. National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2014.

Introduction

Teacher is one of the important components of education system. Whatever is the education system is– say formal, non-formal or informal, one need teachers to run that system. In Indian system of education the place of teachers is always remain high still from the ancient time. This reflect in our *slokas*, like,

Gurur-Brahmaa Gurur-Vissnnur-Gururdevo Maheshvarah

Gurureva Param Brahma Tasmai Shrii-Gurave Namah

---

* *M.Ed Scholar, E-mail: roy.sudhindra@gmail.com

** Research Scholar (JRF)Department of Education,Vinaya Bhavana, Visva Bharati: A Central University, E-mail: ritendra85@gmail.com

We place our teacher in the position to the God. In that way our perception about the teachers in the society can be understood. At the same time the responsibility of the teachers to the society can also be well understood. Society gives the teachers the sacred responsibility of making the future generation a good citizen and a social human being.

On any educational level, the teacher is the mainspring of the school's activities. The case study revealed that teachers are largely responsible for the success of education system. It has been found that among various factors that affect or influence the efficiency of education, the 'teacher' factor alone contributes 68% whereas all other factors like infrastructure, finance, role of leaders, political backing etc. together contribute 32% only (Panda & Tiwary, 1997). Educational objectives are realized only when teacher as individual motivate learners to benefit from the educative process. Teacher has an important role in meeting the educational needs and interest of the young people i.e. the children in democracy.

The nation laid many objectives for education at different level. It is the teacher who at ground level works to meet those objectives. Therefore it is very much needed to make them skilled in different way and at different dimension to enhance their quality in order to meet the objectives. In this regard, it is worth to mention that, about teachers, the Education Commission (1964-1966) had observed, "of all the factors that influence the quality of education....the quality, competence and character of teachers are undoubtedly the most significant." The teacher education curriculum has included many things in order to increase the quality and skill of a teacher. It identified many characteristic that a teacher should have, like, good character, ethical, accountable, patience, non-biased etc. The content and pedagogical knowledge are such a two things which cannot be forgotten during mentioning the characteristic of teacher. That is a teacher should know "what to teach" (i.e. content knowledge) and "how to teach" (i.e. pedagogical knowledge). But recent development clearly shown that only knowledge of content or pedagogy are not enough to address the quality of teacher, else it is better to have a integrated knowledge of content and pedagogy i.e. pedagogical content knowledge.

Pedagogical Content Knowledge

The term "pedagogical content knowledge" was coined by Professor Lee S. Shulman in 1986. Shulman claimed that the emphases on teachers' subject knowledge and pedagogy were being treated as mutually exclusive. He believed that teacher education programs should combine the two knowledge fields. To address this dichotomy, he introduced the notion of pedagogical content knowledge (PCK) that includes pedagogical knowledge and content knowledge. His initial description of teacher knowledge included curriculum knowledge, and knowledge of educational contexts.

In Shulman's view, pedagogical content knowledge is a form of practical knowledge that is used by teachers to guide their actions in highly contextualized classroom settings. This form of practical knowledge entails, among other things, (a)

Knowledge of how to structure and represent academic content for direct teaching to students – (b) Knowledge of the common conceptions, misconceptions, and difficulties that students encounter when learning particular content – and (c) Knowledge of the specific teaching strategies that can be used to address students' learning needs in particular classroom circumstances.
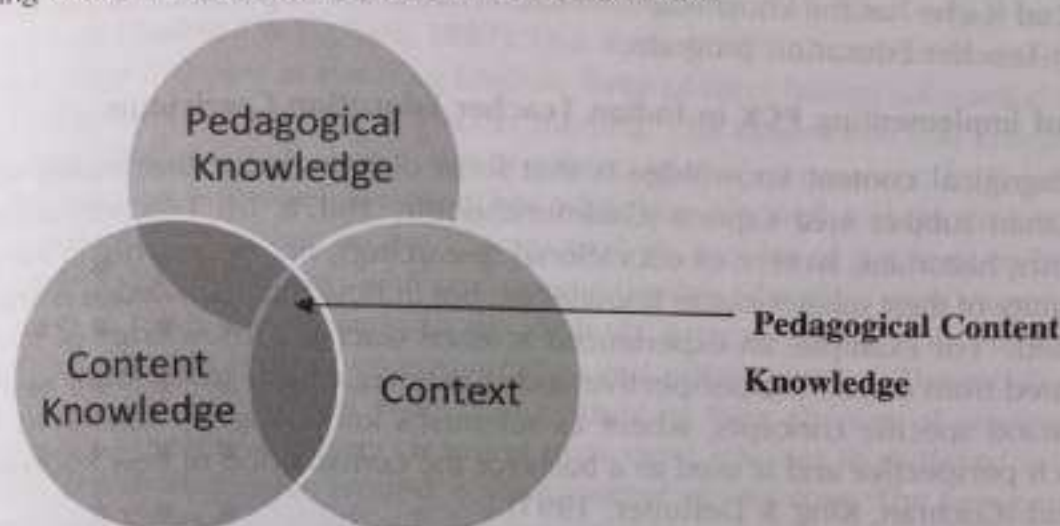
PCK is not about only merging two terms into one. It has a very deep sense. PCK is concerned with the representation and formulation of concepts, pedagogical techniques, knowledge of what makes concepts difficult or easy to learn, and knowledge of students' prior knowledge. PCK is concern about how to teach the content to whom and to when. Thus it is super blending of teacher's content and pedagogical knowledge according to the context. PCK is a significant determinant for effective teaching. It is not only knowledge of subject or pedagogy of teaching but is an integration of content, pedagogy and learner. It is something specific to subject and level of learner. E.g. the context of an urban and a rural school is different. The students from those schools are from different environment. So their way of thinking and perception may vary. The teacher has to blend his/her teaching according to that context. This is the main theme of pedagogical content knowledge. A teacher may has a vast knowledge of the subject but still s/he would not be a good teacher on other hand the reverse may be true. That is a teacher with less content knowledge may be a good teacher. It all depends on the potential or skill of the teacher to blend his\her subject knowledge with pedagogical knowledge according to the context i.e. level of learners understanding, their previous knowledge and their culture etc. These are the all things a teacher has to keep in mind and integrate during teaching. In other way it can be said that PCK is the process to transform the subject matter into

Pedagogical Content Knowledge as the process

Subject Matter → Transformation → Learning Eligible Material
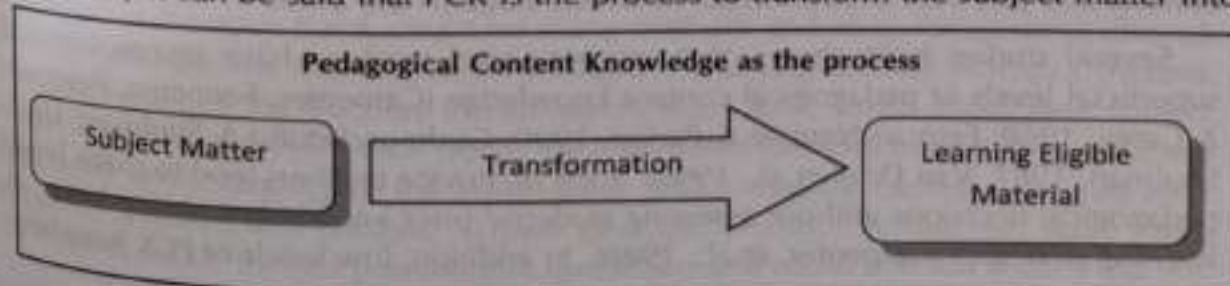
the learning eligible material according to the level of understanding of the student and other context.

It can be said that in order to address the need of the students and pre-laid objectives of the society we need quality teacher and quality of the teacher can be enhanced if s/he has the knowledge of PCK. There is the importance of implementing PCK in Teacher Education program.

Need of implementing PCK in Indian Teacher Education Curriculum

Pedagogical content knowledge is that form of knowledge that makes teachers rather than subject area experts (Gudmundsdottir, 1987a, b). Teachers differ from biologists, historians, writers, or educational researchers, not necessarily in the quality or quantity of their subject matter knowledge, but in how that knowledge is organized and used. For example, an experienced science teacher's knowledge of science is structured from a teaching perspective and is used as a basis for helping students to understand specific concepts, where as scientist's knowledge is structured from a research perspective and is used as a basis for the construction of new knowledge in the field (Cochran, King & DeRuiter, 1991).

What is unique about the teaching process is that it requires teachers to "transform" their subject matter knowledge for the purpose of teaching (Shulman, 1986).This transformation occurs as the teacher critically reflects on and interprets the subject matter; finds multiple ways to represent the information as analogies, metaphors, examples, problems, demonstrations, and classroom activities; adapts the material to students' abilities, gender, prior knowledge, and misconceptions; and finally tailors the material to those specific students to whom the information will be taught (Cochran, King & DeRuiter, 1991). Buchmann (1984) discusses the notion that good teachers must maintain a fluid control or "flexible understanding" (p. 21) of their subject knowledge, i.e. be able to see a specific set of concepts from a variety of viewpoints and at a variety of levels, depending on the needs and abilities of the students. It is important to note that a teacher's transformation of subject matter knowledge occurs in the context of two other important components of teacher knowledge that contributes to pedagogical content knowledge and differentiate teachers from subject matter experts. One is a teacher's knowledge of students, including their abilities and learning strategies, ages and developmental levels, attitudes, motivations, and their prior knowledge of the concepts to be taught and another one is teacher knowledge is teachers' understanding of the social, political, cultural and physical environments in which students are asked to learn.

Several studies have shown that inexperienced teachers have incomplete and superficial levels of pedagogical content knowledge (Carpenter, Fennema, Petersen, & Carey, 1988; Feiman-Nemser & Parker, 1990; Gudmundsdottir & Shulman, 1987; Shulman, 1987, Van Driel et al., 1998). Such as, novice teachers tend to make broad pedagogical decisions without assessing students' prior knowledge, ability levels, or learning strategies (Carpenter, et al., 1988). In addition, low levels of PCK have been

found to be related to frequent use of factual and simple recall questions (Carlsen, 1987), which are easy for a novice teacher to quickly evaluate and require less "on the spot" analysis of the learning setting. Studies also indicate that novice teachers struggle with how to transform and represent the concepts and ideas in ways that make sense to the specific students they are teaching (Feiman-Nemser & Parker, 1990; Wilson, Shulman & Richert, 1987). In a study (1989) Grossman focused on six teachers in their first year of teaching English, three of them having substantial subject matter background but no formal teacher training. The other three had completed a teacher education program with a strong subject matter component. In Grossman's study, the teachers without formal teacher education planned and taught English as a formal discipline focusing on the literary analysis aspects of the texts to be read. On the other hand the teachers with professional teacher education were more focused on the need to relate the readings to the students' experiences, and to use the texts as a basis for learning skills of communication and self-expression. These differences in the two groups of teachers were also evident in their choices of readings, the professionally prepared teachers choosing texts more relevant to students' interests, and organized their courses around writing instead of literature. The two groups of teachers also differed in their expectations and knowledge of students, with the professionally prepared teachers being much less surprised by students' misconceptions and lack of understanding. What these results indicate is that the professionally prepared teachers had a frame work for dealing with student needs constructed during their professional program and adjusted more effectively to the diverse needs of the students in their classrooms. In another example, Hashweh (1987) conducted an extensive study of three physics teachers' and three biology teachers' knowledge of science and the impact of that knowledge on their teaching. All six teachers were asked about their subject matter knowledge in both biology and physics, and they were asked to evaluate a textbook chapter and to plan an instructional unit on the basis of that material. Given a concept like photosynthesis for example, the biology teachers knew those specific misconceptions that students were likely to bring to the classroom (such as the idea that plants get their food from the soil) or which chemistry concepts the students would need to review before learning photosynthesis .The biology teachers also understood which ideas were likely to be rather difficult (e.g. the dark phase of photosynthesis) and how best to deal with those difficult concepts using a variety of analogies, examples, demonstrations and models. The biology teachers could describe multiple instructional "tools" for these situations; but although they were experienced teachers, they had only very general ideas about how to teach difficult physics concepts. The physics teachers, on the other hand, could list many methods and ideas for teaching difficult physics concepts, but had few specific ideas for teaching difficult biology concepts. Predictably, when the teachers in Hashweh's study were asked about their subject matter knowledge outside their fields, they showed more misconceptions and a less organized understanding of the information which directly carried over into their plans for teaching the content. Within their own fields, the teachers were more sensitive to subtle themes presented in textbooks, and could and did modify the text

material based on their teaching experiences. Moreover, they were more likely to discover and instructionally deal with student misconceptions. The teachers in both fields used about the same number of examples and analogies when planning instruction, but those analogies and examples were more accurate and more relevant in the teachers' field of expertise. Bharati and Mohalik (2014) had conducted a descriptive research on PCK of science teacher at secondary level. The study was done by using questionnaire. The data collected analyzed through using inferential and descriptive statistics. The study found that, those teachers having higher qualification i.e. M.Sc B.Ed had greater degree of PCK than those had B.Sc B.Ed. Further the study found that PCK among science teacher was greater who had greater experience.

Although the case study approaches used in many of these studies do not necessarily allow broad generalizations about teacher knowledge, the combination of these results and others show that pedagogical content knowledge is highly specific to the concepts being taught, is much more than just subject matter knowledge alone, and develops over time as a result of experience in many class room settings with many students (Cochran, King & DeRuiter, 1991). Teacher education program has the potential to inculcate the skill and the quality in the future teacher and above studies suggest that integration of the concept PCK in the teacher education curriculum can make the process better.

In India presence of diversity in the society is natural phenomena. Unity that exists among the multiculturism is the pride of us. One can find such kind of multiculturalism even in the classroom. The nature, attitudes, needs etc of the children also change if someone move from one place to another even within in a state. Thus to address such kind of situation a teacher must know how to transform his/her subject knowledge according to the need of the context. This transformation can be done in the best way if the teacher has the knowledge of the concept PCK. Thus it is the demand of the present to integrate PCK in the teacher education curriculum in India.

With keeping this in mind the authors have tried to analyze the new regulation and suggest curriculum given by National Council for Teacher Education (NCTE) with delimited themselves to the B.Ed curriculum only.

Analysis of National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2014 regarding PCK

On analysis B.Ed Curriculum it was found that new regulation did not use the term PCK directly but there are certain things which are related to PCK. Like, it has suggested to design the B.Ed Curriculum to integrate the study of subject knowledge, human development, pedagogical knowledge and communication skills. We know that PCK is all about a successful integration of subject and pedagogical knowledge.

The success of PCK will remain unaddressed if it is not according to the context. It has found that new regulation emphasized on using variety of approaches i.e. how

to teach, such as, case studies, observations of children, and interaction with the community in multiple socio-cultural environments in order to contextualization of education. Further it has emphasized on including of inclusive education as integral part of B.Ed Program. We know that, inclusive education means to include all the children irrespective of cast, race, tribe, gender, and socio-economic status and also the mental and physically disabled children under one roof for learning. Teaching students in inclusive classroom is not an easy task. For that a teacher has to blend his teaching in such a way to reach to each child in a single classroom. The knowledge PCK can help him/her in this regard. The new regulation also suggested to include study of child, child development and adolescence, school curriculum, teaching and learning, gender in the context of school and society. The knowledge of such things will help a future teacher to understand the context and to blend his/her teaching according to the needs. E.g. the needs and the way of thinking of adolescent students are different from that of the students of age nine or ten. So would be teacher of secondary level should have the knowledge of child development and adolescent.

The new regulation proposed hands-on experience to the student-teacher of engaging with diverse communities, children and schools and asked for developing understanding about issues of diversity, inequality and marginalization in Indian society and the implication for education. These kinds of engagement and understanding will help the student-teacher to blend his teaching strategy according to the circumstances. The new regulation also gave the direction of what to do during teaching, such as, providing the student the understanding of school curriculum, linking school knowledge with community life and including variety of investigative projects in order to transform the subject knowledge in to communicable meaningful learning material.

On studying the B.Ed curriculum suggested by new regulation, NCTE (2014) it can be said that the reflection of PCK can be felt at each line although the term PCK is not mentioned directly there. The main theme of PCK which was discussed earlier in this article can be extracted out in a well manner from the B.Ed curriculum suggested.

Conclusion

In any kind of educational system teacher is an important factor. Further the quality of a teacher can create a great difference in educational system. A teacher with lots of knowledge of subject matter does not imply that s/he is a good teacher rather a teacher who knows how to teach those contents according to the context is a good quality teacher. PCK is all about that i.e. blending the content through pedagogic process in according to the needs and perspectives of the learners. Teaching is profession and teacher education is a professional course for preparing teachers (NCFTE, 2009). Therefore for producing the good quality professional teachers it is very much needed to include the concept of PCK in Teacher Education program. There is lots of research report which indicate the need of the knowledge of PCK to the teacher (both in- and pre-service) and hence increase the demand of inclusion

the concept PCK in the teacher education curriculum. On analysis of the B.Ed curriculum proposed by new regulation i.e. National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2014 it was found that although it does not mention the term PCK directly but the main theme of it is reflected from the whole proposed curriculum. The authors are suggesting to include the concept PCK in the teacher education curriculum directly so that the student-teacher will come to know the term. It will further help them to identify the pedagogic process to transform the subject matter in to communicable meaningful learning material with a more clear vision.

References

Bharati, P. & Mohalik, R. (2014). Pedagogical Content Knowledge of Science Teachers at Secondary School Level. *Ravenshaw Journal of Educational Studies*, 3(1&2).

Buchmann, M. (1984).The flight away from content in teacher education and teaching. In J. Raths & L. Katz (Eds.). *Advances in Teacher Education* (Vol.1, pp. 29-48). Norwood, NJ:Ablex.

Carlsen, Wm. S. (1987). Why do you ask? The effects of science teacher subject-matter knowledge on teacher questioning and classroom discourse. Paper presented at the Annual Meeting of the American Educational Research Association. (ERIC Document Reproduction Service NO. ED 293 181).

Carpenter, T. P., Fennema, E., Petersen, P. & Carey, D. (1988). Teachers' pedagogical content knowledge of students' problem solving in elementary arithmetic. *Journal for Research in Mathematics Education*, 19, 385-401.

Cochran, K. F., King, R. A. & DeRuiter, J. A. (1991). Pedagogical content knowledge: A Tentative Model for Teacher Preparation. Paper presented at the annual meeting of the American Educational Research Association, Chicago. (ERIC Document Reproduction Service NO. ED 340 683)

Feiman-Nemser, S. & Parker, M. B. (1990). Making subject matter part of the conversation in learning to teach. *Journal of Teacher Education*, 41(3), 32-43.

GOI (1971) *Education and National Development: Report of the Education Commission, 1964-1966.* New Delhi: National Council of Educational Research and Training

Grossman, P. L. (1989). A study in contrast: Sources of pedagogical content knowledge for secondary english. *Journal of Teacher Education*, 42(5), 24-31.

Gudmundsdottir, S. & Shulman, L.(1987). Pedagogical content knowledge in social studies. *Scandinavian Journal of Educational Research*, 31, 59-70.

Gudmundsdottir, S. (1987a). Learning to teach social studies: Case studies of Chris and Cathy. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, D. C. (ERIC Document Reproduction Service NO. ED 290 700)

Gudmundsdottir, S. (1987b).Pedagogical content knowledge: Teachers' ways of knowing. Paper presented at the Annual Meeting of the American Educational Research Association, Washington, D. C. (ERIC Document Reproduction Service NO. ED 290 701)

Hashweh, M. Z. (1987). Effects of subject matter knowledge in the teaching of biology and physics. *Teaching and Teacher Education*, a, 109-120.

NCERT (2005). *National Curriculum Framework. 2005.* New Delhi: National Council of Educational Research and Training.

NCERT (2009). *National Curriculum Framework for Teacher Education. 2009.* New Delhi: National Council of Educational Research and Training.

NCTE (2014). National Council for Teacher Education (Recognition Norms and Procedure) Regulations, 2014. The Gazette of India: New Delhi.

Panda, B.N., & Tiwari, A.D. (1997). Teacher Education. New Delhi: APH Publishing Corporation.

Shulman, L. S. (1986).Those who understand: Knowledge growth in teaching. Educational Researcher, 15, 4-14.

Shulman, S. L. (1987). Knowledge and Teaching: Foundations of the new Reform. Harvard Educational Review, 57(1), 1-21. Retrieved from http://people.ucsc.edu/ ~ktellez/shulman.pdf on 9th May, 2015.

Van Driel, J. H., and Berry, A. (2010). "Pedagogical Content Knowledge," in Peterson, P., Baker, E., and McGaw, B. (eds.), International Enclycopedia of Education, Volume 7, (pp. 656-661). Retrieved from www.elsvierdirect.com.

Van Driel, J. H., Verloop, N., and De Vos, W. (1998). Developing science teachers' pedagogical content knowledge. Journal of Research in Science Teaching, 35, 673-695.

Dilemma of English Language Teaching in India: Reflections on Problems and Issues

Russell Al Farabi*

ABSTRACT : By offering better economic opportunities and providing exposure to the western entertainment media, the English language has come to occupy an ever important place in people's everyday life in urban India. The objective of teaching English in India, should not be 'producing bookworms' or 'linguistic robots'. What is important is to motivate the students, by creating awareness amongst them regarding the importance of English and then gradually helping the student to attain his goal. The basic objective should thus be, to make the student independent. It has rightly been said, "If you give an individual a fish you feed him for a day, but, if you teach him to fish you feed him for life." It is up to the teacher to make the student realize that gaining competence in English he shall hold the master-key to success in the contemporary world.

English language teaching as a discipline has come into its own during the past several decades both in India and abroad and along with it English language teaching historiography also has gained prominence. It is now possible to cite a large body of literature devoted to this area of study. But in India, even though English language teaching has been going on for many decades there is no document, which contains a comprehensive history of English language teaching in India. Now English language teaching has gained the status of a new discipline and also has gained relative importance on our educational programmes. It is felt that a comprehensive history of English language teaching in India is needed.

The new reality and changing societal perception have entailed a change in the way English language is taught and learnt. Some of the recent changes in the English language curricula – particularly at the primary and secondary level education – have been directed towards a shift in emphasis from grammar-based written English language proficiency to functional proficiency. While this is an important step in the right direction, it has posed serious challenges to the English language teachers who work in rural areas. It is in this context that this article discusses the importance and challenges of training English language teachers in Indian context. The full paper argues that teaching students to acquire functional English language proficiency in rural schools could help prevent a potential consequence of this trend - the widening of urban-rural economic disparity. 70% of India lives in villages, majority of the work force comes from rural areas. The urban rural divide in teaching of English has to be bridged. It is possible only if a committed & honest approach is adopted. Having said that a rural student is equally competent to learn English, an English teacher has to adopt innovative strategies in the classroom. To do that, the English language teachers in rural areas have to be trained first. However, there are formidable challenges that include infrastructural bottlenecks, an urban bias of teacher training programmes and, most importantly, a pervasive lack of motivation among the teachers.

Keywords: Foreign language, Educational programmes, Multi-lingua, ELT..

* Research Scholar, RKM Sikshanamandira, Belurmath

Introduction

English language teaching as a discipline has come into its own during the past several decades both in India and abroad and along with it English language teaching historiography also has gained prominence. It is now possible to cite a large body of literature devoted to this area of study. But in India, even though English language teaching has been going on for many decades there is no document, which contains a comprehensive history of English language teaching in India.It is felt that an analysis of English language teaching in India is needed.

"I would have English as an associate, additional language, which can be used not because of facilities, but because I do not wish the people of non-Hindi areas to feel that certain doors of advance are closed to them. So I would have it as an alternative language as long as people of India require it"

- Jawaharlal Nehru

(from the Convocation Address, delivered at University of Pune on 27th Jan. 1955).

Knowledge of English is now seen more as a necessary skill for everyday living rather than a source of class identity as it has been traditionally construed in Indian society. However, these changes are more visible in urban and semi-urban areas than in rural areas where almost 70 per cent of the Indian population lives. A widening gap in people's English language skills between rural and urban areas has economic implications with a potential for rising urban-rural income inequality.

Need of English Language Teacher Training

In India, teachers are made to teach English language without any clear-cut and achievable aims. Most of the teachers are happy at explaining the meaning of a text in English language, as if it is a subject. Due to the system of education, due to the non-availability of the standardized text books, due to the dearth of regular training to teachers of English and also due to the lack of preparedness among teachers, opportunity to offer a skill based teaching programme is mostly absent. Allen and Corder rightly remark,

"If language is knowledge, then learning it will share some of the characteristics of learning, say, Chemistry; if it is skilful behaviour, it will be something acquire through practice; if it is an object, we may get to know it through descriptions or thorough use, while if it is a social event, we shall wish to participate in the social interactions in which it is manifest".

('Error Analysis and Inter-language', Oxford University Press, p.2, 1973).

In general, primary and secondary level teachers have general or subject specific academic qualifications and often have no specialized training in teaching techniques. Thus, they acquire teaching skills through 'learning by doing'. In a dynamic environment characterized by changes in the focus and content of school curricula,

in student characteristics that are related to their learning abilities and in societal needs and preferences defined by broader changes in the society, this may not be a very effective way of skill building. Even trained teachers may need retraining. Thus, there is a general need for regular training for teachers irrespective of their academic backgrounds and preparations.

This need for training is even more pressing for English language teachers in India, particularly in rural areas. This emanates from the new reality of a predominant position that the English language has come to occupy in our everyday life in recent times. In India, English language skills have traditionally been considered as a symbol of elite social status. Its origin goes back to the British policy of creating a class of English-educated Indians who were to be the interlocutor between the rulers and the ruled. Even after independence, better prospects of employment in government and businesses, and easier leaps to the positions of power made the knowledge of English a very attractive tool for social mobility. More recently, the English language skills of a sizeable population have contributed significantly to India's economic performance.

Raashid Nehal (Associate Professor, Department of English, AligarhMuslim University) in his study conducted under UGC Major Research Project (2010-12) on 'Training Needs Analysis of Secondary School English Teachers at IX and X level in Aligarh: Implications for English Language Teacher Education' reports on perceptions of training needs of English teachers. The data collected were based on a literature survey, schedules and interviews with teachers in a focus group meeting in a teacher training programme. The primary data generated to identify training needs against the backdrop of lack of teacher training opportunities in rural areas.

In this study he finds that Teachers were reporting serious lack of an English environment in rural areas due to a huge shortage of staff and resources. Teachers have low levels of language proficiency and motivation to teach.

Ganguli (2011:2) reports that 'there are districts in UP where only 2 to 5 per cent of teachers can actually teach English'. Students in rural area schools are below average in basic English language skills. Some teachers report that they have to admit all the students without assessing their eligibility test. Students in rural areas are often 'charmed' by the government policy of providing a mid-day meal and many parents visit the school only to collect the scholarship cheques. Teachers are assigned duties related to scholarship disbursement, fee collection, population and animal surveys, in addition to helping to administer election and other non-teaching duties. Some teachers report that the students' attendance rate in the classrooms drops from 75-80 per cent to 25-30 per cent during the harvest season. Teacher absenteeism, high drop out levels and student attendance issues all contribute to making a dysfunctional context, and yet there are popular aspirations for learning English.

According to Azam, Chin, and Prakash (2009), being fluent in English increases wages by 32 per cent in India. The expanded possibility of getting well-paid jobs in

these new service industries has made it clear to a large section of the society that knowing English is a necessary skill for livelihood and good living. The other significant development is that Indian households have now greater exposure to the English language through audio-visual media, particularly television. With the proliferation of satellite and cable television, there has been a rise in the viewership of English language programmes. English has entered the daily life of many Indians through the use of the internet as well. Since most worldwide websites are in English, their uses require the knowledge of the language. Furthermore, the increased use of mobile phones (including smart phones) to send and receive messages, to listen to radio, and/or to surf the internet has contributed to this trend. However, these trends are mostly confined to urban or semi-urban areas.

Rural communities are falling far behind and, unless some efforts are made, the economic divide between the rural and urban areas is likely to widen as a result of this discrepancy, besides other factors. English language education in rural areas with an emphasis on functional proficiency should be an essential part of such efforts. In this context, the recent changes in the English language curricula that emphasize functional proficiency including proficiency in communication skills (speaking and listening, in particular) have been a step in the right direction.

Grey Areas in English Language Teacher Training

Teaching of English in rural or difficult areas is definitely a challenge. It's a challenge in the sense that all theoretical knowledge acquired as part of ELT training goes insane in the classroom. Before discussing the remedial measures, let us take an overview of the grey areas as far as teaching of English in rural areas is concerned.

- English as a phobia.
- English treated as elite over other languages.
- English as an indicator of social status.
- Taught like any other subject.
- Incompetent teachers.
- Substandard teaching material.
- Non-availability of basic infrastructure.
- Hostile socio-cultural factors.

Pervasive lack of Motivation

Perhaps the most daunting challenge is a pervasive lack of motivation among the teachers for professional development through training due to a number of reasons.

First, students are often not motivated. Many of them come from poor socioeconomic background, where returns from English language learning are not perceived to be very high. Students sometimes harbour a negative attitude towards

learning English, which makes it challenging and often frustrating for teachers to teach the language. Frequent absence of students from the class makes their task even harder.

Second, most parents in rural areas are illiterate and they are not involved in their children's education. They are not only oblivious of the content and quality of their children's education, but also disinterested in their progress in studies. As a consequence, some teachers do not feel accountable to the parents and therefore often care less about the effectiveness of their teaching.

Third, the physical environment of rural schools also contributes to the lack of motivation among teachers as well as students. The school buildings are in a dilapidated state. The classrooms are usually small and furniture arrangements make inefficient use of space. English language teaching with an objective of achieving functional proficiency necessitates students' participation through activities such as speaking and listening. Inefficient use of space, however, restricts the teacher's movements and prevents him/her from monitoring students and guiding them in doing language activities. Most rural schools do not have the necessary audio-visual equipment.

Therefore, even if teachers receive training, they will not be able to use those methods due to this lack of infrastructure.

Fourth, In rural areas, due to poor economic backgrounds, students cannot afford to pay for private tutoring. Thus, there is not much scope for the teachers in those areas for supplemental income through tutoring, which in turn leads to a lack of motivation for receiving training. Moreover, there is no formal reward for teaching performance and, therefore, there is no incentive to improve teaching through professional development programmes. Finally, for most teachers there is hardly any prospect of professional mobility and hence no incentive for professional development through training or otherwise.

Need of Multi dimensional Approach

A vast number of rural schools are vernacular medium schools where functional proficiency of the English language has rarely been emphasized. Further, most teachers in such schools have received their education and training under a system that focused on grammar-based written English proficiency. They rarely use the language for communication. Thus, of the four skills involved in language learning, most teachers are usually deficient in listening and speaking. Communicative language teaching requires a multidimensional approach that facilitates context-based learning, activity -based learning, situational, functional and skills based learning. Largely because of a lack of proper training, most teachers are not familiar with this approach. Therefore, a shift in emphasis to functional proficiency requires rigorous preparation of teachers. However, there are formidable challenges.

In the absence of formal training, the teachers will have to train themselves. However, there are infrastructural bottlenecks because of which it is difficult for teachers in rural areas to have access to appropriate references or guidance. There is no or very limited access to good libraries, to higher education institutions, and to the internet. In some cases, even if there is internet access, a majority of the teachers are computer illiterate.

The government-sponsored training programmes are often organized in urban centres.. These locations are easily accessible from different corners of a state or a region. However, there seems to be an urban bias in participation as well. The teachers in rural schools often do not receive any information about the training programmes. Even if they have the information, there are other constraints. The schools do not have the necessary means to support the teachers to participate in these programmes. There are no extra funds available to provide financial support. Also, there is a shortage of teachers in rural schools and the absence of even one teacher from the school disrupts the teaching schedule.

Key areas of Training Needs

Some of these challenges require large investments and long-term solutions, while others can easily be resolved with relatively little effort and in a short time:

First, regular training programmes should be organized in rural areas for English language teachers and these programmes should be made mandatory.

Second, basic computer literacy should be an integral part of such programmes and the use of computer and the Internet should be made a necessary tool of teaching English. Nowadays, providing computers with Internet connections is a relatively low-cost investment. Besides being a source of much needed resources for effective teaching such provision will also break the monotony of teaching and learning in the traditional way. This may also facilitate distance training in which the trainee and the trainer do not have to be in the same location. In some remote places facing a lack of infrastructure, prepackaged study/activity materials (stored in CD or flash drives) can be provided during the training programmes.

Third, there should be some general guidelines for efficient and effective TLM arrangement that facilitates student-teacher interactions and enhances motivation.

Fourth, in the light of the increasing importance of English language teaching in rural areas, there should be at least two trained English language teachers in each unaided rural school. This should be made an integral part of the government's education policy.

Finally, with the revised pay packages, teachers' salary has increased significantly in recent times. However, there are many schools in rural areas, which are awaiting government recognition and aid. As a result, the teachers in those schools do not

receive any salary year after year. These teachers should be included in teacher training programmes and they should receive monetary incentives for participation.

Conclusion

In recognition of the fact that English language has come to play an increasingly important role in our economic, social and cultural life, there has been a shift in emphasis in English language teaching towards functional proficiency. In this context, there is a pressing need for rigorous training of English language teachers who are not ready to meet the challenges, particularly in rural areas. Teachers rely heavily on the textbook as the principal teaching aid and source in the classroom, and lessons tend to be very teacher-centred as a result of this.

Most of the teachers are unaware of alternative language teaching approaches and expressed their desire for training to develop their awareness and skill. There is little incentive in the system to experiment with teaching approaches as the inspection process in schools is focused on coverage of the syllabus rather than teaching methodology.

Any training programme designed for English language teachers in rural areas should address these challenges so that the widening rural-urban gap can be bridged effectively. In the educational scenario of India today, the abilities of teaching and learning English language seem to be sadly lacking. This can be attributed to a number of factors, the major one being the lack of motivation on the part of students due to various reasons such as - lack of awareness regarding the importance and scope of the English language, faculty teaching techniques, lack of interest of knowledge of books which may not have practical application, stereotype kind of syllabi which may not cater the needs of the students. The stalwarts from the field of education need to realize that what is needed is a revolution in the present syllabi which creates bookworms and not efficient communicators. More than offsite training there is an urgent need to conduct training needs assessment at onsite locations. Training opportunities in clusters of schools with similar profiles and needs can be an effective way of raising standards. The objective of teaching as well as learning English in India needs to be defined in clear terms. Only a creative mind free from all prejudices can change things for a "better tomorrow.

References

Azam, M., A. Chin, and N. Prakash. (2009). 'The Returns to English Language Skills in India',University of Houston, USA.

Bansal R. K. (1965). *The Intelligibility of Indian English*, Orient Longmans, New Delhi.

Chomsky N. (1965). *Aspects of the Theory of Syntax*, The M.I.T. Press, Massachuacts,

Corder S. Pit. (1981). *Error Analysis and Inter-language*, Oxford University Press.

Ganguli, A. (2011): 'Innovate and Inspire'. The Hindustan Times, New Delhi, Tuesday,December 27

Gokak V. K. (1952). *English in India*, Orient Longmans, New Delhi.

Krashen, Stephen, D.(1972). *Second Language Learning*, Oxford University Press.

Krishnaswamy, N. & Krishnaswamy, L. (2006) *The story of English in India*, Oxford India Paperback, OUP, India.

Nehal, R (2013). 'Training Needs Assessment of Secondary School English Teachers in Aligarh', British Council.

Yardi V. V. (1977). *Teaching English in India Today*, Samarth Prakashan, Aurangabad.

Role of Culture in Teacher Education —
A Sociological Perspective

Susmita Bhattacharyya*

ABSTRACT : Sociologically speaking culture is sum total of group specific values, ceremonies and way of life in holistic terms. As a social institution education promotes and enables the transmission of knowledge and skill from one generation to another. According to the opinion of Swami Vivekananda education as an inherent component leads to manifestation of perfection and poignancy, catholicity of vision and transparency. Hence Vivekananda's focus on the true vision of education – the core component here is education of the hearts. So, the focal point of his notion is centred on significance of culture in the practical aspect of education. On the basis of Rabindranath Tagore 's opinion the aim of education is self-realization. He defined the concept of self-realization, as realization of the universal soul in one's self. His opinion stresses on psycho – social fulfillment of individual personality in proper execution of education. Eminent sociologist Durkheim defines the importance of education as the medium of socialization. The understanding of common values comes from education. Functionalist theoreticians focus on the function of education as major contributor of social cohesion. As value is component of culture, therefore education has inseparable link with culture. Burnstein's study of linguistic skill is highly correlated with modern relevance in the field of sociology as well as education. The concepts of 'restricted code' and 'elaborated code' signify class distinction which can be related with cultural difference of background. Bowles and Gintis similarly discussed the notion of hidden curriculum. It comprises the learning of discipline, hierarchy and passive acceptance of societal structure. Broader vision defines all these components are aspects of cultural periphery. Paul Willis marked the existence of cultural values in shaping the opinion towards education. Pierre Bourdieu pointed out the inter relationship between the culture of school and home. Thus a link can be established between formal and informal education. In a wider context this is an analysis of cultural reproduction in relation to educational institution. Now several kinds of diversity are visualized in the background of the students. These kinds of cultural diversity can create problems in society in some aspects. To escape from the trap of ethnocentrism multicultural perspective in education becomes the need. This is known as cultural responsive education. Considering this practical approach teacher can become confident in approach of addressing students. Actually multicultural focus of education incorporates the values of comprehensiveness. The teachers should identify specific issues of cultural diversity. A unification of values of education can be achieved by proper synthesis of several cultural traits. Swami Vivekananda's stress on 'man making education' and Rabindranath Tagore's notion of 'self realization' were linked with a common aspect. This link element is inevitability of cultural aspect in education. In fine, it can be said that teacher education needs assistance of cultural element for the attainment of goal.

Key Words : Culture, Cultural Diversity, Value, Ethnocentrism

* Assistant Professor, Department of Sociology, Prasanta Chandra Mahalanobis Mahavidyalaya, Kolkata, West Bengal. e-mail : mithu_susmita@yahoo.com

Modern society is dominated by culture in each and every aspects of life. Sociologically speaking culture is sum total of group specific values, ceremonies and way of life in holistic terms. On the basis of Tylor's definition, culture can be defined as an interconnected set of ways of thinking, feeling and acting which are more or less formalized and which, having been learned and shared by a plurality of individuals, serve both objectively and symbolically to unite these individuals in a particular and distinct collectivity. Actually this definition includes all kind of human activities with an emphasis on patterns of behaviour and values in specific terms. It should be considered that ways of acting, thinking and feeling are more or less formalized. They are highly formalized in the sphere of rituals, rules and knowledge. Hence in the context of teaching the focus is on formalization on a higher level. Less formalization takes place in the sphere of inter relationship between individuals. So teaching as an action is considered as highly formalized whereas the way of teaching is linked with less formalization. Cultural aspect is shared by plurality of individuals. This feature of collective existence is linked with social nature of cultural application. Teaching as a process is related with a number of individuals. Sharing between teaching communities is a necessity for proper execution of the process of teaching. Culture is acquired or transmitted in true sense of the term. Transmission of knowledge is part and parcel of teaching method. Hence all other aspects of culture are intrinsically and extrinsically linked with major propositions of cultural traits. Apart from specific aspects of cultural scenario, symbolic existence is associated with this sector. Teaching method is linked with several symbolic characteristics. Thus a clear link is established between teaching process and cultural traits. It is also said that human beings are distinguished from all other animals on the basis of culture. Education can be recognized as an aid for this kind of distinction.

As institution major aspects of education is related with transmission of norms and values of society. Famous sociologist Durkheim opined that 'society can survive only if there exists among its members a sufficient degree of homogeneity by fixing in the child from the beginning the essential similarities which collective life demands'. It is also well known fact that without these essential similarities, co- operation, social solidarity and social life itself would be impossible. In broader sense these are values of society in general and value of education in particular. Thus through education a link can be established between individual and society. From sociological perspective, education acts as a bridge within individual and society. Fixed set of rules are inculcated from educational system as a whole. Due to cultural diversity of different societies the nature of rules of education can vary from one society to another. In this aspect a link between culture and education is found to exist.

According to Swami Vivekananda it is an inherent component of education leading to manifestation of perfection and poignancy, catholicity of vision and transparency. So education to him is manifestation of values. Swamiji asserted that real education cares for and accelerates positive education. Proper education to him is linked with 'man making', 'character making' and 'life building' ideas. All of these concepts are linked with value system with philosophical linkage. Thus concept of education of

Swamiji is mainly focused on cultural aspect in application of ideology. Swami Vivekananda put emphasis on concentration in the essence of all knowledge. This feature has immense importance on modern teaching method undoubtedly. According to Chakrabarti [2013], the education that caters to the cultivation of goodness in the form of patriotism also steers us to be morally good and sound. Unless the foundation of education is strongly based on the teachings of illustrious thinkers on morality, character building becomes a myth. Swamiji advocates for universal learning and dissemination. 'Education teaches us never to yield before injustice and immorality, coercion and indiscipline, chaos and corruption writ large in man and society.'[Chakrabarty :2013] If a different look is given to the notion of Swamiji's concept of education, it can be easily revealed that he emphasized on the role of culture in this sphere prominently.

Rabindranath Tagore focused on self education. This idea incorporates freedom of every kind with special emphasis to freedom of intellect, decision and knowledge. To Tagore the virtues of equity, harmony and balance should be encompassed in the process of education in the totalitarian perspective. He also stressed that self education can be attained through perfection. Therefore education is linked with the personality development of individual. There is a clear existence of humanistic trend in his philosophical concept of education. This trend sharpens with special reference to mutual trust and love. To him, principal aim of education is to develop power of thinking in own way. All the concepts ultimately lead to the cultural aspects of education in overall sense. Thus the role of culture is considered as the most vital component in education in the opinion of Tagore also.

Eminent sociologist Talcott Parsons thinks that school takes over the role of 'focal socializing agency' after primary socialization within family. So from that way education can act as a bridge between individual and society. According to him, individual has to move from particularistic standard of family to the universalistic standard of society. Education helps people to cope with the transition. As an institution education socializes people into basic values of society. Here also process of socialization and value learning has direct link with culture. 'Researchers, often applying symbolic interactionism and the method of participant observation, have documented the perspectives of teachers and students, the labeling mechanisms within a classroom, the general processes through which classes are constructed and negotiated, the different student roles and cultures which emerge within these classrooms, and the impact of social divisions (gender, class, disability and race) on these interactions.' [Macionis and Plummer:2014]

Some early studies on classroom suggest that, while teachers should be impartial, they are culturally conditioned to access the students' ability by ranking them on a scale of other characteristics. These features include appearance, personality, enthusiasm and conformity. It is also well known fact that these features have little link with actual ability. Some teachers favoured boys over girls. Teachers give them more attention and opportunities to speak. There are some cultural stereo types in

educational system. An example can be Asian girls as passive. There is a practice of labeling students in certain ways like 'slow learners'.

Bernstein considered class differences on the basis of speech patterns and their relationship to educational attainment. Speech is an important medium of communication in teaching. Hence speech pattern can be seen as correlate to the educational attainment. He differentiated speech pattern into 'elaborated code' and 'restricted code'. Restricted codes are some kind of short hand speech. According to Bernstein restricted codes are short, grammatically simple, often unfinished sentences. There is a limited use of adjectives and adverbs in this context. Gestures, voice intonation and so on are main expressions by which meanings and intentions are communicated. Restricted codes are operated in terms of particularistic meanings. These are tied to specific context. These codes are associated to very particular group for usages. These are not explicitly linked with outsiders of the group. Elaborated codes are detailed analysis of meanings. It speaks out relationships and analyses which are naturally omitted by restricted codes. The application of these codes is not linked with particular context. So these are universalistic in nature. Working class people are normally linked with restricted codes. Middle class people are habituated with elaborated codes. This theory analyses the role of culture in communication of educational aspects.

Illich opined that educational institution performs four basic functions in society: the provision of custodial care, the distribution of people among occupational role, learning of dominant values and the acquisition of socially approved skill and knowledge. Illich used the term passive consumption which means uncritical acceptance of existing social order. Interestingly the lessons are implicitly linked with school curriculum. In his words, 'the hidden curriculum teaches children that their role of life is to know their place and to sit still in it.' [As mentioned by A.Giddens in Sociology] He describes different educational frameworks. Study Materials can be stored in libraries and agencies for availability of the students. Provision for communication networks must be there. Vouchers would be given to the students for the exchange of materials. Actually use of technology in education is the key focus of his theory. Thus role of culture is recognized by him in a different perspective.

Bowles and Gintis examined the nature of work and social relationships in the educational system. Hierarchical principle of authority and control are the basis of organization of schools. Teachers give orders, students obey. Teaching process is linked with jug and mug principles. Thus knowledge becomes compartmentalized and fragmented into several academic subjects. They also analyzed that social relationships in schools replicate the hierarchical division of labour in the work place. Alienation from work in later life has a linkage with lack of personal involvement and fulfillment in schools. Hence on the basis of their understanding it can be said that values of educational institution ultimately take significant position in future life of individuals.

Paul Willis focused on 'cultural reproduction' in discussing educational aspect. According to this concept, children of lower class or minority background feel that in school they are not academically sound enough to fight for good jobs. Gradually they come to know about their academic limitations. They have to accept their inferiority in comparison to others. Thus the culture of working class is reproduced by educational institutions through the next generation also. He also exemplified this theoretical construct with the existence of 'lad'. Lads are a gang of white students who are fighting with school authority frequently. They have got pleasure from constant conflicts from minor issues. In their later life they find no satisfaction in work sphere also. Willis pointed out that they have created counter school environment in work sphere. Thus cultural aspects in educational institution reflect in work situation in more or less same way.

Pierre Bourdieu defines dominant culture as cultural capital. Normally cultural capital is unevenly distributed in society. Class difference is easily marked in educational attainment as a whole. He argues that students of upper class background have built-in advantage because of their socialization within dominant culture. The educational attainment of social groups has direct connection with the amount of cultural capital they possess. In discussing the system of educational success, he places greater emphasis on styles. According to him form is more important than content in this situation. He thinks that teachers are strongly influenced by 'the intangible nuances of manners and style'. They are less privileged because of their cultural surroundings with a lack of linkage with dominant mode of culture.

Geographical catchments areas of school are linked with local class structure undoubtedly. 'A well known grapevine' exists which informs parents of where the better schools are; and in turn the parents of middle class children can afford to move their children into areas with these better schools.' [Macionis and Plummer:2014] Research shows that cultures of schools differ greatly. Their reputation also varies. There is a tendency to categorize schools as 'middle class factories with middle class teachers with middle class values.'

There are several aspects of entry of gender difference in education. This differentiation is linked with cultural sphere undoubtedly. Gender typing occurs through the regulation of dresses of girls. School reading texts perpetuate gender images explicitly. It is also observed that girls on average do better than boys in school results. But the girls fell behind after that. Till today a clear disproportion can be marked in subject divisions. The spheres of science, technology, engineering and so on are still dominated by male students. Female students are more in numbers in arts and humanities like literature, history, foreign language, economics etc. In job related courses female students are entering in courses like catering, secretarial jobs. Sometimes teachers become gender biased in their performances. Fact shows that teachers – a] have higher expectations of boys than girls, b] ask boys more questions , c] give boys more helps and encouragements, d] allow boys to dominate discussions, e] underestimate girls' abilities and ambitions and f] are more tolerant of disruptive and unruly behaviour from the boys than the girls. Girls gradually socializes with the

lesson that classroom is also a man's world which gives them lower self esteem, ambition and motivation. These kinds of gender differentiation are also culturally motivated. So the role of culture is extensively linked with the application of teaching method.

In today's world there is a chance of having increasing number of students from diverse cultural and linguistic background in a single classroom. In this context multicultural education or culturally responsive teacher education can be viewed as solution. Now rethinking of traditional teaching approach becomes a necessity. It is also important to fix up guidelines for culturally responsive teaching method. All the teachers have to adapt the required instructions and specific teaching styles in this matter. It should be remembered that curriculum, methodology and materials must be linked with the values and cultural norms of the students as a whole. So, the ideal teacher should take it as a challenge to play the role of reflective practitioner. They have to relate themselves with students and their families. There are several components of multicultural education. First, there is a need for developing cohesive and comprehensive multicultural curricula. For application of this kind of method teachers have to respond the need of diverse learners and their families with the principles of creating new curricula. Second component is socio – cultural consciousness. In normal setting it is obvious that socio- cultural consciousness comprises the way of thinking, behaving and so on. This thought process is somewhat influenced by cultural complex like language, ethnicity, race etc. Teachers should critically examine this kind of identity not only of their own but of the students also. Teachers should go through a thorough inspection for the identities. They must confront all negative attitudes towards specific cultural groups. Third aspect is linked with affirming attitudes towards students. This attitude has an impact in their learning process, belief in self and so on. This method must be established on the basis of feeling of respect of several cultural differentiations. Fourth aspect deals with the role of commitment and skill to act as agent of social change. With this feature teachers can confront different barriers and obstacles to change the previous cultural specific orientation of education. Teachers should develop the skill for overall collaboration. Fifth component is linked with constructivist view. The approach focuses on the idea that all students are capable of learning. Teachers must know what students already know through their experience. Thus they can easily frame out what the students need to learn. This mode of teaching includes critical thinking, problem solving, collaboration and recognition of multiple perspectives.

Self analysis and reflective thinking are parts and parcels of new mode of education. Three levels of transformation of curriculum are associated with this kind of teaching. First level deals with exclusive aspect which is in the lowest level. It represents traditional mainstream perspectives of diversity. The second level deals with inclusive aspect. It represents a mixture of normative and nontraditional diversity of perspectives. The highest level deals with transformed curriculum. It represents structural transformation as a whole. The exclusive level describes minor aspects of diversities. Gender and diverse groups are analyzed in relation to stereo types. In this context

four 'f's are considered for proper description. These are food, folklore, fun and fashion. This component encompasses traditional mainstream experience and stereo types. Here strategically instruction incorporates lecture method, basic question answer and so on. Instructions are mainly teacher centric and examinations are mainly linked with objective answers. The inclusive level focuses on diversity of content though the approach retains the original traditional culture. Diversities are discussed here in comparison to dominant norms. Reading materials include diverse perspectives. There is significant place for social views. Various speakers are associated with this method. Wide spread assessment methods are followed. Teacher centric instruction is practiced here. Students are eager to construct their own knowledge with special emphasis to critical thinking skill. Transformed curriculum challenges the traditional views. It is related with reconceptualization with a thrust on new mode of thinking. Issue oriented approaches are encouraged. Here the student centred instruction is followed. Self evaluation is done by student. Assignments are linked with real life situation. Students learn from discussion with each other. They define several concepts and analyze personal experience thoroughly. This kind of approach represents a shift of paradigm of thought process. Self assessment and reflection techniques are employed for encouragement of sharing. The approach is associated with diverse perspectives, equity in participation and critical problem solving.

Culturally responsive teaching programmes include some specific components. First aspect is related with creating classroom community for the learners. With the help of cognitive process students can construct meanings individually. In this context collective participatory process is part of interaction. Students are also engaged in reflective learning as an application. Second focus is linked with simulation and games. Students participate in games and cross cultural simulations to get an idea of socio cultural differences. Students should be given the opportunity to interact with strangers from new culture. Third focus is on exploration of family history. Students can investigate family histories by interviewing members of the family. This feature will give ideas of cultural influences to the students. In the fourth aspect students can find themselves as members of different communities. This is a part of articulation of socio cultural affiliation. Students can explore personal history in accordance with the idea of identity and values as the fifth component. Actually modern teaching has an inclination towards multiculturalism because a dangerous spell of ethnocentrism can be a threat to universalistic aim of education.

To escape from the trap of ethnocentrism, multicultural perspective in education becomes the need. This is known as cultural responsive education. Considering this practical approach teacher can become confident in approach of addressing students. Actually multicultural focus of education incorporates the values of comprehensiveness. The teachers should identify specific issues of cultural diversity. A unification of values of education can be achieved by proper synthesis of several cultural traits. Swami Vivekananda's stress on 'man making education' and Rabindranath Tagore's notion of 'self realization' were linked with a common aspect. This linking element is inevitability of cultural aspect in education. In fine, it can be

said that teacher education needs assistance of cultural element for the attainment of goal. For the successful role playing of teachers a clear understanding of culture deserves attention. In the days of modern technology the role of culture is also very prominent in the sphere of teacher education.

References

1. Chakrabarty M. (2013), Swami Vivekananda – Philosophy of Goodness, Kanishka Publishers, Distributors.
2. Giddens A. (2004), Sociology, 4th Edition, Polity.
3. Haralambas M. (1996), Sociology- Themes and Perspectives, Oxford University Press.
4. Macionis J. and Plummer K. (2014), Sociology – A Global Introduction, Pearson.
5. Rocher A.(1990), A General introduction to Sociology, Academic Publishers.

Teacher Education in Post Independence India

Pramiti Prabha Tamang*

ABSTRACT : After Independence there was unprecedented enthusiasm and awakening in the field of Education, particularly in the arena of Teacher Education. The Freedom Struggle developed robust enthusiasm and nationalism. The emerging socio-economic and political situations influenced the national scenario of Teacher Education. The Government of India set-up different Committees and Commissions for addressing to the specific issues of education in general and Teacher Education in particular. The achievement of democracy in India resulted in new hopes, new aspirations and new demands of education. It highlighted the short-falls and inadequacies in the existing education system. Education became a source and outcome of democratic spirit and interest. An unprecedented expansion of education, particularly at the school stage made a major stride. A large number of teachers were untrained and attempt was made to clear the backlog. The main concerns of teacher education were pertaining to both quality and quantity.

Key Words : Teacher Education, Commissions.

Introduction

The advent of democracy in India resulted in new hopes, aspirations and demands on education, and in highlighting the shortfalls and inadequacies in the existing educational system in relation to the seemingly insurmountable targets and ideals to be pursued. In 1948, the Central Institute of Education was established in Delhi and the Government Training College at Allahabad was developed into the Central Pedagogical Institute. Broader concept of teacher education was seen through the Committees and Commissions which are as follows :-

The University Education Commission (1948-49)

Just after Independence the University Education Commission was appointed under the chairmanship of Dr. S. Radhakrishnan. The Commission submitted its report in 1949. The Commission observed that obviously there was no difference in the theory papers offered in the various teacher-training colleges. But there was much difference in practice followed by them. The number of supervised lessons varied from ten to sixty and the type of practice teaching and student teaching varies from one to another. The Commission observed-that the training colleges had no basic orientation in the essentials. For improvement of teacher training, it suggested that

* Assistant Professor: Damber Singh College, Samdur, Tadong. Email: pramititamang88@gmail.com

the teacher educators must look at the whole course from a different angle, that the theory and practice should support each other; that the intelligent following of rule of thumb methods should be made; trainees be recruited from people having a first hand experience of school teaching; that courses in the theory of education must be flexible and adaptable to local circumstances; that original work by professors and lecturers in education should not suffer from isolation and lack of interuniversity planning.

The Plan Period in Fifties

In 1950 the first conference of Training Colleges in India was held at Baroda and exchange of ideas took place. The conference discussed programmes and functions of the training colleges.

In the following year, i.e. 1951, the second All India Conference was held at Mysore. It discussed the teacher training programme in a broader perspective and suggested substituting the term "Education" for "Training" and widened its scope. In the same year, a six-week summer course in education was organized for college teachers at Mysore. The syllabi in teacher education were revised, new areas of specialization added, and practical work improved. There was a spurt of work-shops, seminars and conference on teacher education.

The Secondary Education Commission, (1952 -53)

One of the important events of the plan decade was the Report of the Secondary Education Commission. It analyzed the problems of teachers and the training programme in great depth. It emphasized that the most important factor in educational reconstruction is the teacher, his personal qualities, his educational qualifications, his professional training and the place he occupies in the school as well as in the community. So the Commission made recommendations on all these aspects and found three types of teacher training institutions viz., (a) Primary (Basic) Teacher Training, (b) Secondary Teacher Training Institution and Training Colleges. It suggested two types of institutions: (i) for those who have taken the school leaving certificate, for whom the period of training be two years, (ii) for graduates, presently of one academic year but extended as a long-term programme to two academic years. The graduate training institutions should be recognized and officiated to the universities which should grant the degree, while the secondary grade training institutions should be under the control of a separate Board. It recommended training in co-curricular activities, refresher courses and research work for the M.Ed. degree. It recommended three years' teaching experience for M.Ed. Admission, after graduation in education.

The enthusiasm for seminars, work-shops, etc., led to the establishment of Extension Centres. In 1995 the All India Council for Secondary Education was established. The Council through its Extension Centres imparted in service education. In 1957, the All India Council for Elementary Education was formed.

The Second Five Year Plan was launched in 1955-56 and it was contemplated that 68 per cent of teachers would be trained by 1960. An amount of Rs. 17 crore was apportioned for increasing training facilities.

All India Council of Secondary Education Established an Examination Reform Unit in 1951. The Directorate of Extension Programme for secondary education was set-up in 1959 to coordinate and run the extension programmes. In the same year the Central Institute of English was established at Hyderabad to train teachers in English and to conduct research in the field.

The Sixties

The first National Seminar on the Education of Primary Teachers was held in October 1969. The findings of the seminar were presented in the Report of the Study Group on the training for Elementary Education. The findings reflected a sad state of affairs. The institutions were poorly staffed and equipped and that every teacher should be trained and the State Government should plan a phased programme to attain the targets. It recommended selection of some training institutions as models for developing primary teacher education on the right lines. Optimum size of training institutions should be 200 trainees. It recommended that Primary school teachers should also be included in the extension programmes. It advocated the setting up of State Institutes of Education. During 1962-63 Extension Training Centres in Primary Teacher Education Institutions started functioning. The State Institutes of Education were established by 1964 and a Department of Teacher Education was established at the National Institute of Education.

During this period National Council of Educational Research and Training (NCERT) was establishment in 1961. It was intended to improve school education to training, research, publication and co-ordination. The NCERT established four Regional Colleges of Education, one each at Ajmer, Bhubaneswar, Bhopal and Mysore.

The Committee on Plan Projects (COPP) set-up a study team for selected educational schemes in 1961 which submitted its report on Teacher Training in 1964. The findings of the Committed were that teacher training institutions contributed only marginally to educational thinking, the training colleges had inadequate laboratory facilities and teaching equipment; there was practically no room for experimentation and innovation in the teacher education programme.

These were shocking but correct observations. A Centre for Advanced Studies in Education was set-up by the UGC in the Faculty of Education and Psychology in the M.S. University of Baroda. In 1964, at the Seventh Conference of All India Association of Teachers' Colleges, it was proposed that comprehensive colleges be set-up to bridge the gulf between Primary and Secondary teacher training institutions. The Conference recommended the setting-up of a State Council of Teacher Education.

The Kothari Commission, (1964-66)

The Commission very correctly diagnosed the ills in teacher education and suggested practical remedies. As a result of the suggestions of the Education Commission, 1964-66, some changes were introduced in teacher education. An M.A. degree in Education was introduced in some universities, such as Aligarh, Kurukshetra, Kanpur and some others. Some Universities introduced summer schools and correspondence courses to meet the backlog of untrained teachers and some States set-up. State Boards of Teacher Education. These changes were welcome steps in the field of teacher education and were expected to meet the needs in this field.

The Planning Commission in the Fourth Five Year Plan (1969-74) laid emphasis on Teacher Education for improving its quality, training more women teachers and teachers from tribal communities, training science and mathematics teachers for the middle classes and organizing in-services training. It suggested correspondence courses for the training of teachers already in-service. It recommended greater co-ordination between the NCERT and the SIEs for qualitative improvement in school education. It also suggested training Programmes for teacher educators.

The Seventies

A Joint session of the members of the NCTE and UGC panel on teacher education met in 1976 and drafted an approach paper on teacher education. The NCERT developed programmes for training teachers already in service through a number of centres of continuing Education.

In 1975 through the 42nd Amendment of the Constitution, Education was brought to the Concurrent list. Due to change of Government at the Centre, this brought a commitment to education and some important changes were witnessed in the eighties.

The Eighties

National Policy on education (NPE) and Programme of action (POA). The Government of India in 1983 set-up two National Commissions on Teachers. One was to deal with the issues relating to teachers at the school stage and the other to teachers at the higher education level. Both Commissions had very wide terms and reference right from the objectives for teaching profession to the National Foundation for Teacher's Welfare. These Commissions met the cross-section of the society and elicited their views with regard to the improvement of teaching community.

Challenges for the Education Policy

In August 1985, the Government of India brought out a document "The Challenge of Education: A Policy Perspective." This envisaged an educational system which would prepare the youth for the 21st century. The document acknowledged teacher performance as the most crucial input in the field of education, but lamented that much of teacher education was irrelevant, that selection procedures and recruitment systems were inappropriate and the teaching was still the last choice in the job

market. It laid emphasis on aptitude for teaching in the entrants on reorganization of the teacher education programme and on in-service education.

The document was debated and discussed widely in the country and the recommendations of the educationists, thinkers and workers were submitted to the Government of India for inclusion in the Education Policy, 1986. According to National Policy on Education (NPE) 1986, stress was given to the teacher education programme. Training schools were upgraded to District Institutes of Education and Training (DIETS) and training colleges were upgraded into Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs). There was provisions for research and innovation in IASEs.

The revised National Policy on Education, 1992 also emphasized the functioning of teacher education institutions.

There has been development in terms of both infrastructure and curriculum transaction as per the NPE and POA, 1986 and 1992. A lot of money is being spent on infrastructural improvement and organization of various in service programmes. By the year 1998-99 there were 45 DIETs, 76 CTEs and 34 IASEs. But the impact of all these on teacher education for quality improvement is found very marginal. The NCTE has also tried to impose the norms and conditions for recognition of these training institutions. During the year 1998-99 the NCTE received 2426 applications from the existing training institutions for recognition and conducting teacher training courses. Recognition was subsequently granted to 408 institutions in addition to 1294 institutions accorded provisional recognition. Similarly, 1349 applications were received for starting new institutions and courses. Recognition was accorded only to 277 new institutions/courses. Besides, provisional recognition was accorded to 1035 institutions.

The Nineties

During 1990's the NPE was revised by Acharya Ramamurthy Committee and it gave a humane approach to education emphasizing more on value oriented education. It also saw the emergence of NCTE as a statutory body of the Govt. of India when NCTE Act of 1993 was passed by parliament. NCTE came into effect on 17th August 1995 for planned and coordinated development of teacher education system across the country. Policy of Liberalisation, Privatization and Globalisation (LPG) stated during this period when Indian market was opened to foreigners and free trade and commerce was encouraged.

The Two Thousands

The first decade of the twenty first century had the privilege of the liberalization policy introduced in early nineties. The education sector was opened up for private sector participation and there was Public Private Partnership (PPP). Foreign Universities are encouraged to set up their campaign in Indian soil and spread education, Many Private Universities came into being during this period so also the deemed universities becoming full fledged universities by UGC under section 3 of UGC Act 1956. National

knowledge commission has been set up which recommends to achieve Gross Enrolment Ratio of 15% by 2015 in higher education.

After universalisation of education and flagship programme of Sarva Shiksha Abhiyan, now efforts are made to universalize secondary education through Rashtriya Madhyamik Shiksha Abhiyan (RMSA). The 11th plan in therefore called education plan as it gives more emphasis to education especially higher education. During this period a number of central Universities has came up and 11T's and 11M's have set up their new campaign to spread quality engineering and management education across the country.

Conclusion

The development of teacher education has been traced in the post independent period. Important   suggestions and recommendations have been made from the time of independence. From the University Education Commission (1948) to the decade of the 2000 importance has been given to teacher education, its development and enhancement. The establishment of UGC, NCERT, NCTE and NAAC have had substantial impact on teacher education.

References

Mohanty, J. (2003) Teacher Education. Deep and Deep Publications Pvt. Ltd., New Delhi

Sharma, Shashi Prabha (2004) Teacher Education in India. Vikas Publications New Delhi.

Qualities of the Teachers and Level of Competence

Ratula Mukherjee*

ABSTRACT : Very often it is experienced that some teachers have 'flair' for teaching. This is because of their different personality traits which make them popular to the students. They may possess outstanding appearance, physique, pleasing manner, fine voices, kindliness, sense of humour, vast knowledge and so on. This popularity in terms of teacher-learners relationship makes the overall education system successful. It is found that whatever the personality of the successful teachers are, they must have certain identifiable characteristics which are, according the study, the prime steps towards achieving the healthy education system. These characteristics are Honesty, Reliability, Determination and Efficiency. These are values that should be nurtured through a specific way so that they could be implemented in education process. Teacher education system can be taken as the way to build up these qualities to the teachers to strengthen the competency level. Teachers play different roles in the system as the resource persons, guides, evaluators and so on. They are considered as the prime persons outside the home who could help the students in any problem they face. The four qualities along with the skills can be treated as the potent means to the teachers to establish and develop themselves as the part of a proper education system. These four qualities influence the response, obedience and co-operation of the students/learners. The present paper has tried to establish the magnitude of four qualities and their roles which should be advocated and adopted through the teacher education curriculum.

Key Words : Teaching personality, values and qualities, honesty, reliability, determination, efficiency, roles of teachers, teacher education.

Introduction

Since the time immemorial, every society has been establishing its own culture, customs, beliefs and overall values. These form the pattern of life of this society. Every child learns the patterns of life style, behavior which are expected of him and these expectations embody the values of the society. The child imbibes, imitates and internalizes the values of the society from the family informally. Initially, the process of acquiring values, ethics and so on moral standards as well as the knowledge is started from the parents, elders and other members around the society. It is a continuous process of socialization which is inter-related with the education. In addition to this informal ways, the formal and institutional education plays the most vital role in bringing the children up to their adulthood. It is the period in which the

* SRBT College, Darjeeling. E-mail: ratulamukherjee@ymail.com

children are expected to acquire the materialistic knowledge and the values- they have to learn what is 'right' or 'wrong', 'good' or 'bad'. In the process of such learning, teachers are considered as the potent ones who transmit the knowledge and values. And, in this regard, teachers' acceptability to the students is a most important criterion for developing a proper education system. Their credibility is assessed by the students within no time. It is true that some teachers have 'flair' for teaching. They are well accepted and respected by the students. There are several reasons behind their success. They may have prepossessing personality, vast knowledge, gentle appearance, good sense of humour, physique and so on. But, at the end of the day, they gain popularity among the students because they play different roles as teachers. Primarily, teachers are the resource persons, guide, and mentors. Moreover, they seem to be the shelter of the students. Students, outside the home, seek for such people who extend their hands affectionately at times when they face troubles- psychologically or socially. Teachers must have the qualities to maintain these roles. The central concern of this paper is with the roles of the teachers in the education system and the qualities they must possess or acquire through the teacher education system. The paper suggested four qualities as prime values that should be incorporated to the teachers as the means of establishing and developing their credibility and acceptance to the students. These are Honesty, Reliability, Determination and Efficiency which ultimately make potent teachers.

Role of Teachers

Every society has its own value system and inculcates these values to achieve the utmost prosperity in the field of material and spiritual world. The social, economical and political destiny would be directed by the values the concerned society adopted. The education system is the prime potent factor most likely to influence the man's behavior, attitude and values and thus the society has developed such education system that enforces these values by emphasizing the cognitive and psychomotor domains. The children and learners evolve their values and form their attitudes from the family and certainly from the school. Hence, the teachers are considered the potent educator to the learners. Thus, they would likely to be competent to espouse these qualities. Teacher education must manifest the curriculum to nurture the qualities inside the teacher learners.

Teacher has different roles either in the classrooms. They have to fulfill two basic sets of functions. The first one is concerned with the major activities of teaching, instructions, evaluation. The second one is related to the motivation of students, maintain the control and creating the environment for learning. Teachers have to play different roles simultaneously in the classroom as required to fulfill the total teaching situation. They have the roles regarding –

- Resource (as the person with knowledge and skills)
- Guide (provides guidance to the learners)
- Evaluator (judge the students in every respect)

Moreover, they should –

- help students to control their anxiety,
- help students to build confidence,
- meet the psychological needs of students through affection
- be attentive to the students to support them in case of any frustration they come across.
- build warm and friendly relationship with the students

Most of all, teachers should be a role-model to their students; the creative role of the Teachers and their resourcefulness can have a great impact on the learner's perspective character. Teacher –Learner interaction is developed by the mode of indoctrination, impressionism and emancipation. While the first one has the risk of impermanence, the second one is more effective for building the effective educational situation. Through a demonstrable conduct and righteous way of living, Teachers can motivate and inspire the learners.

The four qualities teachers should adopt

Whatever the roles teachers play, all are concerned with the effective teacher-learner relationship. In spite of any other personality criteria, the four qualities viz. Honesty, Reliability, Determination and Efficiency are the qualities which will most influence the students/ learners response, obedience and co-operation.

Honesty

Honesty, the word, here is associated with a quality of desire. It is the value that would be better described as the teachers' attitude towards their job. Some impressions of teachers create negative minds of the students, especially to the children e.g. –

"Why do I try to teach more intensively?"

"It is the syllabus and I do only according to it."

"I do it because I'm paid to."

It is duty of teachers to make the students realize that their teachers are honest in their desire for their achievement, honest in their determination to help them to achieve success, developing their skills. Teachers should be honest in their desire to make them happy, make them confident, make them capable of overcome all these psychological and social barriers. The multi roles of teachers to be played (narrated above) are only possible when the 'value of honesty' in terms of desire and determination is possessed by the teachers.

Reliability

Teachers' upright behavior influence students/learners a lot, especially at the time of the stage of their mental, physical and emotional development. The adolescent period shows immaturity and instability in every respect. A teacher could show them

the right way at this fumble stage, what is 'right' or 'wrong', good' or 'bad'. At this very stage, students seek persons who support them, navigate them the right way, offer them the examples of stability, and confirm the values they are being taught to respect. The teachers act as reliable mentors who extend their hands with attention and regard towards the students.

Teachers should know the meaning of reliability to the students. Their attitudes are also evaluated by the students. They at once despise an unreliable teacher who shows –

- instability and inconsistency in their attitudes – e.g.

  "promise to do something but never do it"

  "say one thing but do another one"

- lenient in their activities – e.g. not punctual in their daily course of duties, showing indifference in attending the students' problems.

Unreliability in teachers is one of the prime causes of students' misbehavior, inattention in the classroom. As the little learners want to follow their teachers, imbibe or imitate their activities, the teachers' miss-conduct influence a lot to them.

Determination

Determination is a value teachers possess that would at once be respected and accepted by the students. Determination is followed by other four Ds- Devotion, Duty, Discipline and Discrimination. Teachers' intention to proceed the right track through love and feelings for students and exactly doing it is the Devotion that gains immediate approbation from the students. Teachers must know what to do exactly for the development of the students and it is their commitment or Duty to carry on the standards of work patiently and firmly. These teachers rarely experience disciplinary problems. Teachers should be determined to establish Discipline by formation of good habits and thoughts through their own activities. It is the 'impressionism' that a student follows his/her teachers' activities, views or thoughts. Teachers have to Discriminate good and bad thoughts and actions; these are followed by the students.

Students generally love to progress and when they perceive that their teachers guide them towards the goal they seek to achieve, they at once respond to these teachers' teaching in a responsible way.

Efficiency

Efficiency has multi-lateral meanings in case of teaching paradigm. The classroom situation as well as some outward environment is influenced and controlled by this quality. Professional competence as well as knowledge and skills are considered as the teachers' efficiency, without which the classroom situation and outside environment should become a nightmare. The students hold in disrespect the teachers

who fumble their way through a lesson, unable to create interest in the study, unable to understand the students' capacity, ability or their psychological needs. The students once assess the teachers' inefficiency, they become casual and careless in the classroom. On the other hand, efficient teachers will have a significant influence on the students' response, behavior and attention.

Professional Competence

It is a cumulative quality that embraces the teachers. Inter-relation of variety of skills, knowledge and human qualities form the professional competence. This depends upon main four abilities. These are-

(i) Ability in the subjects which have to be taught and create interest to the students;

(ii) Ability to understand the students;

(iii) Ability to adapt the knowledge and skills a teacher possesses to the age, aptitude and interests of the students (utilize effective teaching method)

(iv) Ability to use certain essential skills (e.g. drawing, speech etc.)

Knowledge and Skills

Knowledge and skills of teachers is the prime quality by which they gain the students' respect. 'Knowledge is power'- students respect knowledgeable teachers who have firm grip over their subject and dexterity in performing some craft or skill. Teachers' ignorance in subject, inability to draw a diagram renders only the students' disrespect.

On the other hand, if teachers, being update and able to answer the students' query, even outside of the subject matter (i.e. when the teacher's knowledge is not static or stagnant), they gain admiration.

As for example, teachers of biological science should have a firm grip over their subject. With addition to it, if they can illustrate a complex matter in a simple way with a satisfactory diagram, they are accepted as the persons the students look for.

Teachers must be thoroughly conversant with their students, must know what the students want to know, what their interests. Teachers' knowledge should be dynamic and many-sided for easy interaction with the students.

And, the most relevant and important question could be raised regarding 'knowledge'- knowledge of teachers themselves. How many teachers attempt to analyze their personalities, their attitudes towards the students, their own values? This attempt of self-analysis and self-realization should be very much vital to see own selves as their students see them. Teachers should examine regularly their behavior, actions and motives. If they pay as much attention to themselves as they pay to their students, many disciplinary pitfalls could easily be omitted.

Conclusion

The formal education offers the child not only a world of knowledge but a process of socialization. Teachers, in such system of formal education, are considered as the potent persons who opens the child's mind up as resource persons, help the child as mentors, as guides, as attentive counselors in case of psychological and social problems. In this regard, teachers play different roles and they must have some specific qualities to attain the height of competence. Teachers' popularity does only mean the acceptability to the students. The teachers would be successful only when they could manage the classroom situation as well as the total educational environment properly and positively and when their credibility is well accepted by the students. The paper suggested the prime qualities or values that teachers must possess to establish proper, healthy and effective education system are Honesty in terms of their desire to devote themselves for the students, Reliability in terms of their attitudes and behaviors, Determination in terms of their consciousness about duties, devotion and Efficiency in terms of professional competence and skill and knowledge. The paper stretches on the attempt of self-analysis and self-realization by means of which many disciplinary problems could be avoided. These qualities are the prime forces to gain the students' respect, co-operation and acceptability.

Reference:

1. Dunhill, J (1965), *Discipline in the Classroom*, University of London Press Ltd., London
2. Evans, E.G.S. (1969), *Modern Educational Psychology*, Routledge & Kegan Paul Ltd. London
3. Hoyle, Eric (1969), *The Role of the Teacher*, Routledge & Kegan Paul Ltd. London
4. Ruhela, S.P. (ed.),(1990), *Human Values and Education*, Sterling Publishers Pvt. Ltd., New Delhi.

Teacher Education Programme in India: a Critical Evaluation

Nivedita Bhattacharyya*

ABSTRACT : Teacher educations programmes are concerned with are autonomous and self-directed adult learners. They need to be based on an adequate understanding of how adults learn and have a vast amount of life experiences and knowledge, are pragmatic and goal-directed and respond better to problem -centred methods like discussion, symposia, group work, projects, etc. In transaction of this component, student teachers should be given challenging assignments for which they have to consults books, journals, community resources, etc. In short, participatory and interactive learning approaches should be given importance in transaction of this component. In this perspectives the recommendations of different Commissions and Committees on Teacher Education have been discussed.

Key Words : Teacher Education ; Recommendations or commission and committees.

Teacher education is based on the theory that "teachers are made, not born" in converse to the assumption, "teachers are born, not made". Teachers are the extreme resources of any education system. They converse knowledge, skills and values and acknowledged as the spine of education system. Therefore quality of the teacher is crucial and has been notably connected with the quality of education in general and students learning outcomes in particular. Education of teachers not only facilitates reinforcement of educator by preparing skilled, committed and resourcefully well qualified teachers who can meet the demand of the system, but also functions as a link between schooling and higher education. The most valuable mode to develop good teachers in a vibrant and changing environment is to commence with a well developed pre-service teacher education programme and continue with career long learning opportunities. Teacher education, therefore, is a fundamental element of the education system. A weak programme of teacher education cannot serve this purpose. Academic and professional skills are reliant of each other. There is barely any difference between the performance of trained and untrained teachers because of outdated teacher education curricula. Teacher Education curricula have to amalgamate and combine them into a merged whole likes the curricula of medical sciences. The renovation of teacher education curricula has, thus, become an urgent need of the hour. It has to be changed from information based to experience based

*   Asst. Prof.,Siliguri B.Ed College

and has also to be transformed from learning within the four walls of the class room to learning in the wider social context the classroom. There has been a shift towards student centered, classrooms with teacher's role more as catalyst of learning rather than an authoritarian master. Unlike in the past when the teacher was entrusted with transferring the contents of curriculum to inert listeners of students, today new experiments are being tried out in the classroom that includes project based learning, development of thinking skills, and discovery learning approaches.

Major Recommendation of various Education Commission and Committees on Teacher Education

Since independence, quality improvement and indianisation of teacher education had been the two top priority apprehensions of educational planner which is revealed in the recommendations made by various commissions and committees of government of India periodically. In post independence era the prime objective of policy maker of teacher education to modernize the teacher education curriculum with the school curriculum separating from the colonial legacy. Kothari Commission, Chattopadhyay Committee Report , Acharya Ramamurthy Committee, few national curriculum frameworks and numerous seminars and researches that were found to discuss improvements in elementary and secondary teacher education, from time to time articulated fear over the poor quality of teacher education. These commissions firmly believed that existing teacher education should be restructured by creating balance between theory and practice, and assessment of learner's achievement.

Khotari Commission (1964-66)

This commission widely agreed with all stages of education, from pre-primary to higher level, as well as the vocational and technical education etc. The commission declared, 'The essence of programme of teacher education is quality and in its absence, teacher education becomes, not only a financial waste but a source of overall deterioration in educational standards" .This commission suggested for reorientation of subject knowledge; vitalization of professional studies and to root the entire curriculum in Indian conditions; development of special courses and programmes; and revision and improvement of curricula. The eventual teachers require courses which will assist them to make a proper perspective of life, of our cultural heritage, and, of problems and aspirations of the nation as well as of human culture, and civilization in general that was predicted by Kothari in his recommendation. It emphasized also the need for teacher education to be taken into the conventional academic life of universities & relate the curriculum directly to the teacher's responsibilities and to Indian conditions, problems and studies.

National Curriculum Framework 1978

NCTE for the first time brought out a curriculum framework for the teacher education in the year of 1978 covering entire continuum of teacher education and suggested severe changes in the traditional approach to teacher education starting from basic philosophy of teacher education to its objectives, structure, content and

methodology. NCF recommended reduction of wightage for theory courses, development of training packages for core skills and special skills in different subjects, orienting practice teaching towards the development of competencies and skills encouraging innovative practices, experimentation and research. The framework also argued the curriculum structure for each stage of education and suggested several organizational and administrative reforms and for scheming the growth of teacher training institutions through manpower planning. Investigation of the three curriculum frameworks reveals that there is pattern swing in the content, structure and transactional strategies. The structure encompasses curriculum areas, both theory and practice. This framework suggested first time for pre-practice teaching activities including simulated teaching and model lessons delivered by teacher educators. The curriculum as per 1978 curriculum framework is apprehensive three dimensions, namely, pedagogic theory, working with community, and content-cum- methodology courses..

The Chatterjee Commission (1983-84)

This commission recommended some actions on pre-service teacher education. The recommendations includes effective selection procedures, systematic internship or practice of teaching and curriculum, study of education as a discipline, recruitment before teachers' training where possible, study of four-year integrated course, and adequate physical facilities, use of technology in the training of teachers, restructuring the curriculum ,etc. This commission has suggested regarding in-service teacher education shall be given more weightage by the administrative support and which to be imparted to the teachers according to their requirement.

Yashpal Committee (1985)

This committee suggested that the content of the program should be reorganized to guarantee its significance to the changing needs of school education. The stress in these programs should be on enabling teacher trainees to acquire the ability for self-learning and independent thinking. This Committee recommended that the process of curriculum framing and preparation of textbooks should be centralized so as to increase teacher's involvement in these tasks. It further noted that inadequate programme of teacher preparation leads to unsatisfactory quality of learning in school.

National Curriculum Framework (1988)

After the releasing National Policy on Education (1986), NCTE developed the curriculum framework of 1988 with considerable propositions for fortifying and remodeling the curricula of all the stages of teacher education. In addition to, stage relevant specialisation and additional specialisation was added in 1988 curriculum. It also recommended to structure teacher education system into horizontal and vertical mobility to intregating to each other. The changing role of teacher had been strongly highlighted in this framework .Learner centred approach and reorientation of the process of education by applying interactive style of teaching, and importance to non scholastic areas are the chief proposition of this framework. It also suggested for

keeping a balance between theory and practice by advocating central place to practicum or field work with appropriate weightage .

Acharya Rammurthi Committee (1990) reviewed the National Policy on Edudcation(1986) and recommended revamping of teacher education programme at the elementary stage, and emphatically stressed the need for integration of theory and practical courses. Besides other relevant recommendations, Internship model of teacher training was also highlighted. To make a success of the internship model of training, the committee further recommended realistic field situation for teachers and supervised teaching in the field for a long duration.

School education has been occasionally passed through different curricular and other reforms. National Council of Educational Research and Training (NCERT) is an apex body which has always played a significant role in this reforms and activities.

The curriculum framework of 1998

This framework recommended for two years practice teaching for both primary, and secondary school teachers to provide more opportunity to trainee for practicing teaching and related practical work by reducing the weight age on theory papers up to 40%.Rapid change in international scenario due to globalization, privatisation, and communication technology were reflected and impact on the proposition of this framework. Commitment, competence and performance are the three pillar in developing curricula and programmes for teacher preparation

This Framework offered separate course structures for primary and elementary levels, and Academic and Vocational streams of senior secondary teacher education. Physical education and students with special Needs were included in curriculum for teacher education.

National Council of Teacher Education (2008)

One of the objectives of teacher education according to NCTE (2008) is to develop critical awareness about the social realities which can be achieved through these types of activities which may help the future teachers to grow and develop the insights into "sensitivity to and attitude towards social problems" and due emphasis given to community-based social work Such programme will help student teacher to deal with people belonging to different socioeconomic groups, which will ultimately help in knowing their problems and element of culture. It has tried to integrate the changing school contexts and demands in the light of newly implemented Right to Education Act (RTE 2009), issue of academic burden of students, and universalisation of secondary education that have implication for teacher education

The National Curriculum Framework for Teacher Education (2009)

National Curriculum Framework for Teacher Education 2009 is a most important effort to revive school education as well as teacher education towards modernisation, contextualisation and professionalization has been prepared in 2009) .Through this

curriculum framework an attempt has been made to not only address the issues, concerns and pedagogical shifts visualized by NCF 2005, but, also systematize the complete teacher education curriculum as an natural and integrated whole.

The foremost apprehension addressed by this framework comprise inclusive education, ensuring equitable and sustainable development, utilizing community knowledge in education, and integration of ICT and e-learning in the curriculum of teacher education which is in tune with the thrust of NCF 2005 and the needs of contemporary Indian society. Therefore, the traditional approach to teacher preparation based on philosophical, sociological and psychological orientation of courses has shifted to 'carefully crafted curriculum design that draws upon theoretical and empirical knowledge as well as student teachers' 'experiential knowledge' (NCFTE 2009).

It criticized existing curriculum relating to theoretical discussions of teacher education institutions to the classroom realities and advocating to incorporate the socio-cultural contexts of education, giving more weight age to the field experience of student teachers in all courses through practicum, visits to innovative centres of pedagogy and learning, classroom based research, longer duration of internship.

Suggestions and Conclusion

In spite of various commission and committee's recommendations for fundamental change in teacher education programme from training to education but still we are in obscure goal. Educationists observed that the evolution from academic theories in universities to classroom practice has often been very sharp suggesting that student teachers are not properly equipped to put into practice current pedagogy and interactive skills that have been theoretically learnt. The present teacher education programme is also inadequate to meet the challenges of diverse Indian socio-cultural contexts and the paradigm shift envisaged in the NCF 2005.

Teacher educations programmes are concerned with are autonomous and self-directed adult learners. They need to be based on an adequate understanding of how adults learn and have a vast amount of life experiences and knowledge, are pragmatic and goal-directed and respond better to problem -centred methods like discussion, symposia, group work, projects, etc. In transaction of this component, student teachers should be given challenging assignments for which they have to consults books, journals, community resources, etc. In short, participatory and interactive learning approaches should be given importance in transaction of this component. The teacher in near future will be expected to function in the context of rapidly changing socio-cultural, political and techno-economic scenario, onset of information revolution, value crisis, increasing complexities in society and classroom. The present century teachers ought to be highly skilled in management of stress and emotions. In short, participatory and interactive learning approaches should be given importance in transaction of this component.

References

Governmento f India (1985); ChattopadhyayaC ommitteeR eport(1983-85): The Teacher and Society, MHRD, New Delhi.

Dunking, Michael, J. (1987) *The International Encyclopedia of Teaching and Teacher Education*,(Pergamon Press: Oxford)

Elahi, Nizam (1997) *Teacher's Education in India*,(New Delhi: APH Publishing Corporation)

Government. of India (1964-66): *Education and National Development: Report of the Education Commission, 1964-66 (Kothari Commission Report)*,(NCERT, New Delhi: Ministry of Education)

–1985: Chattopadhyaya Committee Report(1983-85): The Teacher and Society, MHRD, New Delhi.

–1986: *National Policy on Education* (New Delhi: Ministry of Human Resource Development)

–1990: *Report of the Committee for Review of National Policy on Education* (Acharya Rammurthi Committee), (New Delhi)

–1993: *Learning without Burden, (Yashpal Committee Report)* (New Delhi: Ministry of Human Resource Development)

Mishra, Loknath(ed)(2013):*Teacher Education: Issues and Innovation*,(New Delhi:Atlantic Publishers & Distributors(P) LTD)

Mohanty Jagannath (2003) *Teacher Education in India*,(New Delhi: Jain Book   Agency)

NCERT (1978): *Teacher Education Curriculum a Framework*. New Delhi,

–2008, *Executive Summary of National Focus groups position papers*, (New Delhi).

NCTE (1988) *National curriculum Framework for Teacher Education*, (New Delhi)

–1998: *Curriculum Framework for Quality Teacher Education*, (New Delhi)

–2005: *National Curriculum Framework for School Education* (New Delhi)

–2009: *National Curriculum Framework for Teacher Education: Towards Preparing Professional and Humane Teacher*,(New Delhi).

Siddiqui M. A., A. K. Sharma and G. L. Arora (Eds.) (2009): *Teacher Education: Reflections towards Policy Formulation*, (New Delhi: NCTE).

Singh,Amrik(1991) Ramamurti Report on Education in Retrospect, *Economic and Political Weekly, 29 June*

Siddiqui, M.A., Sharma, A.K & Arora, G.L. (2009). *Teacher Education: Reflections towards Policy Formulation*.(NewDelhi:NCTE)

Tilak,Jandhyala B.G.(eds)(2013), *Education, Society and Development: National and International Perspective*,(New Delhi:APH Publishing Corporation)

Attitude, Anxiety and Efficacy of Teacher's Development of Computer Skills

Sanjib Kumar Roy* and Amalendu Paul**

Introduction

There is a growing importance for ICT within the school curriculum. Not only it is used to support teaching and learning within other curriculum subjects, but it is also a subject in its own right as a separate discipline. ICT tools enable pupils to access, share, analyze, and present information gained from a variety of sources and in many different ways. One of the EFA goal stressing on the quality of education. This involves the integration of information communication technology in education. The UNESCO defines *"ICT as the range of technology that are applied in the process of collecting, storing, editing, retrieving and transfer of information in various form ."*

As ICT is becoming an integral element for educational reforms and innovations at secondary schools, this situation calls for an enhancement of pre-service education on ICT for prospective teachers.

Operational definition of the terms ICT

In this paper ICT refers to the computer and internet resources used to handle and communicate information for classroom teaching and learning purpose. Simultaneously, the term 'Teacher' indicates secondary level pre-service and in-service teachers'.

Purpose of this paper

The analysis of this paper aims to bring together the findings and key points from a review of some significant part of the available literature associated with teachers' integration of ICT into their teaching and learning and to studying the obstacles to the use of ICT with reference to the attitude, anxiety, and efficacy of teacher's development of computer skills.

---

* Assistant Professor, A.C.Training College, Jalpaiguri.

** Assistant Professor, Department of Education, University of Kalyani.

Discussion

Many studies have been conducted on teachers' attitude and their use of ICT skills. It has been found that teachers' attitudes play an important role in the teaching learning process.

It has generally been found that pre-service teachers have demonstrated their ability for integrating technology into their teaching, but do not have **clarity** about how far technology can be beneficial for students. They will probably avoid teaching with technology for ignoring their imaginative complicacy. (Cox, Rhodes & Hall, 1988; Davidson & Ritchie, 1994; Hannaford, 1988; Kay, 1990).

Several studies have found that individuals' attitudes toward computers may improve as a result of well-planned instruction .Like other individual characteristics that are hypothesized to play a role in the continued growth of technology proficiency, attitudes and beliefs can't be easily taught and must be developed by an individual over a period of time. (Kluever, Lam, Hoffman, Green & Swearingen, 1994; Madsen & Sebastiani, 1987; Woodrow, 1992).

Another factor that is noted to have a profound effect on the student teacher's learning technology and its integration is **computer anxiety**. Computer anxiety, as defined by Rohmer and Simonson (1981), is *"the mixture of fear, apprehension, and hope that people feel while planning to interact or while actually interacting with a computer"*. Research has shown that there is often a negative relationship between the amount of prior computing experience and the level of computer anxiety exhibited by individuals. McKiernan et al. (1994) reported that some students experienced reduced levels of computer anxiety at the end of a computer training class while other students experienced continuing anxiety. The level of anxiety could be reduced with increased experience in using and working with computers and thereby succeeding in reaching goals.

Self-efficacy is also an important aspect to consider. Researchers have indicated that although teachers may have positive attitudes toward technology, they may still not consider themselves qualified to teach with it or comfortable using it. (Duane & Kernel, 1992; Office of Technology Assessment, 1995).

Bandura (1986) defined perceived self-efficacy as *" people's judgments of their capabilities to organize and execute courses of action required to attain designated types of performances. It is concerned not with the skills one has but with the judgments of what one can do with whatever skills one possesses."* When the concept of computer-efficacy is applied to the domain of learning to use computers in teaching, hands-on computer experience becomes an important component in effective instruction at the pre-service level.

Teacher confidence -Several researchers indicate that one barrier that prevents teachers from using ICT in their teaching is lack of confidence. In Becta's survey of practitioners (2004), the issue of lack of confidence was the area that attracted most responses from those that took part.

Some studies have investigated the reasons for teachers' lack of confidence with the use of ICT. For example, Beggs (2000) asserted that teachers' *"fear of failure"* caused a lack of confidence. On the other hand, Balanskat et al. (2006) found that limitations in teachers' ICT knowledge makes them feel anxious about using ICT in the classroom and thus not confident to use it in their teaching. Similarly, Becta (2004) concluded their study with the statement: "many teachers who do not consider themselves to be well skilled in using ICT feel anxious about using it in front of a class of children who perhaps know more than they do" .

On the other hand, teachers who confidently use technologies in their classrooms understand the usefulness of ICT. Cox, Preston, and Cox (1999) found that teachers who have confidence in using ICT identify that technologies are helpful in their teaching and personal work and they need to extend their use further in the future.

Teacher competencies : Another barrier, which is directly related to teacher confidence, is teachers' competence in integrating ICT into pedagogical practice (Becta, 2004).

An worldwide survey conducted by Pelgrum (2001), of nationally representative samples of schools from 26 countries, found that teachers' lack of knowledge and skills is a serious obstacle to using ICT in primary and secondary schools.

Hence, lack of teacher competence may be one of the strong barriers to the integration of technologies into education. It may also be one of the factors involved in resistance to change.

Resistance to change and negative attitude : Much research found that teachers' attitudes and an inherent resistance to change were a significant barrier (Cox et al., 1999; Watson, 1999; Earle, 2002; Becta, 2004; Gomes, 2005). Gomes (2005) found that teachers' resistance to change concerning the use of new strategies is an obstacle to ICT integration in teaching.

According to Empirica (2006), teachers who are not using new technology such as computers in the classroom are still of the opinion that the use of ICT has no benefits or unclear benefits. Resistance to change seems not to be a barrier itself; instead, it is an indication that something is wrong. In other words, there are reasons why resistance to change occurs.

Lack of time : Several recent studies indicate that many teachers have competence and confidence in using computers in the classroom, but they still make little use of technologies because they do not have enough time. According to Sicilia (2005), the most common challenge reported by all the teachers was the lack of time they had to plan technology lessons, explore the different Internet sites, or look at various aspects of educational software. (Al- Alwani, 2005; Becta, 2004; Beggs, 2000; Schoepp, 2005; Sicilia, 2005).

Lack of effective training : One finding of Pelgrum's (2001) study was that there were not enough training opportunities for teachers in the use of ICTs in a classroom environment. According to Becta (2004), the issue of training is certainly

complex because it is important to consider several components to ensure the effectiveness of the training. These were time for training, pedagogical training, skills training, and an ICT use in initial teacher training. Providing pedagogical training for teachers, rather than simply training them to use ICT tools, is an important issue.

Lack of accessibility : Several research studies indicate that lack of access to resources, including home access, is another complex barrier that discourages teachers from integrating new technologies into education . According to Becta (2004), the inaccessibility of ICT resources is not always merely due to the non-availability of the hardware and software or other ICT materials within the school. It may be the result of one of a number of factors such as poor organisation of resources, poor quality hardware, inappropriate software, or lack of personal access for teachers, insufficient numbers of computers, insufficient peripherals, and insufficient simultaneous Internet access.

Lack of technical support : Without good technical support in the classroom and whole-school resources, teachers cannot be expected to overcome the barriers preventing them from using ICT (Lewis, 2003).

These technical barriers included waiting for websites to open, failing to connect to the Internet, printers not printing, malfunctioning computers, and teachers having to work on old computers. Many of the respondents to Becta's survey (2004) indicated that technical faults might discourage them from using ICT in their teaching because of the fear of equipment breaking down during a lesson.

Conclusions

There is little doubt that today's prospective teacher's will be expected to teach with technology in the classrooms of tomorrow. However, the resources available to teachers in terms of hardware, software, networking, and professional development vary greatly at the school level. Hence, it is imperative that teacher's become directors of their own learning with regard to using information technologies in the classroom. Through learning to teach with technology, teacher preparation programs have a unique place at the beginning of this challenging process. The development of a pedagogically-based framework that are related to learning to use computers or other ICT skills and an approach for its application in teacher preparation need to resolve these challenges as discussed above.

References

Ashton, P. (1985). Motivation and the teacher's sense of efficacy. In C. Ames, & R. Ames (Eds.), *Research on motivation in education*, 2 ,141-171. Orlando, FL: Academic Press Inc.

Bandura, A. (1982). "Self-efficacy mechanisms in human agency. *American Psychologis*"t, 37, 122-147.

(Becta) (2004). *A review of the research literature on barriers to the uptake of ICT by teachers* Retrieved Mar,13, 2015, from http://www.becta.org.uk

Cox, M., Preston, C., & Cox, K. (1999a). *What factors support or prevent teachers from using ICT in their classrooms?* Paper presented at the British Educational Research Association Annual Conference. Retrieved March, 14, 2015, from http://leeds.ac.uk/educol/documents/00001304.htm

Cox, M. J, Rhodes, V. & Hall, J. (1988) The use of Computer Assisted Learning in primary schools: some factors affecting the uptake. *Computers and Education*, 12(1), 173-178.

Dupange,M. and Krendl,K.A.(1992). Teachers' attitude towards computers: A review of literature, *Journal of Research On Computing in Education*,24,3,420-429.

Hannaford, M. E. (1988, March 24 & 25). Teacher attitudes toward computer use in the classroom. Paper presented at the Annual Pacific Northwest Research and Evaluation Conference, Washington Educational Research Association, Seattle, WA.

Key,R.H.(1990). Predicting student teacher commiment to the use of computers, *Journal of Educational Computing Reasearch*, 6, 299-309.

McInerney, V., McInerney, D. M., & Sinclair, K. E. (1994). Student teachers, computer anxiety and computer experience. *Journal of Educational Computing Research*, 11 (1), 27-50.

Mowrer-Popiel, E., Pollard, C., & Pollard, R. (1994). An analysis of the perceptions of preservice teachers toward technology and its use in the classroom. *Journal of Instructional Psychology*, 21 (2), 131-138.

Sicilia, C. (2005). *The Challenges and Benefits to Teachers' Practices in Constructivist Learning Environments Supported by Technology.* Unpublished master's thesis, McGill University, Montreal.

Watson, G. (1999). *Barriers to the integration of the Internet into teaching and learning: Professional development.* Paper presented at the Asia Pacific Regional Internet Conference on Operational Technologies.

Woodrow, J. E. J. (1992). The influence of programming training on the computer literacy and attitudes of preservice teachers. *Journal of Research on Computing in Education*, 25(2), 200-219.

A Study on Teacher Educators' Motivation to Work in B.Ed. Colleges

Madhab Ghosh* and Abhijit Guha**

ABSTRACT : The strength of an educational system largely depends upon the quality of its teachers. It is a teacher who helps to transform an individual into a person of imagination, wisdom, human love and enlightenment, and institutions into lampposts of posterity, and the country into a learning society. The National Policy on Education (1986) has rightly remarked "The status of the teacher reflects the socio-cultural ethos of a society; It is in this context that today a teacher occupies a unique and significant place in any society". Motivation to work is a set of energetic forces that originate within as well as beyond an individual's being. It is a psychological process resulting from the reciprocal interaction between the individual and the environment that affects a person's choices, effort, and persistence. Work is of special concern to the study of motivation. From a psychological point of view, work is an important source of identity, self-esteem and self-actualization. It provides a sense of fulfillment for an employee by clarifying one's value to the society. It is important for *organizations* to understand and to structure the work environment to encourage productive behaviors and discourage those that are unproductive given work motivation's role in influencing workplace behavior and performance. There is general *consensus* that motivation involves three psychological processes: *arousal*, direction, and intensity. Motivation to work is an action that stimulates an individual to take a course of action, which will result in attainment of some goal or satisfaction of certain psychological needs of the individual himself. People can motivate themselves by seeking, finding and carrying out work, which satisfies their needs or at least leads them to expect that their goals will be achieved. There are two types of motivation namely intrinsic motivation and extrinsic motivation. In the present study motivation to work is conceptualized in terms of six dimensions namely teacher responsibility, engaging students, work performance, professional and academic development, management and organizational factors and job situations. The study intended to highlight the motivation to work of teacher educators in relation to gender, type of management and locale. A self developed tool on Teacher Educator's Motivation to Work Scale (2015) was administered over a sample of 100 teacher educators in B.Ed. colleges of North Bengal. The findings revealed that there is no significant difference in the motivation to work of teacher educators due to gender, type of management and locale variation.

Key Words : *Motivation to Work, Teacher Educators, Work performance, Job situation, B.Ed. College.*

* Ph.D. Scholar in Education, Ramakrishna Mission Sikshanamandira, Belur Math, Dt. Howrah, West Bengal, 711202, email - madhab.gh@gmail.com

** Reader in Education, Ramakrishna Mission Sikshanamandira, Belur Math, Dt. Howrah, West Bengal, 711202, email - Reader in Education, abhi.guha68@gmail.com

Introduction

The only true teacher is he who can immediately come down to the level of the students, and transfer his soul to the students' soul and see through the students' eyes and hear through his ears and understand through his mind.

— Swami Vivekananda

The relationship between a person and his/her work is a basic element of social life. The drastic changes in this relationship can constitute a revolution. It has been suggested that so far there have been two such revolutions-the first with the advent of machine power and the second with the information explosion through computers. The third revolution that is taking place now is that of the humanization of work. The terms 'humanization of work', 'industrial democracy', 'quality of work life' and 'participative work' are interchangeably used to define the same concept, the core concept of being the value of treating the worker as human being, improving his or her work environment and emphasizing his or her involvement in work-related decisions. Work has become a highly complex phenomenon in the present state of technological development. Work may be a task, a duty or an accomplishment. It may be mental, physical or both. Work takes on different shades of meaning and most important is the intrinsic meaning that it has for the individual performer and for the group with whom he identifies. Men work for various reasons. Motivation to work is a human state where competence to work and 'will to work' fuse together. Motivation to work is a human state where competence to work and will to work fuse together. According to Pinder (2008), "Work motivation is a set of energetic forces that originate both within as well as beyond an individual's being, to initiate work-related related behavior and to determine its behavior, and to determine its form, direction, intensity, and duration". There are three types of forces which generally influence work motivation: (a) forces operating within and individual, (b) forces are operating within the organization (c) forces operating in the environment which have also been shown in the Fig. (i) The forces operating within an individual are one of the major determinants of work motivation. Some of these needs cannot be described and identified because people hide their real needs under the cover of socially accepted behavior.

Determinants of Work Motivation

Individual   Organization   Environment
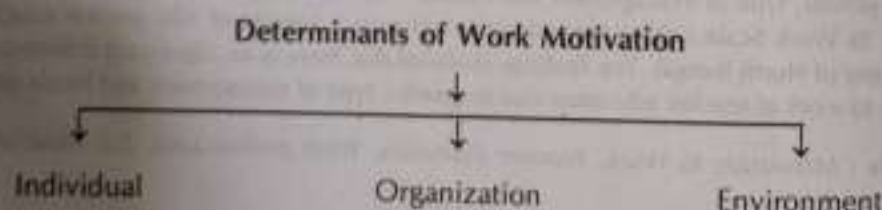
Fig. (i) Determinants of Work Motivation

(Source: Adapted from "Organization Behaviour", V.S.P. Rao, (2009) New Delhi: Excel Books, p. 240.)

Work motivation has emerged as one of the important organizational behaviour that affects performance at work. During past two decades extensive empirical research

has been done to understand the implications of motivation at work place. The interest in work motivation among the psychologists and other behavioural scientists who study organizations has escalated dramatically as well. Teachers' motivation to work may be thought of a both motives driving the teachers to involve in their expected roles in the colleges. For the purpose of present investigation teachers' motivation to work would be ascertained through the scores on teachers' motivation to work. Mittal (1989) found out teachers working in private schools were significantly more motivated to work than their counterparts working in government-managed schools. The location of the school and the sex of the teacher had no significant influence on the teachers' motivation to work. Teachers who perceived less disengagement, less alienation, less psycho-physical hindrance, more esprit and more humanized trust dimensions of the school organizational climate, were found to be more work-motivated. Houkes and Nijhuis et. al. (2001) results showed that generally, personal characteristics had a direct effect on the outcomes as hypothesized and only one moderating effect was found. The upward striving moderated the relationship between unmet career expectations and turnover intention. Maharjan (2012) concludes that there is a positive association between work motivation and job satisfaction of teachers' gender and locale wise. Saeed and Muneer (2012) concluded that there is a significant difference in the level of work motivation among male and female teachers. The female teachers were found to be more motivated to their work than male teachers. govt. and pvt. school teachers are equally motivated for their work. Ladyong (2014) findings of this study have implications on the role of administrators particularly in enhancing a positive school climate in order to motivate teachers to improve their work performance.

India has a long tradition of learning and education has always been valued. The teacher educator plays a central role in the learning-process of the teacher education. Hence the need to have a high work motivation arises to facilitate the same with all earnestness and sincerity on part of him. In B.Ed. colleges, motivation among teacher educators is essential for their better performance in the classrooms and of course the overall academic development of the student teachers. Thus, to achieve the learning objectives and reach a reasonable standard, educational institutions should keep a close tab on the motivation level of the teacher educators. Though there are some studies being undertaken in the areas of work motivation. They are fraught with several inconsistencies. Hence one's motivation influences his behavior not only through initiation, but through determining its direction strength and perseverance, in such common knowledge among psychologists. However, there are significantly few studies of the teacher educator effectiveness on prediction of teaching efficiency, which have taken this factor into account.

The proposed study will be significance in the following aspects –

- The study will help to understand the level of motivation to work of teacher educators.

- The study will significantly contribute to the field of teacher education by suggesting measure to be taken for changing / improving the scenario of relationship among the said variables.

Under this circumstances in the new professional profile of the teacher educators must need motivation in the work. Hence motivation to work of teachers educators is a crying need of the present hour, therefore some **questions raised** –

    i)   Is the level of motivation to work equal for all teacher educators?

    ii)   Is there any significant difference in motivation to work of teacher educators with regard to gender, management and locale?

For the purpose of answering all these questions, the problem was undertaken by the investigator and these answers support and give a strong rationale for conducting the study. In order to assess the motivation to work of teacher educators, a noble attempt was made by the investigators to investigate different aspects which promote motivation to work and the nature and level of their motivation now endowed with the teacher educators of North Bengal. The problem for investigation has been stated as "A Study on Teacher Educators' Motivation to Work in B.Ed. Colleges".

Objectives of the Study:

- To study level of teacher educators motivation to work.
- To study the significant difference if any in motivation to work of teacher educators in relation to their gender, type of management of institution and locale variation.

Hypotheses of the Study:

Ho$_1$: There is no significant difference in motivation to work of teacher educators in relation to gender (male & female) variation.

Ho$_2$: There is no significant difference in motivation to work of teacher educators in relation to type of management of institution (govt./govt. aided & self financed) variation.

Ho$_3$: There is no significant difference in motivation to work of teacher educators in relation to gender (male & female) variation in Govt. colleges.

Ho$_4$: There is no significant difference in motivation to work of teacher educators in relation to gender (male & female) variation in Self financed colleges.

Ho$_5$: There is no significant difference in motivation to work of teacher educators in relation to locale (rural & urban) variation.

Delimitations of the study: The study was delimited to secondary level teacher education institutions on North Bengal. 5 govt. and govt. aided and 10 self financed teacher education institutions were considered for data collection.

Operational Definitions: Motivation to Work here refers to Work may be defined as a task, duty or accomplishment. Motivation to work is a human state where competence to work and "will to work" fuse together. Work motivation in the present study refers to the process, which is used to encourage and inspire teachers to perform their jobs efficiently and also to initiate work-related behavior among them. **Teacher Educators** here refers to those teachers who teach and work at B.Ed. colleges. **B.Ed. colleges** here refers to the teacher education colleges for the secondary level, which provide B.Ed. course and are either govt./govt. aided or self financed college.

Methodology of the Study

Descriptive survey method adopted for the study. The sample for the investigation was drawn from various govt., govt. aided and self financed B.Ed. colleges of North Bengal. A total of 100 teacher educators were selected by simple random sampling technique and care was taken to stratify the sample along 50 percent from type of management variations so as to have the sample of 50 govt./govt. aided and 50 self financed teacher educators with variation in gender and locale.

Tool used: For the purpose of data collection, Teacher Educator's Motivation to Work Scale (TEMWS) constructed by the investigators was used. The scale consist of 43 items related to six factors namely teacher responsibility, engaging students, work performance, professional and academic development, management and organizational factors and job situations. Each item was to be rated on a 5 point scale - Always (A) / Frequently (F) / Sometimes (S) / Rarely (R) / Never (N) and which were respectively scored as 5, 4, 3, 2, 1. All items in the scale are positively worded. Reliability of the scales was computed by using Cronbach's Alpha and was found to be 0.88 for TEMWS. This indicates that the tool is highly reliable.

Techniques of analysis: Quantitative data analysis procedure was followed for this study. The collected data were analyzed through SPSS 17.0 version and the significance of 't' values were tested at 0.05 level of significance. The Statistical techniques such as mean, SD, t- test, were used in this study.

Result and Discussion

The descriptive statistics of the scores on scale of TEMWS is presented in the table-1.

Table 1 : Descriptive Statistics of the scores of TEMWS

	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
MOTIVATION TO WORK	100	178.6869	18.12915	-.462	.243	-.777.	.481

Testing H0₁:

The analysis in table 3 shows that in case of comparing motivation to work between female (M=178.04) and male (M=179.3469) teacher educators, the t- value is 0.357 and the 'p' value is 0.722 (p>.05). Hence, **H0₁** is not rejected and it can be said that the groups are not significantly different from each other. Table 2 show that the mean value of motivation to work in male teacher educators (179.3469) is higher than female teacher educators (178.0400).

Table 2. Group Statistics- Gender

	GENDER	N	Mean	Std. Deviation	Std. Error Mean
MOTIVATION TO WORK	FEMALE	50	178.0400	18.51195	2.61798
	MALE	50	179.3469	17.89734	2.55676

Table 3 Independent Samples Test

	t-test for Equality of Means		
	t	df	Sig. (2-tailed)
MOTIVATION TO WORK	-.357*	98	.722

*not significant at 0.05 level of significance

Testing H0₂:

The analysis in table 5 shows that in case of motivation to work between govt./ govt. aided (M=177.12) and self financed (M=180.2857) teacher educators the t-value is 0.868 and the 'p' value is 0.388 (p> .05). Hence, **H0₂** is not rejected and it can be said that the groups are not significantly different from each other. Table 4 show that the mean value of motivation to work in self financed college teacher educators (180.2857) is higher than govt./govt. aided college teacher educators (177.1200).

Table 4. Group Statistics – type of institutions

	Management	N	Mean	Std. Deviation	Std. Error Mean
MOTIVATION TO WORK	GOVERNMENT	50	177.1200	17.84015	2.52298
	SELF FINANCED	50	180.2857	18.46506	2.63787

Table 5. Independent Samples Test

	t-test for Equality of Means		
	t	df	Sig. (2-tailed)
MOTIVATION TO WORK –	-.868*	98	.388

*not significant at 0.05 level of significance

Testing H0₃:

The analysis in table 7 shows that in case of motivation to work between govt./ govt. aided institutions female (M=175.7097) and male (M=179.4211) teacher educators the t- value is 0.710 and the 'p' value is 0.481 (p > .05). Hence, the null hypothesis, **Ho₃** is not rejected and it can be said that the groups are not significantly different from each other. Table 6 show that the mean value of motivation to work in govt./govt. aided college male teacher educators (179.4211) is higher than govt./ govt. aided college female teacher educators (175.4211).

Table 6 Group Statistics (Management – Government wise Comparison)

	GENDER	N	Mean	Std. Deviation	Std. Error Mean
MOTIVATION	FEMALE	31	175.7097	18.55836	3.33318
TO WORK	MALE	19	179.4211	16.83355	3.86188

Table 7 Independent Samples Test

	t-test for Equality of Means		
	t	df	Sig. (2-tailed)
MOTIVATION TO WORK	-.710*	48	.481

*not significant at 0.05 level of significance

Testing H0₄:

The analysis in table 9 shows that in case of motivation to work between self financed female (M=181.8421) and male (179.300) teacher educators the t- value is .466 and the 'p' value is 0.644 (p> .05). Hence, the null hypothesis, **H0₄** is not rejected and it can be said that the groups are not significantly different from each other. Table 8 show that the mean value of motivation to work in self financed college female teacher educators (181.8421) is higher than self financed college male teacher educators (179.3000).

Table 8 Group Statistics (Management – Self Financed wise Comparison)

	GENDER	N	Mean	Std. Deviation	Std. Error Mean
MOTIVATION	FEMALE	19	181.8421	18.28255	4.19430
TO WORK	MALE	31	179.3000	18.82249	3.43650

Table 9 Independent Samples Test

	t-test for Equality of Means		
	t	df	Sig. (2-tailed)
MOTIVATION TO WORK	.466*	48	.644

*not significant at 0.05 level of significance

Testing H0₃:

The analysis in table 11 shows that in case of motivation to work between urban (M=177.5250) and rural (179.4746) teacher educators the t- value is 0.523 and the 'p' value is 0.602 (p > .05). Hence, the null hypothesis, Ho_3 is not rejected and it can be said that the groups are not significantly different from each other. Table 10 show that the mean value of motivation to work in rural college teacher educators (179.4746) is higher than urban college teacher educators (177.5250).

Table 10   Group Statistics-Locale

	GENDER	N	Mean	Std. Deviation	Std. Error Mean
MOTIVATION TO WORK	URBAN	40	177.5250	15.81299	2.50025
	RURAL	60	179.4746	19.63754	2.55659

Table 11 Table Independent Samples Test

	t-test for Equality of Means		
	t	df	Sig. (2-tailed)
MOTIVATION TO WORK	-.523*	98	.602

Conclusion

In view of the aforementioned results, it is concluded that majority of the teachers possess work motivation 'to great extent'. Eventually, the factor that contributes mostly to their positive response regarding work motivation is psychological.' While making a comparative study of male and female teacher educators with respect to their overall work motivation dimension applied, it is evident from this study that there is no significant difference between the two groups of teacher educators categorized on the basis of gender, type of management and locale. In other words, both the groups of teacher educators have homogeneous tendency as far as their work motivation is concerned. However, some of the teacher educators have been found to be, at times, disinterested in college works due to the lack of promotional avenues, insufficient pay, dearth of basic infrastructure in colleges and general pattern of working etc. especially in the self financed colleges. Highly motivated teacher educators can still be said to have performed even better than their counterparts. In view of globalization of the entire world and the scientific advancement world over, teacher educators need to be well equipped with the information technology. They will ultimately ensure their level of work motivation and thus their performance.

Educational Implication

Though the present study was restricted to only 15 teacher education colleges of North Bengal in West Bengal state where 100 teacher educators teaching at the secondary level of teacher trainees were selected as sample, its findings have important educational implications. Further, the findings can be used by educational planners,

thinkers, demographers, teacher educators, psychologist, administrators, management and policy-makers for preparing a teacher profile and also for selection of teacher educators by judging the its motivation to work. The findings of the present study may have an impact on teacher education both pre-service and in-service teachers. The findings of the present study tell us that the teacher educators of self financed institutions should not be victimized as result of discriminatory attitude of the society. These teachers can enhance the quality of teacher education along with the govt./ govt. aided teacher educators as they are motivated to accomplish tasks.

References

Gehlawat, M. (2012). Organisational commitment in relation to job satisfaction and work motivation of secondary school teachers working in different types of schools, *Unpublish Ph.D. dissertation, Maharshi Dayanand University*, India.

Houkes, I. and Nijhuis, F.J.N. et. al. (2001). Work and Individual Determinants of Intrinsic Work Motivation, Emotional Exhaustion, and Turnover Intention: A Multi-Sample Analysis, *International Journal of Stress Management*, 8(4), 257-283.

Katoch, (2012). Job satisfaction among college teachers a study on government colleges in Jammu (J&K), *Asian journal of research in social science & humanities, Vol. - 2*, issue - 4.

Khan, W. A. (2003). *Teaching Motivation*, New Delhi: Discovering publishing house.

Ladyong, B. L. (2014). Organizational Climate and Teachers' Work Motivation: A Case Study of Selected Schools in Prachinburi, Thailand. *Scholarly Journal of Education Vol. 3(5)*, pp. 52-57.

Maharajan, S. (2012). Association between work motivation and job satisfaction of college teachers, *Administrative and Management Review, Vol.24, No.2*, pp – 20-23.

Mittal, J. P. (1989). An explanatory study on teachers' motivation to work and its relationship with organizational climate of schools, M.Phil. Dissertation, Jamia Milia Islamia university. *Fifth survey of educational research, Vol.-II*, New Delhi: NCERT, (pp-1458).

Pinder, C.C. (2008). *Work motivation in Organizational Behavior*. New York: Psychology Press.

Rao, V.S.P. (2009). *Organizational Behaviour*. New Delhi: Excel Books.

Should there be any Criteria for the Preparation of Teachers in West Bengal?

Nityagopal Mondal*

ABSTRACT : Education is the process of preparing people to fit into the complex social structure through the process of socialization. It helps the child to train for the future roles of adult file. In other word the child learns the rules of social behavior through the process of education.

There are different types of limitation for formal education system. Like age limits, time limits, course limits etc.

In our country an army cannot be pepared after an age. A doctor cannot be made without passing Joint Entrance Examination having Science during Higher Secondary Examination. A politician cannot be a Member of Parliament before age of 25 years. There is entry age limitation of an Indian voter.

So in our country every profession has specific entry age limit and specific academic qualification. There should be a minimum age limits and academic qualification to enter the teaching profession. We cannot prepare a teacher after having Graduate or Post Graduate degree. Those who want to be teacher should take training after Higher Secondary examination. Integrated training programme should offer for the student those who want to be a teacher.

Key Words : Complex social structure ; Socialization ; Social behaviour ; Formal education.

Introduction

Education is the process of preparing people to fit into the complex social structure through the process of socialization. It helps the child to train for the future roles of adult file. In other word the child learns the rules of social behavior through the process of education

According to Tegore's scheme of education the child is the center, the role of teacher is also important. The teacher is more important than method. Tagote laid great emphasis on the attitude of the teacher. He wrote, "I have found that little children learn more quickly the attitude of the teacher than the knowledge imparted by him". Tagore felt unhappy that most teachers "always try to burden the children with their grown up manners and their learned manners, and that hurts the mind of the students unnecessarily". His concept of a good teacher is stated in these famous

---

* Assistant Professor, Siliguri B.Ed. College, Shivmandir, Siliguri

words: A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame".

Training and education though related to each other are yet distinguishable. We use the term education for processes which have a wider cognitive perspective, whereas in training the cognitive perspective becomes narrowly conceived, circumscribed with specialist interest. Gilbert Ryle (1963) pointed out, "It is one thing to know how to apply such concepts, quite another to know how to correlate them with one another, some people can talk sense with concepts but cannot talk sense about them; they know by training how to operate with concepts inside familiar fields, but they cannot state the logical relations governing their rules. They are like the motor mechanic who can know the fault in the engine and can set the same right but does not understand the working of the combustion engine".

Our education systems and limitations

There are three types of education in our countries

    i. Formal education

    ii. Non-formal education

    iii. Informal education

There are different types of limitation for formal and non-formal and informal education system, like age limits, time limits, course limits, subject limits recognition of the experiences etc.

In our country every profession has some criteria. A Person cannot be an army officer without training after an age limits and educational qualifications, height, weight etc. A Person cannot be a doctor without science during higher secondary level. There is entry ages limitation of any Indian voter. A person should be i) a citizen of India ii) not less than 25 years of age to be Member of Parliament (MP) The minimum age for a person to become a member of Rajya Sabha is 30 years.

Are there any Criteria for Teaching Profession in West Bengal?

In our Country as well as in West Bengal there are no criteria (Age or Educational Qualification) for teaching profession. An M.A or M.Sc. Student having NET, GATE or SLET can back to be a teacher, A Students having MCA/MBA/M. Com. etc even Ph.D. holder also back for school teaching profession. Some time an engineer also comes for training.

There are several demerits without training within a particular educational qualification and age.

    i. The teachers are not accepting teaching as profession (no job satisfaction).

    ii. Most of the in-service teachers are not accepting the B.Ed. training programme from their hurt (in-service training).

iii. The entire teacher tries to get the better profession within to teaching profession; as a result the teaching system is affected by those teachers.

iv. During the in-service training, the teaching-learning system of school also affected by the absence of teacher those who have enrolled for B.Ed. training.

vi. The interested fresher candidates suffer to get B.Ed. training opportunity.

vii. The training system also affected by   diversified students (in-service and pre-service).

However in our country every profession has specific entry age limit and specific academic qualification except in teacher preparation. So there should be a minimum age limits and academic qualification for the teaching profession. Those who want to be a teacher should take training after Higher Secondary examination. Integrated training programme should be offer for teacher preparation (B. A., B. Ed. or B.Sc., B. Ed.)

Merit of Pre-service Training

i. Students those who are interested to be a teacher will opt the pre-service training after higher secondary examination.

ii. There will be uniform status of students in every aspects (educational qualification, professional interest and economical).

iii. There will minimize the job satisfaction of the in-service teachers.

iv. The training system should be improved having uniform status of trainers.

Suggestion for Teaching Profession

i. There should be the entry age limits for teaching profession; it should be within 18 to 21 years.

ii. There should be the entry educational qualification; it should be after Higher Secondary Examination.

iii. There should be integrated training, B.A. B.Ed. or B.Sc. B.Ed. etc. Suggestion for Teaching at secondary level

iv. Teachers should not be appointed without B.Ed. training.

v. There should not be the in-service training provision through regular Mode.

Reference

i. Dewey, John (1916), Democracy and Education,

ii. Elmhirst, Leonard (1961), Rabindranath Tagore: pioeer in education, landon: John Murray

iii. Das, Manoj (1999), Sri Aurabinda on education, New Delhi: NCTE

iv. Peters, R. S. (1965) Education as initiation. In Archambault R. D. (ed), Philosophical and education. London: Kegan Paul Ltd.

v. Hamlyn. D. W. (1970). The theory of knowledge. London: Macmillan

vi. Ryle, Gilbert. (1949). The concept of mind, London: Hutchinson & Co.

vii. Durkheim, E. (1956), education and sociology. Chicago: Free Press.

Pre-service and in-service Teacher Preparation at Different Levels : Programmes and Innovations

Paromita Das*

ABSTRACT : The teacher is the principal means for implementing educational programmes and of the organization of education. While speaking of teachers we include heads of educational institutions, whole-time teachers in institutions of formal education, instructors of non-formal and adult education centres, teachers engaged in instruction through the various techniques of distance learning and also voluntary and part-time workers who may be engaged for playing a specific role for a specific period of time. Teachers at all stages have to be expected to undertake or promote research, experimentation and innovation. Teachers have an indispensable role in extension and social service. They have also to participate in the management of a variety of services and activities which educational institutions undertake to implement their programme.

The role of teacher as that of a member of any other profession is dual one. He is practitioner of his specialty and he is member of his profession, obligated to further the ideals of his group. The role of teacher as a practitioner is an ancient one, since teaching has continued throughout the history in one form or the other. His role as member of profession in recent one.

Teacher plays a significant role in providing quality education. Because all policies and plans are really implemented by teahcers. Therefore, quality equcation is possible when quality teachers are engaged. The role of the teachers is more important in case of early childhood education because of nature of learner as well as responsibility of teahcer. Early Childhood Care and Education (ECCE) caters to the needs of learners up to age of 6–8 years ; very critical and significant stage of human life, which lays the foundation for future development and education. So we need lovable, committed and skilled teachers to deal with young children. the National Policy on Education (1986) treated, "Teacher education as a contnuous process and its pre-service and in-service components are inseparable".

Keeping in view the central place of teacher education NPE calls for its overhaul as the first step towards educational re-organisation. Reorganisation of secondary teacher education system is also implied in the policy.

Key Words : *Teacher preparation, practitioner, quality education, Early Childhood Care and Education, Re-organisation.*

Introduction

If we have some heart problem we go to a cardiologist; s/he checks the status and tells us this could be corrected up to this extent and prescribes accordingly. The

* Siliguri B.Ed. College, e-mail : prmtds698@gmail.com

teacher must be such an expert that if any one approaches him for making his child, say an engineer, he checks the status of child's capacity and if finds him capable, teaches accordingly so that he must become an engineer. Now, the second attribute, that is intellectual operation refers to use of technique to impart knowledge or use of those operations to make a child able to examine social phenomenon of the present and the past, situate in time and space, determine explanatory factors and consequences, establish facts, characterise a historical phenomenon, make comparisons, determine elements of continuity and changes, establish connections between facts, establish causal connections and characterise the evolution of a society.

For this, teacher education has to prepare teachers for a dual role of:

- Encouraging, supportive and humane facilitator in teaching-learning situations who enables learners to discover their talents, to realize their physical and intellectual potentialities to the fullest, to develop character and desirable social and human values to function as responsible citizens; and

- An active member of the group of persons who make conscious effort to contribute towards the process of renewal of school curriculum to maintain its relevance to the changing societal and personal needs of learners, keeping in view the experience gained in the past and the concerns and imperatives that have emerged in the light of changing national development goals and educational priorities.

Sarvapalli Radhakrishnan said: "Education will have little meaning if it fails, to train us to apprehend the eternal values, to appreciate the supreme human virtues and the simple decencies of life. We must be educated not for cruelty and power but for love and kindness." This means, along with the learners' interest equal importance is to be given to teachers' interest and the population of FORCED TO BE TEACHERS is to be replaced by those who LOVE TO BE TEACHERS.

Pre-service Teacher Education programmes of secondary level in SAARC Countries

The conference by APEID (The Asia-Pacific Program of Educational Innovation for Development) concluded that the teacher education programme " produced technicians rather than reflective, reflexive and critical practitioners". MSU-SAP (1995) found negligible difference in performance, when teachers with or without pre-service training were tested on content knowledge (UNESCO,2006). UN Inter-Agency Mission on Basic Education (1995) found that present teacher education does not appear to improve the quality of instruction and it was proposed that the teacher be provided with job stability and training especially in modern teaching methods.Various goals enunciated in the South Asian Association for Regional Cooperation (SAARC) Charter were related to many aspects of development in this region.The common goal is universal access to basic education. This needs to be reiterated, as South Asia is as yet far from the full achievement of this goal. However, there is a need to move to

more forward-looking supplementary goals, i.e., completion rate, quality education, gender parity, and computer literacy. Some innovative goals are also necessary,i.e., for instance, universal coverage of nutritious mid-day school meal at primary levels, incentive programmes for girl students and disadvantaged groups.

Teacher Education for ECCE: The National Curriculum Framework (NCF) 2005 stated that teachers need to :1. Care for children and love to be with them; 2. Understand children within social, cultural and political context; 3. Own responsibility towards society; and 4. Use hands-on experience as pedagogic tool,etc. The National Policy on Education (1986) treated, " Teacher Education as a continuous process and its pre-service and in-service components are inseparable". So, pre-service professional teacher education is a process of transformation of a layperson into a competent and committed professional practitioner.The ECCE functionaries should get professional training both before entering the profession and during the service. Pre-service training equips the prospective teacher with knowledge, understanding and skills involved in managing the ECCE centres. It teaches them the pedagogy for young children. It provides foundation knowledge for trainees. On the other hand, in-service training updates in-service personnel's knowledge and skills with the latest development in the field. All the functionaries such as CDPO, ACDPO, Anganwadi teacher, Balawadi teachers are getting in-service training from DIET, BRC, SCERT as well as from NIPCCD.

Special Orientation Programme for Teachers (SOPT): The SOPT is a centrally sponsored scheme under the Ministry of Human Resource Development, Government of India. The National Council of Educational Research and Training (NCERT) has been entrusted the responsibility to facilitate its conduct in the states and union territories. The major focus of SOPT is : 1.To provide competencies as envisaged in the Minimum Levels of Learning, 2. To develop competencies in the use of Operation Blackboard (OB) material supplied to primary schools in the country under the Operation Blackboard Scheme, 3. To encourage teachers to adopt a child-centred approach to learning.

Recent Trends in Pre-service Teacher Preparation Programmes

The large scope of policy activity regarding teacher education has led to greater diversity in programme structures. There are a variety of field experiences for candidates. Generally, candidates in most secondary teacher education programmes are required to go through some kind of observational and tutorial field experiences prior to student teaching (American Association of Colleges for Teacher Education, 1987). Often during the initial phases of the programme,trainees spend one or two days per week observing or tutoring in schools. In over two-thirds of the teacher education programmes, field experiences are also required in one or more method courses later in the programme's sequence. Such experiences allow candidates to apply what they are learning through classroom observations and work with students before entering an intensive student-teaching experience.

In-service Education of Teachers

The needs for in-service education of teachers arise from several sources, such as, changing national goals, revision of school curricula, additional inputs in teaching-learning system and inadequate background of teachers, etc. The SCERT would play the major role of planning, sponsoring, monitoring, and evaluating the in-service education programme for all levels of teachers, instructors and other educational personnel. The state level agency would take cognizance of all the needs before preparing a programme of in-service education for a given period of time. Training of teachers in vocational stream should also be a primary concern of the SCERT. The District Institutes of Education and Training (DIET) would be the major agency to conduct the programme of in-service education for **primary** teachers. Assistance would be sought from school complexes in the district. In case of **secondary** school teachers, the programmes would be extended through teacher training institutions and the Centres for Continuing Education. The district level education officer will help in the effective conduct of the programmes.

Distance In-service Education

This is prepared and extended with the help of broadcasting agencies. The SCERTs would be equipped with necessary resources for the production of learning material other than print. Minimum essential equipment to record audio, video programmes would be provided to each State Council of Educational Research and Training (SCERT). Comprehensive colleges of education as well as DIETs would also be provided with production facilities in a phased manner and which may not be necessarily for professional quality directly but also for designing courses, development of material and strategies for in-service education. At present, I.G.N.O.U., N.S.O.U. and many other Open Universities are offering In-service teacher education programmes at the secondary level and the State Boards of Education are offering In-service programmes at the Primary Level like that by the West Bengal Board of Primary Education (WBBPE).

Existing Structure and Models of In-service Teacher Education

As a result of various recommendations and researches, many models of In-service Education came into existence such as, 1.Orientation Courses, 2. Summer Courses, 3.Refresher Courses, 4. Workshops, 5. Seminars and Symposium, 6. Science Clubs, 7.Bureau of Publication, etc. Some of the agencies which are helpful in organizing and implementing this programme are N.C.E.R.T., U.G.C., University Departments of Education, Regional Colleges of Education, Professional Organisation of Teachers, A Group of Schools, National Institute of Education, Ministry of Education, Government of India, State Education Departments and various other training institutions.

New Practices in Student Teaching : Some studies have thrown light on the try-out of new practices in our situation. In this connection **Das, Passi and Singh (1976)** study the effectiveness of microteaching as a technique of training teachers and try-

out of different variations of micro-teaching components to determine their relative effectiveness based on the study of nine teacher educators conducted field experiments and compared the technique with the traditional method in the development of general teaching competence. The instruments used in this study were, 1. Ahluwalia's teacher attitude inventory, 2. For criterion measures the Baroda general teaching competencies scale, and 3. Evaluation proforma developed by Passi for the purpose of feedback, etc. In the end of the study they emphasized that the student-teachers trained through *standard microteaching* or 'modified standard micro-teaching' technique – acquire higher general teaching competence as compared to the student-teachers trained under the *traditional* teacher training technique or the usual practice teaching programme.(by finding t-ratio highly significant). **Mehrotra** (1974) attempted programmed learning and educational technology to introduce in teacher education to tackle various problems in teacher education. He felt that these devices might be very helpful in student-teaching programme. Some studies quoted in Survey of Research in Education on teacher's behaviour that both 'micro-teaching' and 'interaction analysis' are also helpful for this purpose. Finally, in a document (NCERT 1978) all the teacher education courses have been totally revolutionized according to the present needs of the country. Practice teaching **at all levels** as explained in this document is to be into three phases: 1. Preparation, 2. Actual Practice Teaching, 3. Post practice teaching and follow-up.

Some other techniques in the form of new practices in student-teaching can be Team teaching, T-Group Training alongwith the above as effective feedback devices. Some very important skills under the above-mentioned micro-teaching by Allen and Ryan are: 1.Stimulus variation, 2. Set Induction, 3. Closure, 4. Silence and non-verbal cues, 5. Re-inforcing student participation, 6. Fluency in asking questions, 7.Probing questions, 8. Higher order questions, 9. Divergent questions, 10. Recognizing attending behaviour, 11. Illustrating and use of examples, 12. Lecturing, 13. Planned repetition, 14.Completeness of communication.

Techniques for Higher Learning

The purpose of higher learning is to develop the abilities of criticism, appreciation, to respect the ideas and feelings of others, to present own ideas and seek clarification. The learner should be able to present his own views on a theme. The potentialities can only be developed by employing higher techniques of teaching and instruction at college and university level. Some of the main techniques used for higher learning can be Conference, Seminar, Symposium, Workshop and Panel Discussion. In Higher Educational, Technical Teacher Education and Management Education the Programme of Action of the National Policy of Education 1986 visualize **pre-service** training and orientation of teachers, and providing them further opportunities for professional growth. Opportunities to undertake research are being expanded and the infrastructure of institutions improved. Freedom is to be ensured to innovate in teaching, course design and evaluation through greater autonomy of colleges and departments in the institutions of higher education. Linkages with research agencies and industry or

other productive sectors are to be promoted so that the opportunity of creative work is vastly expanded. Teachers will be able to work in other agencies and transfer their service benefits from one institution to another. New management structures for higher educational institutions are to be evolved to ensure greater participation of teachers in all relevant spheres of work. Institutions can be helped to set up an open participative and data based system of teacher evaluation, based on multiple tasks. This concrete record would be used for assessment for **career advancement.** Poor performance of a teacher would also call for remedial steps.

The Developing Concept of Academic Staff Colleges (In-service)

The University Education Commission as far back as 1949, had officially mooted the idea of educating university teachers in order to improve the education system of the country. The Commission had argued that the success of an educational process depends much on the character and ability of the teacher, that in any plan of university reform the main concern should be to prepare teachers for:
1. Transmission of the intellectual and ethical heritage of humanity to the young,
2. Enrichment of this heritage and extension of the boundaries of knowledge,
3. Development of personality.

The principles to be followed are: 1.Orientation of subject knowledge, 2. Vitalisation of professional studies, 3. Improvement in methods of teaching and evaluation, 4. Development of special courses and programmes, 5. Revision and improvement of curricula.

Some other themes are : use of educational technology, communication skills, psychology of adult learner, management techniques, psychology of learning, role of education as a critique of the society etc.

Advance Teaching-Learning Strategies

The Teacher educator should follow some advanced strategies of teaching and learning such as Advanced Presentation Strategies of Teaching (APST), Individualized Learning Strategies (ILS), Interactive Strategies of Teaching (IST), Psychological Forces based Strategies, Arts-based Teaching and Learning Strategies, and ICT-based Strategies as effective resources for themselves and students for bringing improvement in academic achievement and to meet new academic standards.

Conclusion

The futuristic role of teacher education should be evolved from all modern trends in teacher education. As education is a process of evolution, the great heritage and culture in teaching and teacher education should emerge from a broad canvas of illuminating and humanized pattern of education. A one Bio Family (Vasudeva Kutumbakam) of Decent Mankind is the foundation of good education imparted by good teachers and assisted by good teacher educators. With the guidance of teacher educators the would-be and existing teachers will be able to develop all the expertise

and skills of teaching and evaluation and above all will become ideal human beings to care for and understand their students. Students ,who follow their teachers as role models and get proper guidance and study atmosphere , are sure to become good citizens who will have respect for people all around the world and consider each one as his/her family member who live in unity, co-operation and solving each other's problems , sharing the moments of joys and sorrows , and having human instincts in a human civilization , the greatest attainment of life.

References:

1. Dhar, B.B. and Singh, T. (1990), *Academic Staff Colleges- A Developing Concept.* New Delhi : Sterling Publishers Private Limited.

2. Mishra, Lokanath.(2013), *Teacher Education- Issues and Innovation.* New Delhi: Atlantic Publishers and Distributors (P) Ltd.

3. Sharma, Shashi Prabha.(2004), *Teacher Education- Principles, Theories and Practices.* New Delhi: Kanishka Publishers, Distributors.

4. Singh, L.C. and Sharma. P.C.(1995), *Teacher Education and the Teacher.* New Delhi : Vikas Publishing House Pvt. Ltd.

5. Srivastava Prakash , G.N.(2004), *Perspectives in Teacher Education .* New Delhi : Concept Publishing Company.

6. Venkataiah, S. (2006), *Teacher Education.* New Delhi : Anmol Publications Pvt.Ltd.

Attitude towards the D.El.Ed. Course (ODL Mode) of the Primary Teachers of South 24 Parganas (W.B.)

Samir Kumar Mahato[1] and Abhijit Guha[2]

ABSTRACT : Attitude towards the D.El.Ed course (ODL Mode) of the in-service primary teachers happened to be one of the most important determining factors towards the success of the course. The present study was conducted to inquire the attitude of the primary teachers of South 24 Parganas (W.B.) towards the said course. An attitude scale (five-point), comprising of thirty statements, developed by the researchers was administered on 197 randomly selected primary teachers of South 24 Pgs. (W.B.) pursuing the course for achieving the purpose. To determine the attitude towards the said course Parametric statistics (T-Test) was employed and the results were found that though there was no significant difference in attitude towards the course of the in-service primary teachers with respect to their academic qualification, significant difference was observed with respect to their teaching experience. It was observed that the primary teachers pursuing the course had a favourable attitude towards the course.

Key Words : *Attitude, D.El.Ed. Course (ODL Mode)*

Introduction

The Right of Children to Free and Compulsory Education (RTE) Act,2009 requires appointment of teachers with the qualifications prescribed by NCTE vide notification dt.25.08.2010, as amended on 02.08.2011.The RTE Act also provides that persons who do not possess the prescribed qualifications would require to acquire the same within a period of 5 years. After taking into account the details submitted by the State Government of West Bengal and the discussions held, the NCTE Committee in its meeting held on 26th September, 2012 has decided to accord its approval in principle to the State Government of West Bengal to conduct the D.El.Ed programme through ODL Mode by the West Bengal Board of Primary Education for 45,808 untrained primary school teachers, and 1-year Bridge Course in respect of 29,907 primary school teachers (who have done 1-year D.Ed course) in the state. According

1   M.Phil Scholar, RKM Sikshanamandira, Belur Math, Howrab, E-mail: kumarsamir085@gmail.com

2   Assistant Professor (Stage-3), RKM Sikshanamandira, BelurMath, Howrah, E-mail: abhi.guha68@gmail.com

to the NCTE the State Government should clear the log jam of untrained teachers by March 2015 and henceforth ensure that DIETs and other Elementary teacher education institutions have sufficient number of intake so as to meet the requirement of elementary teachers in accordance with RTE Act 2009.According to the said act, all the untrained teachers at elementary level have to be trained by March, 2015.There were about 8 lakh untrained teachers in 2009 across the country. Obviously, such teachers could not be sent for a full time regular training programme. They could only be trained through the ODL system, which is an alternative cost effective and equivalent mode.

The D.El.Ed course in ODL mode (two-years), run by the WBBPE under the monitoring of the NCTE, is completely new and much needed as well as debated enterprise. While one of the researchers being involved in the said course as a counsellor noticed the varying behaviour of the primary teachers and tried to understand the causes behind the differences in their behavioural pattern. He talked to the primary teachers time and again inside and outside the classroom and it was assumed that academic qualification and teaching experience may be the factors on which their attitude differed. Again, it was discerned that no such study regarding the attitude towards the D.El.Ed course (ODL Mode for two-years) of the primary teachers had been attempted previously. Hence the researcher found a subject worthy to be studied and herein lays the significance of conducting research in this area of The present study aimed at determining the attitude of the primary teachers towards the D.El.Ed Course (ODL Mode) and to find out if teaching experience and academic qualification would cast any impression upon attitude among them.

Hypotheses:

The following two null hypotheses were made at fulfilling the aims of the study—

H_o1: There would be no significant difference in attitude towards the D.El.Ed course with respect to teaching experience of the primary teachers.

H_o2: There would be no significant difference in attitude towards the D.El.Ed course with respect to academic qualification of the primary teachers.

Methodology:

Variables:

In the present study the researchers considered two types of variables. These are given below:

Major variable: Attitude towards the D.El.Ed course

Categorical Variables:

Teaching Experience (1 to 5 Years; More than 5 Years)

Academic Qualification (Up to H.S; Graduate)

Population & Sample:

The population for the study was all the teachers of South 24Pgs (W.B.) facilitating in the primary schools under control of the West Bengal Board of Primary Education (W.B.B.P.E) and pursuing their D.El.Ed course at different study centres across the district. 197 primary teachers pursuing the course had been selected randomly from the said district as sample for their study.

Tools:

An attitude scale, comprising of 30 statements, had been developed by the researchers to measure the attitude of the primary teachers towards the D.El.Ed course (ODL Mode). The categories of responses were- 'strongly agree', 'agree', 'undecided', 'disagree', and 'strongly disagree' to be awarded with '5', '4', '3', '2', & '1' respectively. Seven items were negative in nature and the scoring was made in reverse i.e. '1', '2', '3', '4', & '5' respectively.

Reliability & Validity:

The reliability of the scale was computed and the Cronbach Alpha was found to be 0.786. The scale had a good alpha value to be accepted for the study.

Content validity of the scale was judged by expert rating of items by two experts. Those items were retained which were labelled as 'Fit' by both the experts. The items which were marked as 'Unfit' by any of the experts were rejected. Thus, thirty (30) items were selected out of forty five (45).

Procedure of Data Collection:

The present researchers selected one study centre- Ramakrishna Mission Saradamandira P.T.T.I (Unit-II) of South 24 Pgs. (W.B.) and randomly selected 197 teachers out of 400 from that institution as their sample. Though the data had been collected from that institution only, but information had been gathered that the trainees attended the institution from across the district under study. The scale was administered to them and guided to response according to their thought and beliefs devoid of any biasness or influence from others. The response sheets were collected by the researchers themselves to maintain confidentiality. Out of 197 respondents 101 were having 1-5 years of experience and 96 had more than 5 years of experience. According to academic qualification, 81 were of up to H.S category and 116 were graduates.

Analysis of data:

The data, collected by the researchers, were analyzed in the direction of making inferences and generalizations about the population. After the data being tabulated, Statistical Package for Social Science (SPSS) Version 20.0 was used for the purpose and prior to that the Sharpio-Wilk test of normality was tested at 0.05 level.

Results & Interpretations

The results of the study are displayed through the following tables:

Table 1: Descriptive Statistics-Attitude towards the D.El.Ed course (ODL Mode)

		Statistic
Attitude towards the D.El.Ed. course	Mean	125.2183
(ODL Mode)	Median	125.0000
	Variance	90.549
	Std. Deviation	9.51573
	Skewness	.178
	Kurtosis	-.249

While estimating the mean value of the data collected from the trainees, it was found 125.22 (Table 1). In the attitude scale prepared by the researchers a respondent can score 30 to 150. Hence, it can be argued that, the primary teachers under study held a favourable attitude towards the D.El.Ed course (ODL Mode)

Table 2: Tests of Normality

	Kolmogorov-Smirnov*			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Attitude towards the D.El.Ed. course	.055	197	.200*	.991	197	.282

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

After testing the normality of scores (Table 2), it was found that the scores were normal in nature as the 'p' value yielded in Sharpio-Wilk test of normality was .282 (greater than 0.05). So it was decided to test the null hypotheses through parametric tests (T-Test).

Hypothesis wise Analysis of Data:

Testing of Null Hypothesis $H_0 1$:

$H_0 1$: There would be no significant difference in attitude towards the D.El.Ed course with respect to teaching experience of the primary teachers.

To test the null hypothesis $H_0 1$ descriptive and inferential statistics were computed and the outcomes are presented below:

Groups: Primary teachers belonging to 1-5 years of experience and more than 5 years of experience.

Table 3.1. Group Statistics_ Teaching Experience

	Experience	N	Mean	Std. Deviation	Std. Error Mean
Attitude towards the D.El.Ed. course	1-5 years of experience	101	126.7426	9.35698	.93105
	more than 5 years of experience	96	123.6146	9.46503	.96602

Table 3.2. Independent Samples Test_ Teaching Experience

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Attitude towards the D.El.Ed. course	Equal variances assumed	.008	.927	2.332	195	.021

Interpretation

Table 3.2 shows that in case of Levene's Test for Equality of Variances the 'p' value is 0.927 (p > 0.05) and thus equal variances can be assumed. The table again depicts that the calculated t_{195} value is 2.332 and 'p' value is 0.021 (p < 0.05). Hence, it is significant at 0.05 level and $H_0 1$ is rejected here. Then it can rightly be said that, the primary teachers of South 24 Pgs. (W.B.) having more than 5 years of teaching experience differs significantly from the teachers who possess less than 5 years of teaching experience. The teachers having 1-5 years of experience exhibit more favourable attitude (Mean 126.7426) than the teachers who have more than 5 years of experience (Mean 123.6146) towards the said course.

Testing of Null Hypothesis $H_0 2$:

$H_0 2$: There would be no significant difference in attitude towards the D.El.Ed course with respect to academic qualification.

To test the null hypothesis $H_0 2$ descriptive and inferential statistics were computed and the outcomes are presented below:

Groups: Primary teachers having academic qualification up to H.S & Graduation

Table 4.1 Group Statistics_ Academic Qualification

	qualification	N	Mean	Std. Deviation	Std. Error Mean
Attitude towards the D.El.Ed. course	higher secondary	81	124.9259	10.10418	1.12269
	graduate	116	125.4224	9.12155	.84691

Table 4.2 Independent Samples Test_ Academic Qualification

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Attitude towards the D.El.Ed. course	Equal variances assumed	.800	.372	-.360	195	.720

Interpretation

Table 4.2 shows that in case of Levene's Test for Equality of Variances the 'p' value is 0.372 (p > 0.05) and thus equal variances can be assumed. The table again depicts that the calculated t_{195} value is 0.360 and 'p' value is 0.720 (p > 0.05). Hence, it is not significant at 0.05 level and H_02 is retained here. Then it can rightly be said that, there exists no significant difference in attitude towards the D.El.Ed Course (ODL Mode) of the primary teachers of South 24 Pgs. (W.B.) with respect to their academic qualification.

Discussion

Attitude is the acquired tendency which prepares a person to behave in a certain way towards a specific object or a class of objects subject to the conditions prevailing in the environment. Attitudes are to a great extent responsible for a particular behaviour of a person towards an object, idea or a person. But by this, it should not be concluded that one's behaviour is an absolute function of one's attitude. Teachers have to be aware that despite their superior position within the social hierarchy, their attitude when communicating with their students should not be superior and critical. They should instead maintain their authority through emphatic communication suitable in a given situation.

Kumar (1999) in his study open university distance learners' attitude towards distance education found the attitude of distance learners enrolled with IGNOU towards distance education favourable irrespective of their background characteristics. No significant difference in the attitude was observed among distance learners varying on the background variables of gender, age, locale, social class, academic stream, educational level, employment status, and experience in distance learning and discontinuity in studies. Significant differences in attitude existed with regard to parts of 'attitude towards admission procedures' and 'self instructional materials' for distance learners of different marital status. Attitude differences were also found in respect of the part of 'counselling sessions' for the subgroups based on academic stream.

While estimating the primary teachers' attitude towards the D.El.Ed course during the present study, it has been observed that their attitude towards the said course is favourable. It is found that academic qualification does not cast any significant difference on the attitude of the primary teachers towards the course. But, to consider

teaching experience, significant difference is observed. The teachers having 1-5 years of experience hold more favourable attitude than the teachers having more than 5 years of experience. It is at the same time due to their ageing effect and a sense of superiority over the other. One thing again should be noted that the senior teachers are involved in other activities conducted by the Block and Panchayats/Samsads. They do not get adequate time for their prime responsibilities at school. The primary schools having no official post for maintaining the Mid-Day Meal or official works of the different registers (Attendance, Result, Book, Dress, Cook etc.), so the pressure falls upon the senior teachers/ TICs/HMs. This again might cast a longing effect on differentiating their attitude from the junior teachers, in terms of experience, as we can say.

Conclusion

The role of a primary/elementary teacher is to lay the foundation for the utmost development of children and provide them with a secure and positive learning atmosphere. The teacher has to be aware that regardless of the fact that he/she invested a lot of endeavour into providing the students with quality knowledge, the students will not inevitably acquire the offered knowledge; proper conditions must first be fashioned for that. A teacher's responsibility within the educational process includes expertise in his own teaching approaches as well as his/her educational style. Teachers are expected to use the best practices and strategies to meet challenge demands of their career. If the teachers are well trained and highly motivated, learning will be enhanced. The teaching profession, a noble and sacred one, seeks a definite set of objectives, passion from within and perceptibly a favourable attitude towards the profession. Primary/Elementary teachers should inspire young learners to develop an interest in learning and to do so they need to be thoroughly trained in the teaching methods. Therefore, it is essential for the teachers to get properly trained before they start working as a primary/elementary teacher and provide sufficient learning opportunities that facilitate maximum growth and development. All the efforts are to equip the prospective teachers not only with teaching skills but also to promote the positive professional attitude in them. The D.El.Ed. Programme in ODL mode had already been launched in Jharkhand in December 2012. The States of Meghalaya and Nagaland also got the approval from NCTE to conduct training of their in-service untrained elementary school teachers in collaboration with NIOS.

There is no denying the fact that, though a lot of primary teachers had been recruited untrained, the effort to make them trained by the W.B.B.P.E under the monitoring effect of the NCTE is a noteworthy endeavour and the teachers might be able to equip themselves with the much needed skills and attitude despite of undesirable hindrances. Professional courses of the same nature are surely to come again in the scenario of West Bengal and the stakeholders should take proper care and nurturing to avoid undue obstacles and promote them to success for a greater degree.

Limitations of the Study

The present study is limited as under-

i. Only one study centre from the district of South 24 Pgs. (W.B.) had been selected for the collection of data. There were several more study centres in the district and those were not visited due to time constraint.

ii. Two categorical variables had been taken into consideration for the study. There would be more categorical variables to be studied which were not possible by the samples reviewed.

References

Jena, S. S. (Ed.) (2013). *NIOS: A Profile*. Sachdeva Printing Press: New Delhi.

Khan, N. (1991). Effectiveness of distance education programme with reference to the teachers' training course of Kashmir University in M.B.Buch (ed.) Fifth Survey of Research in education, NCERT: New Delhi.

Kumar, A. (1999). *Open University Distance Learners' Attitude towards Distance Education*in M.B.Buch (ed.) Sixth Survey of Research in education, Vol. I, NCERT: New Delhi.

Pugazhenthi, G. (1991). *A Study of Teacher Education Programme through Correspondence System in Madurai Kamaraj University*in M.B.Buch (ed.) Fifth Survey of Research in education, NCERT: New Delhi.

Rajan, J. &Dewan (2013). Report of the Joint Review Mission on Teacher Education: West Bengal. MHRD: New Delhi.

Roy, Sinha D. (1991). Impact of the Elementary Teacher Education Programme on Attitudinal change of the Elementary teacher-trainees of Orissa towards Community Involvement, in M.B.Buch (ed.) Fifth Survey of Research in education, NCERT: New Delhi.

Sharma, Subhas Chandra. (1992) A Critical study of the impact of in-service education on the professional efficiency of teachers of PGT scale working in KendriyaVidyalayas of Lucknow Region in M.B.Buch (ed.) Fifth Survey of Research in education, NCERT: New Delhi.

A Study of Awareness among Primary School Teacher's Towards "Right to Education Act, 2009"

Gour Sundar Ghosh* and Dr. Prasenjit Deb**

ABSTRACT : The Right of Children to Free and Compulsory Education Act 2009, popularly known as RTE Act 2009 has come into force from 1st April 2010. The Act intends to universalize elementary education to all the children of 6-14 years age. The Act can be implemented in its true spirit only when its stakeholders respond to it positively understanding their responsibilities. Teachers are a group of stakeholders, who are required to know their responsibilities and the provisions of the Act for its successful implementation. The present study was undertaken to find out whether the elementary school teachers have an awareness of the provisions of the Act. The study was conducted in the district of Jalpaiguri in West Bengal and it revealed that there is no significant difference in the awareness level of male and female teachers as well as urban and rural teachers on RTE Act, but the awareness of the teachers on RTE Act is significantly higher among government school teachers than the private school teachers.

Keywords: Awareness, Right to Education, free and compulsory education.

Introduction

Universalisation of Elementary Education is cent percent enrolment of all children in the age group of 6-14, ensuring 90 per cent attendance and achievement of minimum levels of learning by 80 per cent of the children. Opening new schools within one Km. walkable distance, appointment of additional teachers, construction of classrooms and providing special incentives like textbooks, uniforms and mid-day meals have been adopted to improve attendance, attainment and retention of the children at school. The state's objectives are to ensure that: every child attends school, every child attains effectively/the minimum level of learning, every teacher is in school and the community is actively involved in the betterment of the school so that the primary education becomes a grass root movement.

The Right to Food, Right to Information, and Right to Education are considered to be fundamental and crucial rights for social well-being and transparent governance.

* Assistant Professor, Jalpaiguri A.C. College, Scholar, University of Kalyani, West Bengal, India.

** Registrar, University of Kalyani, West Bengal, India

The promise of guaranteed employment (i.e. Mahatma Gandhi National Rural Employment Guarantee Act MNREGA) and Right to Information Act 2005 have already come into force. Now, the Right of Children to Free and Compulsory Education Act 2009 popularly known as RTE Act 2009 has also come into force w.e.f. 1st April 2010.

It must be recalled that after India's independence , when the Constitution first recognized education under the Directive Principle of State Policy as the *state* shall endeavor to provide within a period of ten years from the commencement of this constitution for *free and compulsory education* for all children until they complete the age of fourteen years (erstwhile Article 45), this was the only article in the constitution to have a concrete time frame of ten years .Yet , evidence shows neither the stipulated time frame respected nor the issue given due importance for a long span of time .

There are various political, economical, infrastructural and social implications of this RTE Act 2009. One of the most contentious issues related to the RTE has been finance. The RTE Act aims at Free and Compulsory education for all children from six to fourteen years .But as a matter of fact that a child cannot directly embark upon sixth year for elementary education as provisioned in the RTE Act 2009 rather the child will have to be shaped from very inception of his entity.

However RTE Act will definitely break the inertia and create a momentum of thoughts in prioritizing the need of elementary education and setting a trend of urgency to evolve ways & means to fulfill well established fundamental need i.e. Right to Education.

Main Features of the RTE Act, 2009

1. Makes Elementary Education Free.

2. Makes Elementary Education Compulsory for the State to provide.

3. Mandates education of children along their peer age group ("age-appropriate"); provides for "special training" to facilitate age appropriate education.

4. Sets quality norms for all schools.

5. Sets qualification and working norms for Teachers in all schools.

6. Mandates curriculum in all schools to be in consonance with Constitutional Values.

7. Mandates a system of evaluation that is free of the oppression of annual exams.

8. Enhances role of PRIs in implementation as well as grievance redressed.

9. Mandates participation of civil society in the management of schools; makes teachers accountable to parents and the community.

10. Democratizes education delivery in the country by mandating 25% reservation for children from weaker sections in private schools.

11. Protects children from labour, marriage, exploitation, discrimination, abuse, violence and neglect.

12. Separates agency for implementation of Act (Education Department) from agency charged with monitoring the implementation of the Act (NCPCR).

Brief Review of Literature

A few studies related to right to education are reviewed in the following paragraphs.

DNA (2010), states that the state education department is planning to conduct awareness campaign on the Act for teachers in the areas of North Karnataka involving resource person from SSA and members of voluntary organization working on the education of underprivileged children.

NCPCR, SCPCR and REPA (2010) states that only 11 states have formed SCPCRs which are meant to operate as the grievance redresses authority in the state. The harsh truth is that NCPCR is understaffed and under resourced to deliver the task of monitoring implementation of the Act.

World Bank (2001) RTE Act will definitely break the inertia and create a momentum of thoughts in prioritizing the need of elementary education and setting a trend of urgency to evolve ways & means to fulfill well established fundamental need i.e. Right to Education.

According to Babu Mathew (2010), The Right to Education received considerable impetus during the last decade as a result of the concerted effort of many groups and agencies that made determined efforts to ensure that all children in India receive at least minimum education irrespective of their socio- economic status and their ability to pay for education.

Tricia Darid (1996) studied the Children's Rights and Early education Article 31 of the UN Conventions on the Rights of the Child 1989. The study showed that there are some children in the world who do not enjoy rest and leisure as well as play and recreational activities appropriate to the age of the child.

Hindu Daily (2010), remarked whether RTE Act 2009 remains in paper or became a reality. A 6-year-old child cannot demand it. Nor can she or he fight a legal battle when the right is denied or violated.

The government schools shall provide free education to all. The schools will be managed by School Management Committees [SMC].Private schools shall admit at least 25 percent of the children the in there schools without any fee. The National Commission for Elementary Education shall be constituted to monitor all aspects of elementary Education including quality.

The RTE act has its implication to parents, teachers, schools, authorities and educational administrators who are directly and indirectly concerned with school education.

A study on awareness of RTE Act among teachers is probably most appropriate at this particular point. Teachers are supposed to know about RTE Act. Quality education is necessary for development of children as well as once country. The provision made by the government may not reach the target group if teacher himself/herself doesn't know about RTE Act. All schools will have to prescribe to norms and standards laid out in the Act and no school that does not fulfill these standards within 4 years will be allowed to function.

Objectives

1. To find the difference in level of awareness on RTE Act 2009 among male and female elementary school teachers.

2. To compare the awareness RTE Act 2009 among the elementary school teachers belonging to urban and rural areas.

3. To compare the awareness on RTE Act 2009 among the elementary school teachers belonging to government-aided and private schools.

Hypotheses

1. There is no significant difference in the level of awareness on RTE Act among male and female elementary school teachers.

2. There is no significant difference in the level of awareness of RTE Act among elementary school teachers belonging to urban and rural areas.

3. There is no significant difference in the level of awareness of RTE Act among elementary school Teachers belonging to Government -aided and Private Schools.

Methodologyof the Study

The study was undertaken with a view of finding out the awareness of Elementary school teachers on RTE Act with respect to Gender, Locale, and Type of school.

The study was descriptive survey in nature.

Sample of the Study

Jalpaiguri of West Bengal State was selected for the study. Sample consisted of a total of 180 teachers; 90 from urban [30 from Siliguri Corporation,30 from town of jalpaiguri and 30 from Dhupguri Municipality] and 90 from rural [Block of Matiali (30), Nagrakata(30) and Mal(30)] elementary schools. They were from government-aided and private schools. There were also male and female teachers. Table 1. gives the details.

Table: 1: Sample of the Study

Type of School	Urban(N-90)		Rural(N-90)	
	Male	Female	Male	Female
Govt. Aided	20	25	22	23
Private	20	25	16	29
Total	40	50	38	52

Tool used in the study

A Questionnaire was developed by the investigators which covered five aspects of the Act. They were Responsibilities of schools and teachers, Norms and standard for a school, School management Committee, Appropriate Government and Protection of Right of Children. There were a total of 30 multiple choice questions and each right answer was awarded one mark.

Analysis and Discussion:

Hypothesis: 1

There is no significant difference in the level of awareness on RTE Act among male and female elementary school teachers.

Table 2: Awareness of RTE Act between Male and Female Elementary school teachers

Group	N	Mean	SD	Mean Difference	df	't'- value	Significance
Male	78	14.81	2.60	0.05	78	0.095	Not significant
Female	102	14.76	2.19				

Observation of Table: 2 reveal that Male teachers have secured a higher mean (14.81) when compared to Female teachers (14.76) with regard to awareness of RTE Act. But the mean difference is only 0.05. The obtained t-value is 0.095 which is less than the table value i.e. 1.99 to be significant at 0.05 levels. Hence, **null hypothesis is accepted**. It is therefore concluded that there is no significant difference on awareness of RTE Act between Male and Female elementary school teachers.

Hypothesis: 2

There is no significant difference in the level of awareness of RTE Act among urban and rural elementary school teachers.

Table: 3 reveals that there is a mean difference of 0.75 between the teachers of urban and rural elementary schools and higher mean is scored by urban elementary school teachers. The obtained t-value is 1.44 for df 78 and this value is less than the table value i.e. 1.99 to be significant at 0.05 level. So, **null hypothesis is accepted**.

It is concluded that there is no significant difference in awareness on RTE Act between Urban and Rural elementary school teachers.

Table 3: Awareness of RTE Act between teachers of Urban and Rural Elementary schools

Group	N	Mean	SD	Mean Difference	df	't'- value	Significance
Male	90	15.15	2.51	0.75	78	1.44	Not significant
Female	90	14.40	2.12				

Hypothesis: 3

There is no significant difference in the level of awareness of RTE Act among elementary school Teachers belonging to Government-aided and Private Schools.

Table 4: Awareness of RTE Act between Government-aided and Private Elementary school teachers

Group	N	Mean	SD	Mean Difference	df	't'- value	Significance
Male	90	15.45	1.97	1.35	78	2.67	significant
Female	90	14.10	2.50				

Observation of Table: 4 shows that the teachers of government schools have scored a higher mean (15.45) than the teachers of private schools (14.10). The mean difference is as high as 1.35. Obtained t-value is 2.67 for a df 78. Since the obtained value is greater than the table value (1.99), the **hypothesis is rejected**. This shows that there is significant difference on awareness of RTE Act between government and private school elementary school teachers. It is concluded that the awareness on RTE Act is higher with the teachers of government schools.

Findings of the Study

1. There is no significant difference in the awareness level of male and female teachers as well as urban and rural teachers on RTE Act.

2. The awareness of teachers on RTE Act is significantly higher among government-aided school teachers than private school teachers.

Implications of the Study

The study revealed that the awareness level on RTE Act of government-aided school teachers is significantly higher than the private school teachers. This shows that there is an urgent need to develop awareness among all the private school teachers. Like-

- The management has to arrange for orientation of the teachers on priority basis.

- The management should organize seminars.

- The management should organize in-service teacher training programmes (workshop, refresher course) for teachers in order to generate awareness.

Though there is awareness of the Act among the teachers, it is just about average which has a scope for improvement. Therefore some more actions have to be taken by the concerned authorities, to improve the level of awareness among the teachers.

Once awareness is created in the teachers of both the Government-aided and the Private schools, Rural and Urban, Male and Female teachers, the implementation of RTE Act will become easier and goals of education will be achieved.

References

1. Asha KVD Kamath [Coordinator], B. Phalachandra and T. V. Somashekar, (2010) 'Orientation of State Education Functionaries on RTE Act 2009,' Regional Institute of Education (RIE), Mysore {NCERT}.

2. Babu Mathew(2001) 'Rights of the Child to Education'. Country Director, Action Aid in India

3. DNA(2010) 'Rights of the Child to Education', a Research Report dated 20-12-2010.

4. Gowramma, I P (2011). Importance of Right to Education for person with disability. Paper presented at National Seminar at RIE, Mysore.

5. Hindu Daily (2 April 2010). Right of children to free and compulsory Education.

6. IJEREI (5-Sept 2013), Awareness on Right To Education Act-2009 Among Elementary School Teacher, Volume 3 ,ISSN-22310495.

7. IJEREI (5-Sept 2013), Awareness on Right To Education Act-2009 Among Elementary School Teacher, Volume 3 ,ISSN-22310495.

8. Juneja, Nalini (1997) Right of the Child to Education and issues in implementation of compulsory education; New frontline on Education, NUEPA.

9. NCPCR, SCPCR and REPA (2010) The responsibility of monitoring implementation of Act.

10. NCPCR (2010) - "Main Features of the Right of Children to Free and Compulsory Education Act, 2009", New Delhi.

11. The Gazette of India (2009). The Right of Children to Free and Compulsory Education Act. (RTE Act-2009)

12. Tricia Darid (1996) The children's Rights and early Education article 31 of the UN Conventions. Van Herrewage M L(1979) RTE www.eric.com.

13. World Bank (2001) Right to Education, Annual Report published in April.

A Study on Professional Burnout of Secondary School Teachers in Relation to Self Efficacy

Arnab Pan* and Abhijit Guha**

ABSTRACT : The study was purely a quantitative study and tried to measure the professional burnout and self efficacy level of the secondary school teachers and their inter relationship with each other. The sample size was 200 and was taken through random sampling technique from secondary schools in West Bengal. The sample was selected from different government aided secondary schools in different cities and villages in West Bengal. The category of sample was gender (male and female), location of school (rural and urban) and teaching experience (below 5 years, above 5 years but below 10 years, above 10 years). Self made 'professional burnout scale for teachers' and 'self efficacy scale for teachers' were used for data collection. The professional burnout scale was a five point rating scale and its reliability was 0.661 while self-efficacy scale was a four point rating scale and its reliability was 0.709. Null hypothesis were drawn against the objectives of the study. The collected data were not normally distributed and thus non parametric statistics were used for data analysis. The analyses include descriptive statistics (mean, median, and SD) and inferential statistics (Mann-Whitney Test, and Kruskal Wallwas test).The findings of this study included that there were no significant difference in professional burnout and self efficacy of secondary school teachers in relation to their gender and location of school. Professional burnout of secondary school teachers was not differing significantly in relation to different levels of teaching experience. While self efficacy of secondary school teachers was significantly differ in relation to different levels of teaching experience. Professional burnout and self efficacy were significantly correlate with each other and their correlation was negative in nature.

Introduction

Teachers are the important component of teaching learning process because teacher shapes our education system. Teachers should possess a set of capabilities to successfully discharge their functions and responsibilities. Teacher self-efficacy is a broader concept, and in fact high self-efficacy underlies and enables successful use of professional knowledge and skills. Self efficacy possessing personal skills to exercise control and conduct over actions requiring the overcoming of potential duties and

* Assistant professor, Imperial Institute of Education and Training, Anantapur, West Bengal Email; panarnab@yahoo.in

** Assistant Professor (Senior), R. K. M. Sikshanamandira, Belur Math, West Bengal, Email: abhi.guha68@gmail.com

states (Bandura, 1997). According to Schwarzer (1992) Self-efficacy aims at a broad and stable sense of personal competence to deal effectively with a variety of stressful situations. Self efficacious teachers set high goals for themselves, they develop strategies, and maintain a course of action even when obstacles occurs or when failure mount. Self efficacy is teachers believes how much he or she affects student's performance and how much they motivate student at his or her proximity (Guskey & Passaro, 1994). Teachers with good self efficacy exhibits greater degree commitment and effort in teaching (Tschannen-Moran and Woolfolk-Hoy (2001), occupying different methods of instruction (Allinder, 1994), and utilization of different types of teaching learning materials (Stein & Wang, 1988). Burnout is a professional syndrome that generally originates from long term occupational stress. The concept of burnout was first mentioned by the Freudenberg (1974). Maslach and Jackson (1981) pointed out three factors that control the burnout level of teachers which were: Emotional Exhaustion, Depersonalization, and Personal accomplishment affect burnout level of teachers. According to Leiter (1992) burnout was a. 'crisis in self efficacy'. Burnout indicates the feeling of a lack of existential meaning that person expect to achieve through their work. Burnout may be describe as emotional exhaustion appears due to chronic stress, role conflict, role ambiguity, competitive relationship between teachers and his or her colleagues, and dis satisfaction with profession. Burnout includes lack of commitment, low satisfaction levels, low self esteem level, abnormal desire to take serious work (Adams, 1999). Evers et al, (2002) – Made a study on burnout and self efficacy: a study on teacher's beliefs when implementing an innovative educational system in the Netherlands and found that self efficacy significantly and negatively related to the depersonalization and emotional exhaustion dimensions of burnout and significantly positively related with the personal accomplishment dimension.

Objective of the study

1. To find out the self efficacy of the secondary school teachers in relation to gender, strata, and academic experience.

2. To find out the professional burn out of the secondary school teachers in relation to gender, strata, and academic experience.

3. To find out if there any relationship between self efficacy and professional burn out of school teachers.

Hypotheses of the study

Ho1 – There was no significant difference in professional burn out of the secondary school teachers in relation to their gender.

Ho2 – There was no significant difference in self efficacy of the secondary school teachers in relation to their gender.

Ho3 – There was no significant difference in professional burn out of the secondary school teachers in relation to their location of school.

Ho4 - There was no significant difference in self efficacy of the secondary school teachers in relation to their location of school.

Ho5 - There was no significant difference in professional burnout of the secondary school teachers in relation to their different levels of teaching experience.

Ho6 - There was no significant difference in self efficacy of the secondary school teachers in relation to their different levels of teaching experience.

Ho7 - There was no significant relationship between self efficacy and professional burn out of secondary school teachers.

Methodology

Population :

Secondary school teachers of West Bengal were the population of thwas study.

Sample :

200 samples were drawn from the population through random sampling technique. The sample was categorized into gender, location of school and teaching experience of secondary school teachers. Sample distribution was as follows:

Table:1 Sample distribution in relation to Categorical variable

Categorical variables	Teachers numbers	Total
Male	125	200
Female	75	
Rural	83	200
Urban	117	
below 5 years	73	200
5-10 years	66	
above 10 years	61	

Variables of study

- Major variables were teacher self efficacy and teacher burn out.
- Categorical variables were gender (male and female), location of school (rural and urban) and teaching experience (below 5 years, above 5 years and below 10 years, above 10 years).

Tool used:

Self made Self-Efficacy Scale for teachers was used to measure the self efficacy of the teachers. The scale was four point rating scale and each statement had four alternative responses. For positive statements each statement was rated as: 'Not at all true'—1, 'Hardly true'—2, 'Moderately true'—3, 'Exactly true'—4. For negative statements each statement was rated as: 'Not at all true'—4, 'Hardly true'—3,

'Moderately true'=2, 'Exactly true'=1. At initial stage there were 25 items were present in this scale but during measuring the reliability 13 items were eliminated from the 25 items and finally the scale contains 12 items. The reliability of this scale was 0.709.

Self made Professional burnout scale for teachers was used to measure the professional burnout level of teachers. The scale was five point rating scale and each statement had four alternative responses. For positive statements each statements was rated as 'strongly agree'=1, 'Agree' = 2, 'Neutral' = 3, 'Disagree' = 4, and 'Strongly Disagree' = 5. For negative statements each statements was rated as 'strongly agree'=5, 'Agree' = 4, 'Neutral' = 3, 'Disagree' = 2, and 'Strongly Disagree' = 1. At initial stage there were 25 items were present in this scale but during measuring the reliability 15 items were eliminated from the 25 items and finally the scale contains 10 items. The reliability of this scale was 0.661.

Data Analysis and Interpretation

Descriptive analysis:

Table : 2 Descriptive Statistic for the distribution of professional burnout scores and self efficacy scores of total sample

	N	Mean	Std. Deviation	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
professional burnout	200	16.8350	6.27492	1.104	.172	.669	.342
self efficacy	200	42.2900	5.43540	-.956	.172	-.705	.342

From the above table 2 it was seen that the mean value of these two distributions were 16.83 and 42.29. The values of skewness were 1.104 and -0.956 and kurtosis values were 0.669 and -0.705. The value of skewness and kurtosis of these two distributions were very high from the skewness and kurtosis values of normal probability curve. This indicated that these two distributions were not normal distribution.

Table3. Distribution of professional burnout scores and self Efficacy scores in relation to gender

Gender		Professional burnout	Self efficacy
Male	N	125	125
	Mean	17.2960	42.4240
	Skewness	1.104	-1.069
	Kurtosis	.511	-.465
Female	N	75	75
	Mean	16.0667	42.0667
	Skewness	.990	-.776
	Kurtosis	.581	-1.078

Table: 4 Distribution of professional burnout scores and self Efficacy scores in relation to location of schools

Location of school		Professional burnout	Self efficacy
Rural	N	83	83
	Mean	16.6024	42.1325
	Skewness	1.056	-.794
	Kurtosis	1.324	-1.118
Urban	N	117	117
	Mean	17.0000	42.4017
	Skewness	1.108	-1.084
	Kurtosis	.331	-.367

Table:5 Distribution of professional burnout scores and self Efficacy scores in relation to teaching experience

Experience		Professional burnout	Self efficacy
Below 5 years	N	73	73
	Mean	16.8904	43.0959
	Skewness	1.283	-1.273
	Kurtosis	.738	.082
5 -10 years	N	66	66
	Mean	16.1818	43.2727
	Skewness	1.158	-1.547
	Kurtosis	.964	1.159
above 10 years	N	61	61
	Mean	17.4754	40.2623
	Skewness	.580	-.220
	Kurtosis	-.333	-1.795

Inferential statistics

Ho1& Ho2 - Testing:

From the above tables 6 & 7 it were seen that the male and female teachers had a mean rank of their professional burnout scores were 104.36 and 94.07. The Mann-Whitney U value and Wilcoxon W value were 4205.000 and 7055.000 and p = .211 (p > 0.05). The Mann-Whitney U of professional burnout was not significant at 0.05 levels. Hence Ho1 was retained. It was safely concluded that professional burnout was not differ significantly in relation to gender. The above tables also showed that male and female teachers had a mean rank of their self efficacy score was 102.25

Table:6 & 7 Test of significant for the difference between the mean rank of burnout scores and self Efficacy scores of male and female teachers.

	Gender	N	Median	Mean Rank	Sum of Ranks
Professional burnout	male	125	15.00	104.36	13045.00
	female	75	14.00	94.07	7055.00
	Total	200			
Self efficacy	male	125	46.00	102.25	12781.00
	female	75	44.00	97.59	7319.00
	Total	200			

	Professional burnout	Self efficacy
Mann-Whitney U	4205.000	4469.000
Wilcoxon W	7055.000	7319.000
Z	-1.251	-.565
Asymp. Sig. (2-tailed)	.211	.572

and 97.59. The Mann-Whitney U value and Wilcoxon W value were 4469.000 and 7319.000 and p=.572 (p>0.05). The Mann-Whitney U value of self efficacy was not significant at 0.05 levels. Hence Ho2 was retained. It was safely concluded that self efficacy was not differ significantly in relation to gender.

Ho3& Ho4 - Testing:

Table: 8 & 9 Test of significant for the difference between the mean rank of burnout scores and self Efficacy scores of Rural and Urban teachers.

	Location of School	N	Median	Mean Rank	Sum of Ranks
Professional burnout	rural	83	18.00	101.01	8383.50
	urban	117	14.00	100.14	11716.50
	Total	200			
Self efficacy	rural	83	45.00	99.27	8280.50
	urban	117	46.00	101.02	11819.50
	Total	200			

	Professional burnout	Self efficacy
Mann-Whitney U	4813.500	4794.500
Wilcoxon W	11716.500	8280.500
Z	-.107	-.155
Asymp. Sig. (2-tailed)	.915	.877

From the above tables 8 & 9 it were seen that the rural and urban teachers had a mean rank of their professional burnout score were 101.01 and 100.14. The Mann-Whitney U value and Wilcoxon W value were 4813.500 and 11716.500 and p=.915 (p>0.05). The Mann-Whitney U value of professional burnout was not significant at 0.05 levels. Hence Ho3 was retained. It was safely concluded that professional burnout was not differ significantly in relation to location of school. The above tables also showed that the rural and urban teachers had a mean rank of their self efficacy score was 99.77 and 101.02. The Mann-Whitney U value and Wilcoxon W value were 4794.500 and 8280.500 and p=.877 (p>0.05). The Mann-Whitney U value of self efficacy was not significant at 0.05 levels. Hence Ho4 was retained. It was safely concluded that self efficacy was not differ significantly in relation to location of schools.

Ho5 - Testing:

Table: 10 & 11   Test of significant for professional burnout among different levels of teaching experience (Kruskal-Wallis Test)

	Experience	N	Mean Rank
Professional burnout	below 5 years	73	95.71
	5 -10 years	66	96.03
	above 10 years	61	111.07
	Total	200	

	Professional burnout
Chi-Square	3.087
df	2
Asymp. Sig.	.214

Kruskal-Wallis Test was used to study professional burnout of school teachers at different levels of teaching experience. The above tables showed that the Chi-Square value and p value of professional burnout were 3.087 and 0.214 (p>0.05). This indicates that Chi-Square value of professional burnout was not significant at 0.05 levels. Hence Ho5 was retained. It was safely concluded that there was no significant difference in professional burnout of the secondary school teachers in relation to their different levels of teaching experience

Ho6- Testing:

Kruskal-Wallis Test was used to study self efficacy of school teachers at different levels of teaching experience. The above tables showed that the Chi-Square value and p value of professional burnout was 10.560 and .005 (p<0.05). The Chi-Square value of Self efficacy was significant at 0.05 levels. Hence Ho6 was rejected. It was

Tables 12 and 13: Test of significant for self efficacy among different levels of teaching experience (Kruskal-Wallis Test)

	Experience	N	Mean Rank
Self efficacy	below 5 years	73	105.32
	5 -10 years	66	112.75
	above 10 years	61	81.48
	Total	200	

	Self efficacy
Chi-Square	10.560
df	2
Asymp. Sig.	.005

safely concluded that there was a significant difference in self efficacy of the secondary school teachers in relation to their different levels teaching experience.

Tables 14 and 15: Test of significant for self efficacy between two levels (below 5 years & 5 - 10 years) of teaching experience

	Experience	N	Median	Mean Rank	Sum of Ranks
Self efficacy	below 5 years	73	46.00	67.25	4909.00
	5 -10 years	66	46.00	73.05	4821.00
	Total	139			

	Self efficacy
Mann-Whitney U	2208.000
Wilcoxon W	4909.000
Z	-.877
Asymp. Sig. (2-tailed)	-.877

The tables 14 and 15 showed that the Mann-Whitney U value and Wilcoxon W value were 2208.000 and 4909.000 and $p = .877$ ($p > 0.05$). The Mann-Whitney U value between these two groups of self efficacy was not significant at 0.05 levels. Hence it was concluded that the two groups below 5 years & 5 - 10 years were not significantly differ in their self efficacy.

Tables 16and 17 showed that the Mann-Whitney U value and Wilcoxon W value were 1405.500 and 3296.500 and $p = .003$ ($p < 0.05$). The Mann-Whitney U value between these two groups of self efficacy was significant at 0.05 levels. Hence it

Tables 16 and 17: Test of significant for self efficacy between two levels (5 - 10 years & above 10 years) of teaching experience

	Experience	N	Median	Mean Rank	Sum of Ranks
Self efficacy	5 -10 years	66	46.00	73.20	4831.50
	above 10 years	61	44.00	54.04	3296.50
	Total	127			

	Self efficacy
Mann-Whitney U	1405.500
Wilcoxon W	3296.500
Z	-2.998
Asymp. Sig. (2-tailed)	.003

was concluded that the two groups 5 -10 years & above 10 years were significantly differ in their self efficacy.

Tables 18 and 19: Test of significant for self efficacy between two levels (below 5 years & above 10 years) of teaching experience

	Experience	N	Median	Mean Rank	Sum of Ranks
Self efficacy	below 5 years	73	46.00	75.07	5480.00
	above 10 years	61	44.00	58.44	3565.00
	Total	134			

	Self efficacy
Mann-Whitney U	1674.000
Wilcoxon W	3565.000
Z	-2.520
Asymp. Sig. (2-tailed)	.012

Tables 18 and 19 showed that the Mann-Whitney U value and Wilcoxon W value were 1674.000 and 3565.000 and p=.012 (p<0.05). The Mann-Whitney U value between these two groups of self efficacy was significant at 0.05 levels. Hence it was concluded that the two groups below 5 years & above 10 years were significantly differ in their self efficacy.

Ho7- Testing:

Table 20 showed that there was a significant correlation between professional burnout and self efficacy. The correlation coefficient value was 0.546 which was

significant at 0.01 levels. The relationship of professional burnout and self efficacy was negative in nature. This indicated that teachers with high self efficacy had low professional burnout and vice versa.

Table 20: Test of correlation coefficient between professional burnout and self efficacy

			Professional burnout	Self efficacy
Spearman's rho	Professional burnout	Correlation Coefficient	1.000	-.546**
		Sig. (2-tailed)	.	.000
		N	200	200
	Self efficacy	Correlation Coefficient	-.546**	1.000
		Sig. (2-tailed)	.000	.
		N	200	200

**. Correlation was significant at the 0.01 level (2-tailed).

Result and Discussion

The study showed that no significant difference between male and female teachers in their professional burnout. Similar finding was reported by Goswami (2013) where he established that sex had no effect on professional burnout of secondary school teachers. The present finding had a contradiction with the finding of Bayani, et al. (2013) where they reported that male teachers were significantly higher than female teachers in burnout levels. The difference of self efficacy was also insignificant in relation to gender. This finding contradicts with the finding of Himabindu (2012) where she made a study on teacher efficacy in relation to teaching competency and reported that self efficacy of Junior college lecturers differed in relation to sex. The study showed that professional burnout not significantly differs in relation to location of schools. This finding had a contradiction with the finding of Goswami (2013) where he established that location of schools significantly related with the different dimensions of professional burnout. The difference of self efficacy of school teachers was insignificant in relation to location of schools. This finding contradicted with the finding of Himabindu (2012) where she reported that lecturer self efficacy differed in relation to locality. In respect to teacher burnout aspect there was no significant difference among different levels of teaching experience. The present finding consistence with the finding of Bayani, et al. (2013) where they reported that burnout does not differ in relation to teaching experience. Relating to the year of experience self efficacy was differ significantly in relation to different levels of teaching experience. The present study showed that self efficacy differed significantly between 5 - 10 years & above 10 years experience teachers. The 5-10 years experience teachers had better self efficacy than their counterparts. Below 5 years & above 10 years experience teachers differed significantly in their self efficacy. Below 5 years experience teachers had better self efficacy than above 10 years experience teachers.

While no significant difference was exists between below 5 years & 5 - 10 years experienced teachers. Himabindu (2012) in his study divided sample into two categories below 35 years experience and above 35 years experience and found that no significant difference was exist between this two groups in their self efficacy. Professional burnout and self efficacy had significant correlation with each other and their relationship was negative in nature. The present finding consistence with the finding of Chwalisz, et al. (1992) where they established that teacher burnout had a significant and negative relationship with self efficacy. The teachers who had a higher score in self efficacy have lower burnout level.

Conclusion

The study showed that professional burnout and self efficacy was not differing significantly in relation to gender and location of schools. Professional burnout of secondary teachers was not differing significantly in relation to teaching experience. Self efficacy differed significantly in different levels of teaching experience. The study showed that teacher with less experience had better self efficacy than greater experience teachers. The newly appointed teachers or below 10 years experienced teachers were well skillful in teaching profession. They were able to take new teaching learning approaches, better commitment to their job and enables successful use of professional knowledge. Professional burnout and self efficacy had significant correlation with each other. Their relationship was negative i e. high self efficacy decreased professional burnout levels. The main cause of professional burnout was the job intervention so there need teacher autonomy and better cooperation in their professional life. Ballet et al., (2006) reported that international tendency was to diminish teachers' autonomy which had an effect upon the professional burnout. The teachers' professional burnout and self efficacy was dealing with job stressor and which make this novel profession into complicated once. For this reason all parameters of this profession was need to be checked out for preventing burnout and increasing teacher self efficacy levels.

References

Adams, E. (1999), *Vocational teacher stress and internal characteristic.* Journal of vocational and technical education. Vol-16(1), pp-7-22.

Allinder, A.M. (1994), *The relationship between efficacy and instructional practices of special education teachers and consultants.* Teacher education and special education. Vol-17, pp-86-95.

Ballet, K., Kelchtermans, G., & Loughran, J. (2006). *Beyond intensification towards a scholarship of practice: analysing changes in teachers' work lives.* Teachers and Teaching: Theory and Practice. Vol-12, pp-209-229.

Bandura, A. (1997), *Self-efficacy: The exercise of control.* New York: W. H. Freeman and Company.

Bayani, et al. (2013), *Influence of gender, age, and years of teaching experience on burnout.* Annals of biological research. Vol- 4 (4), pp-239-243.

Chwalisz, K., Altmaier, E. M. & Russell, D. W. (1992), *Causal attributions, self efficacy, cognition, and coping with stress.* Journal of social and clinical psychology. Vol-11(4), pp-377-400.

Evers, W. J. G., Brouwers, A., & Tomic, W. (2002). *Burnout and self efficacy in regarding with the implementation of innovative educational system in Netherlands.* British journal of educational psychology. Vol-72, pp-227-243.

Leiter, M. P. (1992). *Burn-out as a crisis in self-efficacy: Conceptual and practical implications.* Work &Stress, 6, pp-107–115.

Freudenberger, H. J. (1974). *Staff burnout.* Journal of social issues, Vol-30 (1), pp-159-165.

Guskey, T. R., & Passaro, P. D. (1994). *Teacher efficacy: A study of construct dimensions.* American educational research journal. Vol- 31, pp- 627-643.

Goswami, M. (2013). *A Study of burnout of secondary school teachers in relation to their job satisfaction.* IOSR journal of humanities and social science. Vol-10, (1), pp-18-26.

Himabindu, G. (2012). *Teacher efficacy in relation to teaching competency.* International journal of multidisciplinary educational research. Vol-1(4), pp-60-67.

Maslach, C., & Jackson, S. E. (1981). *Maslach burnout inventory manual.* Mountain View, California: CPP, Inc.

Schwarzer, R. (1992). *Self-efficacy: Thought control of action.* Washington, DC: Hemisphere.

Schwab, R., Jackson, S., & Schuler, R. (1986). *Educator burnout: Sources and consequences.* Educational research quarterly. Vol-10, pp-14-30.

Stein, M. K., & Wang, M. C. (1988). *Teacher development and school improvement: The process of teacher change.* Teaching and teacher education. Vol-4, pp-171–187.

Tschannen-Moran, M. and Woolfolk-Hoy, A. (2001). *Teacher efficacy: capturing an elusive construct.* Teaching and Teacher Education, Vol. 17, pp-783-805.

Effect of Teacher Collaboration on Professional Development of Schools Systems and Student Achievement

Mita Howladar*

ABSTRACT : To help young people learn the more complex and analytical skills they need for the present century, teachers must learn in ways that develop higher-order thinking and performance. To develop the sophisticated teaching required for this mission, they must be offered more and more effective professional learning. Meaningful learning is a slow and uncertain process for teachers as well as for students, with some elements that are more easily changed than others, according to the interplay with teachers' deeply-rooted beliefs and attitudes. Teacher collaboration and professional learning benefit in a variety of ways when teachers work together. A small but growing body of evidence suggests a positive relationship between teacher collaboration and student achievement. Professional educators are charged with the weighty responsibility of preparing all of this country's children for the world beyond high school, be that the world of work with the collaborative professional development system. Professional development opportunities can be expensive and are often delivered in disconnected sessions, which limit their impact on professional practice or professional knowledge. However, sustained instructional collaboration that allows teachers to enter into focused examination of instructional development particularly at the secondary levels. In keeping with the intense focus on school reform models, professional development opportunities are marketed to educators, complete with a litany of promises to improve student achievement, address the social justice needs of students and schools.

Keywords: Teacher Collaboration, Professional Development, Schools Systems, Student Achievement, Social Justice.

Introduction

Professional educators are charged with the weighty responsibility of preparing all of this country's children for the world beyond high school, be that the world of work, military service, post-secondary education, or other vocational pursuits without the benefit of a succinct, collaborative professional development system. In working to meet the enormity of this charge, teachers seek effective, meaningful modes of professional development through which they gain instructional expertise and build upon their breadth of professional knowledge. Professional development opportunities

*   Assistant Professor, Calcutta Girls' B. T. College, Kolkata-700 019, West Bengal, India.
    CELL-00919433095810. Mail Id- mitahowlader@gmail.com

can be expensive and are often delivered in disconnected sessions, which limit their impact on professional practice or professional knowledge. However, sustained instructional collaboration that allows teachers to enter into focused examination of instructional development at the secondary levels. Mor, & Mogilesky (2013) describe how collaborative interactions are an integral piece of the school reform puzzle. Educational leadership involves the practices of multiple individuals and occurs through the complex network of relationships and interactions among the entire staff of the school.

According to Chou, C. (2011)   teachers in many schools have come to accept a certain level of professional isolation. They seek ideas from books, the internet, a few workshops or conferences, and from one or two teachers with whom they share a close relationship. This constitutes the model of professional learning to which most educators are accustomed. However, with increased pressure for student achievement, educators are struggling within this time bound system of inadequate professional development.

Objectivity

- Teacher collaboration impact teacher learning and student development.
- Professional development that substantially impacts instructional practice and improves student achievement outcomes.
- Collaboration by professional teaching faculty is one component of the popular Professional Learning .

Process and Methodology

The new focus on schools as "collaborative workplaces" and "communities of learners" has prompted teachers and administrators alike to examine the roles of professional learning and instructional supervision in the context of the school, as well as prompting an increased focus on the value of collaboration as a means of professional growth (Robbins & Alvy, 2003).

A well structured, effective model of instructional collaboration fills the void left by traditional professional development and provides teachers with the professional learning that has a profound impact on the instructional practice. This kind of collaboration sees teachers working together toward commonly established learning goals, addressing common research questions, and determining if instruction is meeting the needs of all learners. Ongoing professional development activities that are embedded in teachers' contexts and focused on the content to be taught. Extensive opportunities for both formal and informal in-service development for new teachers. School governance structures that involve new teachers in decisions about curriculum, instruction, assessment, and professional development (Wei, 2007).

The teaching profession require a lifelong learning perspective to adapt to fast changes and evolving constraints or needs, international studies on teachers and their professional development have shown that so far, in-service training is considered

as a professional duty. The authors concluded that one characteristic of the teacher professional development that contributed to this sustained result was the opportunity for participants to collaborate with other teachers to discuss student thinking and learning. The teachers reported that the level of support from colleagues was critical because it made the reform a school endeavor rather than a single teacher's endeavor. (American Educational Research Journal, 38(3), 653–689) .
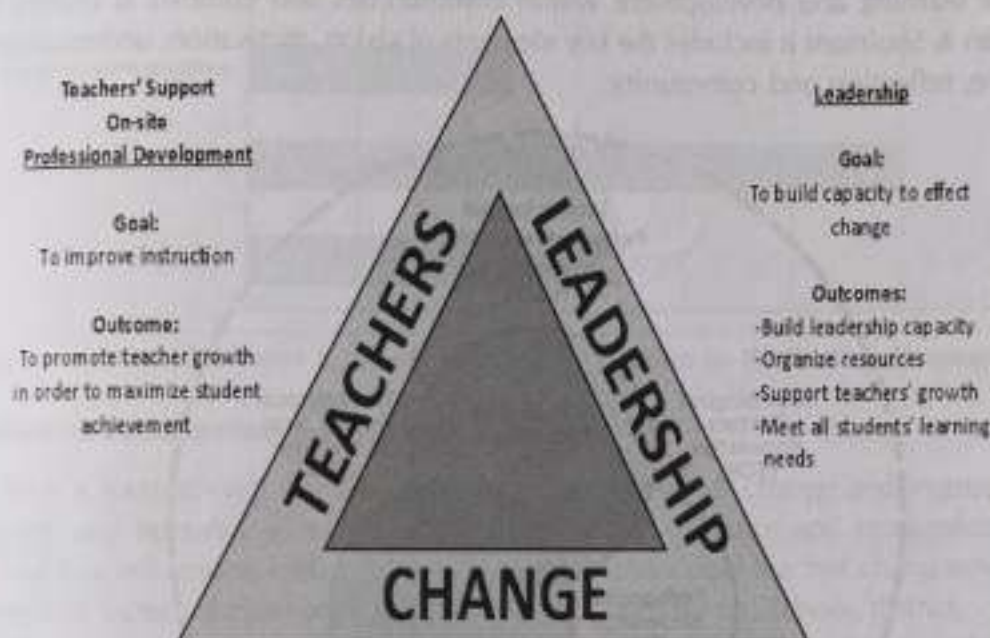
Rigorous Instruction

Teachers' Support
On-site
Professional Development

Goal:
To improve instruction

Outcome:
To promote teacher growth
in order to maximize student
achievement

Leadership

Goal:
To build capacity to effect
change

Outcomes:
-Build leadership capacity
-Organize resources
-Support teachers' growth
-Meet all students' learning
needs

TEACHERS
LEADERSHIP
CHANGE

Fig.1. Correlation Between Teachers, Leadership, Changing Outcome of any Institution

Educational Effectiveness and Teacher Professional Development

Richardson & Placier,(2001) is focused mainly on policy-amenable effectiveness features, considering the most favorable conditions for teachers' professional learning, above all in school contexts as professional communities. According to the paradigm of the teacher as reflective practitioner, taking responsibility for learning to improve the quality of professional performance. The Professional Learning Community model is based on two basic assumptions: - the idea of knowledge and learning as embedded in social contexts and experiences, and promoted through interactive, reflective exchanges. They would be needed to understand the dynamic, recursive links between conditions and effects – to decide whether collaboration, leadership, teamwork and active participation in the input, throughput or outcome of learning processes. Recent studies concerning the status of professional learning also explored the ways in which policy can affect professional learning, taking four high-performing states (Dall'Alba, G. & Sandberg, J. (2006) as examples, selected on the basis of high levels of teacher participation in class, research-consistent policies, and student achievement improvements, but characterized by geographic, demographic and policy context diversity.

Learning and Continuous Professional Development of Teachers:

Young people learn the more complex and analytical skills they need for the 21st century, teachers must learn in ways that develop higher-order thinking and performance. To develop the sophisticated teaching required for this mission, they must be offered more and more effective professional learning. Meaningful learning is a slow and uncertain process for teachers as well as for students, with some elements that are more easily changed than others, according to the interplay with teachers' deeply-rooted beliefs and attitudes. A wide, all-encompassing conceptualization of teacher learning and development within communities and contexts is offered by Shulman & Shulman; it includes the key elements of vision, motivation, understanding, practice, reflection and community.
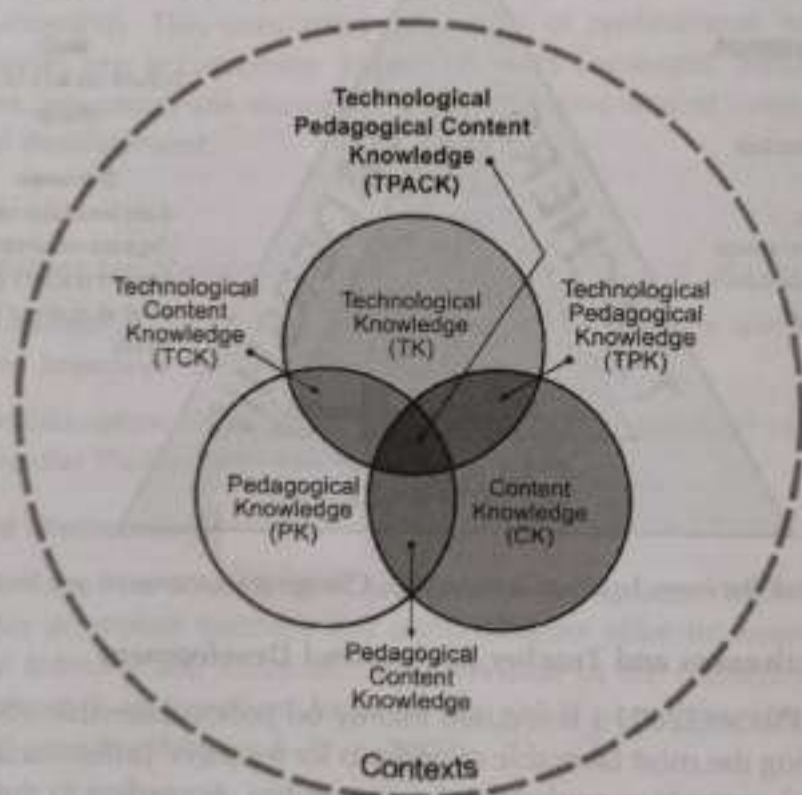
Fig 2. Professional Pathway of Teachers for Students Achievement.

Collaborative actions of the teachers mainly depends on the number of occurence of motivative process, knowledge building,interactions with the questions, familier with the different references, acknowledge etc.The Professional Development Plan (PDP) is also a process for the renewal of an educator's license based on planned professional growth and evidence of the impact of that growth on student learning. A documented completion of a PDP as verified by a PDP review team of three members is required in order to renew a Professional Educator license or advance from an Initial Educator to a Professional Educator license. The PDP Verification must be submitted through an electronic PDP service provider and received by the DPI as part of license application processing requirement for the upgrading of the school system.

Collaborative actions

Number of occurence

Fig 3. Teacher Collaborative Actions in Different Perspectives for the Students Development.
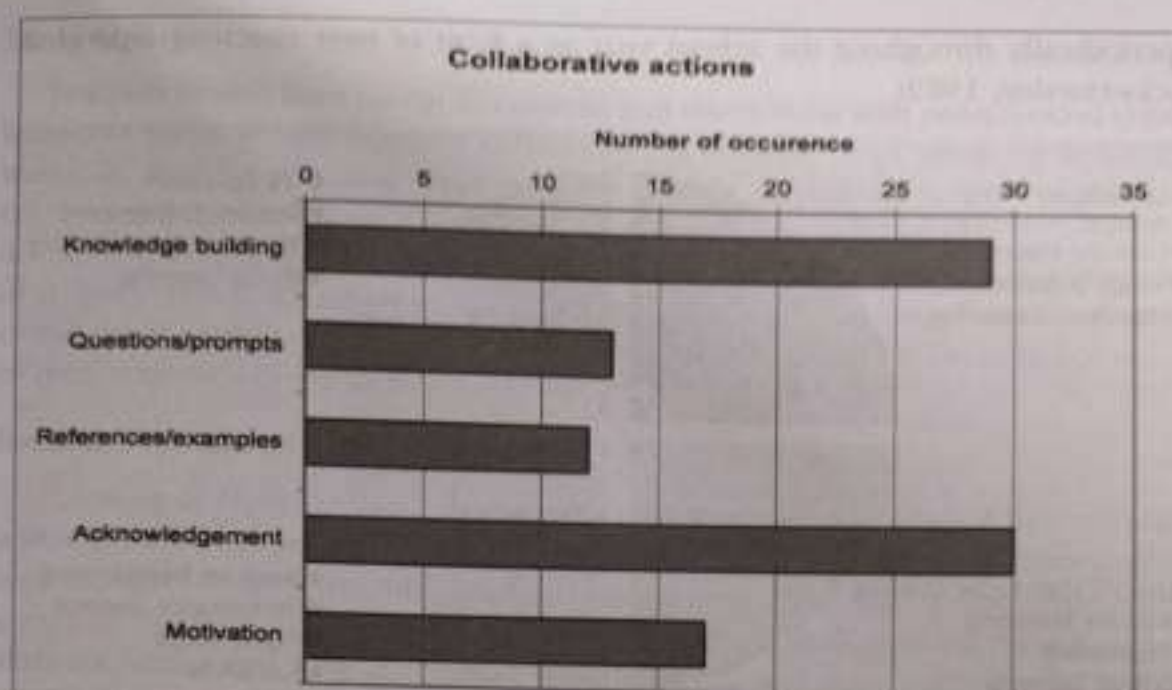
Collective Participation of Teachers

Such a foundational framework considers both teacher change and instructional change, and operates with context as an important mediator and moderator, with several key influences: - student characteristics; - individual teacher characteristics; - contextual factors of classroom, local professional community, school, district; - policy conditions at multiple levels. Teachers' powerful learning is thus seen as enhanced: - when there is collective participation and effective staff communication; - in teacher networks and study groups; - in professional development programmes that are longer, sustained and intensive, since traditional episodic, fragmented approaches do not allow rigorous, cumulative learning; in teachers' practice, opening avenues for 'de-privatizing' teachers' practice; - collegial learning in trusting environments helps develop communities of practice to promote school change beyond the individual classroom; - a staff culture involving mutual learning, monitoring and commitment to collaboration is found to be a key feature of effective schools; - fair uniformity of effective teacher behaviours, as linked with good socialization processes within schools, seems to be a recurring characteristic of effective schools.

Models of Teacher-centered Professional Development

For the teacher centered development following pathways should be followed:

Observation

In this model, the professional development provides—a master teacher in a school, a specialist, perhaps a very experienced teacher colleague—observes teachers in their classrooms, assessing their instructional practices and providing structured feedback. This model of PD may be used as a support measure following workshops

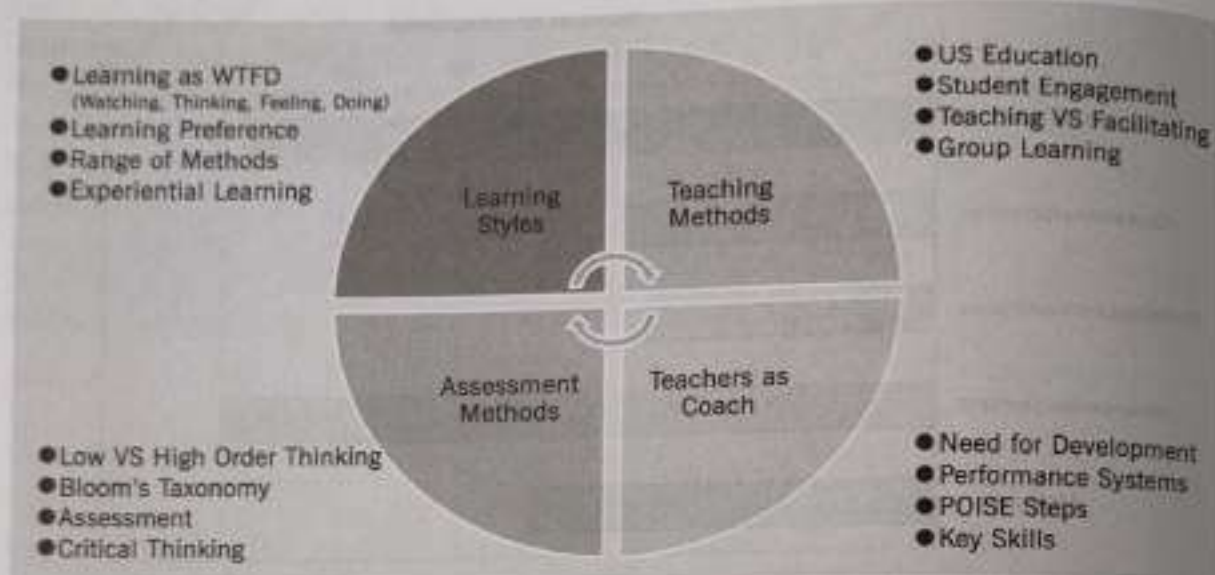or periodically throughout the school year as a form of peer coaching (Sparks & Loucks-Horsley, 1989).

- Learning as WTFD
  (Watching, Thinking, Feeling, Doing)
- Learning Preference
- Range of Methods
- Experiential Learning

Learning Styles

Teaching Methods

- US Education
- Student Engagement
- Teaching VS Facilitating
- Group Learning

Assessment Methods

Teachers as Coach

- Low VS High Order Thinking
- Bloom's Taxonomy
- Assessment
- Critical Thinking

- Need for Development
- Performance Systems
- POISE Steps
- Key Skills

Fig 4. Different Stages of Collaborative Actions in Our Educational Institutions

Open Classrooms

Teachers want to see other teachers in action. In an open classroom model, teachers create lessons and invite colleagues to observe the lesson and provide feedback in a post-observation session. The focus of open classroom is on *teacher* behavior. I first saw an open classroom in action in Azerbaijan in 2003 and have used this model in every face-to-face professional development program. When the observation is followed by structured discussion and information sharing, watching more skilled colleagues in action, it benefits both parties— those conducting the lesson and those observing (Gaible & Burns, 2007).

Lesson Study

Lesson study is a well-studied and highly successful form of professional development—if teachers are provided the time, support, resources and skilled facilitation needed to make it a success. Lesson study has been used as a dominant form of professional. It focuses in depth on fewer curriculum topics and educational culture has a longer tradition of outside observers in classrooms. In lesson study, teachers collaboratively plan, develop, or improve a lesson; field test the lesson in a classroom; observe it; make changes; and collect data to see the impact of the lesson on student learning. This usually occurs over a period of months.

Lesson study has been shown to be a proven way of enhancing teachers' design and instructional skills (Stigler & Hiebert, 1999). It also demands that professional development providers be skilled across a range of areas (content, instructional design, knowledge of instructional and assessment models).

Study Groups

Teachers benefit from formal discussions and interactions with peers around critical issues. In study groups teachers collaborate, as a single large group or in smaller teams, to study a particular issue with the goal of solving a common problem or creating and implementing a plan to attain a common goal. The study—the reading, discussion, writing and reflection, led by a skilled facilitator—is the key component of a study group. During the study process they may use print-based resources, classroom materials (such as work created by students) and their experiences as part of their approach to the problem.

Looking at Student Work

"Looking at Student Work" (LASW) is a model of teacher collaborative self-study and formative assessment that focuses on examining student work and assessing the way the teacher designed the particular activity being reviewed. I saw firsthand the power of teachers collaboratively examining student's work. Linking it back to how students learn, and how the lesson was designed, and then restructuring lessons based on this information is a key component.

This type of professional development uses highly structured protocols that make the examination of student work non-threatening and keep the focus off what the teacher did or did not do and instead on evidence of student learning.

Benefits of Continuing Education and Professional Development Include

- Learning all about the latest trends in education and discipline for the both teachers and students development.

- Receiving instruction on how to implement new practices and procedures in a classroom for the students achievement.

- Feeling professional development and searching their doing important work.

- For the staying on top of learning curve in the classroom situation.

It's our responsibility to continue to grow and develop as an early childhood professional – with or without our director's support. Just like any other professional, we want to continue growing and learning in our field. It will make more effective as an educator .

Our education and professional development will make feel more confident in our career choice and more positive about the rigors of early childhood education. And when we relaxed, confident and positive in the classroom, the children win.

Summary

To be effective and successful, teacher professional development must be of high quality and relevant to teachers' needs. No amount of ICT can compensate for their own characteristics. Teacher Professional development (TPD) is the tool by which policymakers convey broad visions, disseminate critical information, and provide

guidance to teachers. Effective TPD begins with an understanding of teachers' needs and their work environments—schools and classrooms. TPD then combines a range of techniques to promote learning; provides teachers with the support they need; engages school leadership; and makes use of evaluation to increase its impact. Essential techniques include mentoring, teamwork, observation, reflection and assessment. TPD programs should engage teachers as learners—typically involving the process of "modeling." When computers are involved, TPD programs must address not only teachers' technical skills, but also their concerns about logistics, about how to use computers with students, and about risks to their status in the classroom. Successful computer-supported or computer-focused TPD provides teachers with hands-on opportunities to build technical skills and work in teams while engaging them in activities that have substantial bearing on their classroom practices or on other aspects of the school workplace which related to students achievement.

References

Bullock, S. M. (2014). Exploring the impact of prior experiences in non-formal education on my pedagogy of teacher education. *Studying Teacher Education, 10*(2), 103-116.

Brook, L., Sawyer, E., Rimm-Kaufman, S.E. (2007). Teacher collaboration in the contextof the responsive classroom approach. *Teachers and Teaching: Theory and*

Practice. 13(3), pp. 211-245

Burns, M. (2011). *Distance education for teacher training: Modes, models and methods.*

Chou, C. (2011). *Teachers' professional development: Investigating teachers' learning to do action research in a professional learning community.* Asia-Pacific Education Researcher, *20*(3), 421-437.

Dall'Alba, G. & Sandberg, J. (2006). Unveiling Professional Development: A Critical Review of Stage Models. Review of Educational Research, 76 (3), 383 – 412.

Gaible, E. & Burns, M. (2007). Using technology to train teachers: Appropriate uses of ICTs for professional development

Goddard, Y. L., & Goddard, R. D. (2007). A theoretical and empirical investigation of teacher collaboration for school improvement and student achievement in publicelementary schools. *Teacher College Record,* 109(4), pp. 877-896.

Jackson, C.K. & Bruegmann, E. (2009). *Teaching students and teaching each other: The importance of peer learning for teachers. NBER working paper No. 15202.*

Marsh, B., & Mitchell, N. (2014). The role of video in teacher professional development. *TeacherDevelopment,* 18(3), 403-417.

Mor, Y., & Mogilevsky, O. (2013). The learning design studio: Collaborative design inquiry as teachers' professional development.Research in Learning Technology, 21(2), 1-15.

Pugach, C. M.; Blanton, P.L.; and Correa, I.V. (2011)A historical perspective on the role of collaboration in teacher education reform: Making good on the promise of teaching all students. Teach Education and Special Education, 34 (3),pp. 183-200.Retrieved on February 20, 2015 from http://tes.sagepub.com/content/34/3/183.full.pdf + html

Richardson, V. and Placier, P. (2001). Teacher change. In V. Richardson (ed.), Handbook of research on teaching, 905-947. Washington D.C: American Educational Research Association.

Sparks, D. & Loucks-Horsley, S. (1989). Five models of staff development. *Journal of Staff Development* 10 (4), 1-34.

Stigler, J.W. & Hiebert, J. (1999). *The teaching gap: Best ideas from the world's teachers for improving education in the classroom.* New York, NY: Free Press.

Sawyer, L. B. E. & Rimm-Kaufman, S.E. (2007). Teacher collaboration in the context of the responsive classroom approach. *Teachers and Training: Theory and Practice*,13(3), pp. 211-245.

Kathy dyer (2013).The Importance of Collaboration in Teacher Professional Development.

Reeves, D. (2006). Leadership leverage. *Educational Leadership.* 64(2), 86-87.

Reeves, D. (2010). *Transforming professional development into student results.*Alexandria, VA: ASCD.

Robbins, P. & Alvy, H.B. (2003). *The principal's companion: Strategies and hints to make the job easier.* Thousand Oaks, CA: Corwin.

Taylor, M., Yates, A., Meyer, L., Kinsella, P. (2011) Teacher professional leadership in support of teacher professional development. *Teaching and Teacher Education*, 27(1), 85-94.

|Wei, R., Darling-Hammond, L., Andree, A., Richardson, N., & Orphanos, S. (2009).*Professional learning in the learning profession: A status report on teacher development in the United States and abroad.* Dallas, TX: National Staff Development Council.

Williams, M.L.(2010). Teacher collaboration as professional development in a large,suburban high school. *College of Education and Human Sciences.* Retrieved onDecember 17, 2014 from: http://digitalcommons.unl.edu/cehsdiss

"*E-Learning Report Shows Online Professional Development Aids Teachers And Students*". Boston College Office of News & Public Affairs. Retrieved 13 July 2015

Prospects and Challenges of
Teacher Education in India

Asim Roy*

ABSTRACT : Teachers are a precondition to the achievement of all the EFA (Education for All) goals and the key to bridging both the qualitative and quantitative targets. At the Oslo meeting in December 2008, the Education for All High Level Group (HLG) made recommendations to all EFA partners and national Governments to identifY their short and medium term needs for recruitment, deployment, training and retention of teachers. The recommendations also called upon development partners to support national effort in this area to identifY and meet the needs specified and to provide predictable support to cover the associated costs.

India is one major emerging economies of Asia and the World. Ensuring sustainability of the expanding economic success of the country puts much emphasis on the need for well balanced development. With the recognition that education is the cornerstone for all development, this vast country which is divided in to 28 States and 7 Union territories, which over 600 Districts and 0.6 million villages, has taken major strides in making education available to its diverse population.

Here, in this concepts the teacher plays the vital role of the protagonist by taking it up into a serious consideration as a challenge

Keywords: Teacher Education ; Economically sustainable development

Introduction

At the world education forum in 2000, The international community defined the global education for all agenda as relating to six areas - Early childhood care and Education, primary education, youth and adult learning needs, literacy, gender equality and quality in education. Three quantifiable goals were set for 2015; having the number of illiterates, universal pnmary education and equality education.

Teachers are a precondition to the achievement of all the EFA (Education For All) goals and the key to bridging both the qualitative and quantitative targets. At the Oslo meeting in December 2008. The Education For All High Level Group (HLG) made recommendations to all EF A partners and National Governments to identify their short and medium - term needs for recruitment, deployment, training and retention of teacher. Recommendations also called upon development partners to

---

* Principal, Manoranjan Saha Memorial B.Ed. College, Maynaguri, Jalpaiguri

support national efforts in this area, to identify and meet the needs specified and to provide predictable support to cover the associated costs.

Following the recommendations of high level group meeting to address the teacher challenge The International Task Force on teachers for EF A was established in early 2009. Within the purview of its mandate outlined in the action plan, The International Task Force on teachers for EFA support on accelerated effort · to bridge the teacher gap by addressing three principal areas -

- Policy,
- Funding and capacity building and
- Through a range of activities and mechanism.

In India there are not only priority themes in the context of teacher education and training but also reflect the discussion that took place in the three aforementioned international events.

Overview and Context

India is one of the major emerging economies of Asia and the world. Ensuring sustainability of the expanding economic success of the country puts much emphasis on the need for well balanced development with the recognition that education is the cornerstone for all development, this vast country which is divided into 28 States and 7 Million territories, with over 600 Districts and 0.6 Million villages, has taken major strides in making education available to its diverse population. This type of progress tends to prospect of teacher education in India.

The SSA (Sharva Shiksha Abhiyan) is the Government of India's flagship programme for the achievement of universalization of elementary education (DEE) in a time bound manner the 86th amendment to the constitution of India declared making education the children between the age group of 6 - 14 year a fundamental right. The SSA recognizes the importance of teachers as a key element in achieving DEE.

Teacher challenges for education for all in India conference will focus on 5 areas identified during discussion between the Task Force Secretariat and the Government of India. The conference will bring together members of the central and state Government as well as a wide range of stake holders from nonGovernmental and civil society organisations to deliberate over the 5 following areas.

- Continuing professional development for teachers in India
- Decentralization: challenges and steps forward.
- Feminization of the teacher force
- Public - Private partnerships to address the teacher gap.
- Monitoring and Evaluation.

The objective of the conference is to deliberate over the 5 aforementioned areas and the issues that fall under their premise with a view to generate recommendations that could inform future policy decisions at the central and state level.

Continuing Professional Development for Teachers

In the contemporary socio-economic content of India, learners on the one hand, have a wide range of demand and expectations from teachers. On the other hand, the teacher's professional success and capacity to serve the system and its policy goals also depend on his/her awareness of challenges that India and its society are facing in terms of gender disparity cultural diversity, in equity and in equality. The two aspects together reinforce the need for a state-of-the-art continuing professional development for teachers in India. In addition, the National Curriculum Framework for teacher education that was published in 2010 has emphasized the importance of in-service programmes that could sustain continuing professional development. The areas / questions for discussing each covering a large range of issues, which come under this section, area as follows :

- Redesigning and upgrading current teacher education programmes: what challenges opportunities?

- Harmonization & revitalization of teacher education infrastructural provision across the country: What necessary measures?

- Use of open and di stance learning (ODL) for continuous professional development; the solution for the future.

Decentralization Challenges and Steps Forward

The Chattopadhyaya committee report (1983-85) emphasized the significance and need for a decentralized system for the professional preparation of teachers. This policy was putting place pro actively by the Central Government in the 8th plan with the establishment of District Institute of Education and Training (DIETs), Institutes of advanced studies in Education (IASEs) & Colleges of Teacher Education (CTE) through the centrally sponsored scheme of restructuring & reorganization of Teacher Education. Of the 599 Districts in the Country, District Institutes of Education and Training (DIETs) were setup in 571 Districts, of which only 529 are functional to date. The DIETs are envisioned as Academic Lead Institutions, to provide guidance to all Academic functionaries in the District.

According to a recent study much is left to desire.

There is an increasing need to link school knowledge with community knowledge. This increases the relevance of education and the quality of learning. This also promotes the inclusion of locally relevant context in the curriculum and pedagogy. The areas / questions for discussion, each covering a large range of issues that come under this section are as follows :

- Revitalizing existing structures (District Institutes for Education and Training) and establishing: What challenges and opportunities?

- Building capacities of Teacher for contextualization and the development of appropriate teaching / learning methodologies.

- Developing strategies for mobilizing community participation: What challenges and opportunities?

Feminization of the Teaching Force

Women and the teaching professions is an area that is particularly pertinent to the education goals. Developing countries currently working towards overcoming dual challenges of education expansion and universal provision while ensuring quality and equity. In the context of countries that have achieved the goals of universal primary education (UPE) & gender parity in education, historical analysis indicates that an influx of women into the teaching profession has been central to these successes. In countries where girl child education remain a challenge, a dearth in female teacher within the system has been identified core barriers to gender parity and equality in education.

The role of women in the teaching profession in Indian as in other developing countries is not without challenges. Under the SSA, several institutes were putting place to addressed the gender issue; however, more need to be done to attract women to this profession.

The areas / questions for discussing each covering a large range of issues that come under this section are as follows:

- Challenges of developing gender sensitive curriculum.

- Based practices of women participation in the teaching profession: An opportunity to scale up.

- Incentives to promote female participating in the teaching profession.

Public - Private - Partnership: Innovative Approaches io Address the Teacher Gap

The rapid entry of Non-State organizations, some of which are setup by professional and other drawing on corporate profits in the business world could be regarded as a sign of greater engagement between the state and non state sector. In recent years there have been radical initiatives of multi - partners in education to bring an out improvements in the quality schooling by drawing on the different core competencies of various providers to work towards programmes that emphasis for example the importance of innovative text books and teaching tools to create and support an environment of in-service training. The areas/ question for discussion, each covering a large range of issues that come under the section areas follows :

- Innovative approaches of NGOs to address the teacher gap; learning from experiences.

- Role of corporate foundations In addressing the teacher challenge; what challenges an opportunities.

- Exploring new partnership for advocacy for the teacher cause: Possibilities of media engagement.

Monitoring and Evolution of Teacher Policy Reforms

A glaring weakness of existing teacher education practices is the restricted scope of evaluation of student teachers and it's excessively quantitative nature. This qualitative angle that takes in to accounts other professional capacities and competences like attitudes and values are missing from evaluation exercises. Furthermore there is a lack of sustained evaluation intervention thus making informed policy decision difficult. The main areas / questions for discussion that fall under this session are as follows:

- Designing instruments for assessment and evaluation: Capturing progress.
- Developing a scheme for comprehensive and continuous monitoring and evaluation sustaining momentum.
- Innovations in monitoring and evaluation: Strategies to reach the unreached

Conclusion

Here, the theme" Prospects and Challenges of Teacher Education in India" that we discussed is nothing but a mere drop of water of the ocean. In this context - the teacher plays the most vital role of the protagonist by taking it up into a serious consideration as a challenge.

Bibliography

- Representatives from the Ministry of Human Resource Development, Govt. of India.
- Representative of State Governments.
- Representatives from NGOs.
- Representatives of the National Civil Society Organizations.
- Representatives of Members Countries of the International Task Force for Teachers for EFA.
- UNESCO (H.Q.), Delhi Country Office.

An Investigation Into Variations of Some Psychological Constructs of B.ED. Trainees with Geographical Environment

Nita Mitra* and Santi Nath Sarkar**

ABSTRACT : Geographical environment is known to influence the psychological constructs of a person. In this paper the variations in the *Psychological Constructs* of B.Ed. Trainees(Regular and ODL mode), namely *Attitude, Achievement Motivation and Peer-interaction Motivation* with the contrast Geographical Environments of the Plains and the Hills has been investigated. In order to make a comparison, their achievement in B.Ed. Training Programme has also been considered. It has been found that the Trainees of the Hills had a higher level of *Attitude* towards Teacher Education Programme in comparison with their counter part from the Plains. However, no significant difference was identifiable with respect to the psychological constructs, *Achievement Motivation* and *Peer-interaction Motivation*. Nor, there was any significant difference between the Trainees of the Plains and the Hills with respect to their *Achievement* in the Training Programme. It is expected that the study will be able to throw some light upon the role of Teacher Education on the process of urbanisation.

Keywords: *Attitude; Achievement Motivation; Peer-interaction Motivation; Achievement of B.Ed. Trainees; Geographical Environment*

1. Introduction

Cattell (1979) hypothesised that Environmental factors play an important role in relation to the behaviour of a person. The idea is that, Response of a person in a particular situation depends upon Stimulus Elements of the Environment and the existing Personality Structure of that person. On the other hand according to Gordon Allport (1937), "Personality is the dynamic organisation within the individual, of those psycho-physical systems that determine his unique adjustments to his environment". Thus, one can assume that the Existing Personality (which comprises of several psychological constructs) is influenced by the Physical Environment as well. If ,finally, we consider the hypotheses of Cattell and Allport simultaneously we

* Dr. Nita Mitra, Siliguri B.Ed. Collge, P.O. Kadamtala, Dist. Darjeeling, West Bengal, Pin:734011; e-mail: dr.nitamitrachanda@gmail.com

** Dr. Santi Nath Sarkar, Department of Education, Kalyani University, Kalyani, Nadia, West Bengal, e-mail: sarkarsanti@rediffmail.com

can comment that it is possible to observe differentiable psychological constructs of two groups of persons residing in two Geographically Contrast Areas.

In this paper the variations in the Psychological Constructs of B.Ed. Trainees (Regular and ODL mode) , namely *Attitude, Achievement Motivation* and *Peer interaction Motivation* with the contrast *Geographical Environments* of the Plains and the Hills (from the adjoining areas of North Bengal and Sikkim)have been investigated. In order to make a comparison their *Achievement* in B.Ed. Training Programme has also been considered. The *Achievement* of the Trainee Teachers has been checked separately for the Theory Papers and the Practical Papers on Teaching Practice considering Teaching Practice to be the most important component of any Teacher Education Programme.

Significance of the study lies in the possible help that may be available for planning Urbanisation through Educational Facilities through Teacher Education which is one of the most important components through which balanced Urbanisation can be ensured. This is especially true for the areas under study which are educationally backward in comparison with the other parts of the country having higher level of Educational Development.

For convenience, the definitions of the key terms used in this research work is given below.

Operational Definitions

- **B.Ed.**: *Bachelor* of Education—a teacher education programme for aspirant teachers of school education at secondary stage.

- **B.Ed. Training Programme:** A programme of professional education for teachers of secondary level.

- **Psychological construct:** Psychological constructs refer to the traits and qualities of a person that cannot be concretely identified by observation.

- **Attitude towards Teacher Education:** Feelings and belief, i.e. overall behaviour towards Teacher Education.

- **Achievement:** Level of learning of the learner after a particular teaching learning process.

- **Achievement motivation:** It is the motivation for achieving something. Self-efficacy is one of the important components of achievement motivation.

- **Peer interaction motivation:** It is the motivation for adopting one of the components of learning style, namely Peer Interaction.

2. Review

Examples of the relevant references are presented here for locating the research work in the proper perspective.

Trivedi (2011) assessessed Secondary School Teachers' Attitude towards Teaching Profession. They observed that, *"Effective and productive learning on the part of pupils can be achieved only by teachers with desirable attitudes."*

Wigfield and Eccles (2000) addressed three major longitudinal studies. The first was a longitudinal study focused on gender differences in achievement beliefs and values about mathematics and English. The second was a study of how the transition from elementary to junior high school influenced children's beliefs and values about different academic subjects, sports, and social activities (see Eccles et al., 1989; Wigfield et al., 1991).

Gerald Eisenkopf in an excellent paper (2008) explained how with data from an experiment he could strengthen the claim for the existence of peer effects in a learning process. The study offered an insight into the mechanisms of peer interaction. The results established beyond any doubt that a peer has a motivational effect even before the actual cooperation takes place. It has also been reported that some of the "better" students improve the performance of their partner but they induce lower motivation.

However, no such study could be identified in the area of the psychological constructs for B.Ed. Trainees and their variations with Geographical Environment. This was the motivation for the present work.

3. Research Design and Methodology

Objectives:

1.1 To study the Attitude of B.Ed. Trainees towards Teacher Education Programme under Regular and ODL mode in a college located in the Plains and another located in the Hills.

1.2. To study the Achievement Motivation of B.Ed. Trainees under Regular and ODL mode in a college located in the Plains and another located in the Hills.

1.3 To study the Peer-interaction motivation of B.Ed. Trainees under Regular and ODL mode in a college located in the Plains and another located in the Hills.

1.4 To examine the Achievement of B.Ed. Trainees under Regular and ODL mode in University/College Examinations of Theory Papers in a college located in the Plains and another located in the Hills.

1.5 To examine the Achievement of B.Ed. Trainees under Regular and ODL mode in University/College Examinations in Practical Papers on Teaching Practice in a college located in the Plains and another located in the Hills.

Hypotheses:

H$_1$: The Attitudes of B.Ed. Trainees under Regular and ODL mode towards Teacher Education Programme do not differ significantly with variations in Geographical Environment.

[0]H_2:The Achievement motivation of B.Ed. Trainees under Regular and ODL mode do not differ significantly with variations in Geographical Environment.

[0]H_3:The Peer-interaction motivation of B.Ed. Trainees under Regular and ODL mode do not differ significantly with variations in Geographical Environment.

[0]H_4: The achievement scores in University/College Examination in Theory papers of B.Ed. Trainees under Regular and ODL mode do not differ significantly with variations in Geographical Environment.

[0]H_5: The achievement scores in Practical paper on Teaching Practice in University / College Examination of B.Ed. Trainees under Regular and ODL mode do not differ significantly with variations in Geographical Environment.

Delimitations:

- The study was confined to the Trainees of Regular and ODL mode from the adjoining areas of North Bengal and Sikkim. Also, the study was confined to the time-period from 2013 to 2015.

Method:

As the method of study it is a combination of two approaches, namely,

Descriptive Survey

and Correlation Approach(Best,2007).

Population and Sample

Population of the study comprises of the trainees (Regular mode and ODL mode) from the adjoining areas of North Bengal and Sikkim.

The trainees (Regular mode and ODL mode) studying at a college from the Plains(located in the Darjeeling District) and another from the Hills (located in Sikkim)for three academic years have been chosen as the sample.

In each year the number of trainees was hundred both for Regular and ODL.

Thus, in this study there were 300 trainees of Regular mode from the Plains(located in the Darjeeling District) and 300 trainees of Regular mode from the Hills(located in the Sikkim).

Similarly, there were 300 trainees of ODL mode from the Plains(located in the Darjeeling District) and 300 trainees of ODL mode from the Hills (located in the Sikkim).

Variables Measured and the Corresponding Tools and Techniques:

In relation to the parameters which are basically *Psychological Constructs*:

- The parameter *Attitude* was measured in terms of 'Attitude score'.

- The parameter *Achievement Motivation* was measured in terms of 'Achievement motivation score'.

- The parameter *Peer-interaction Motivation* was measured in terms of 'Peer-interaction motivation score'.

- In each of the above three cases an opinionnaire (having thirty items for each category) has been developed by the investigator using the Likert scale. The tools were submitted to a panel of experts to ensure validity and reliability of the scale. After necessary reformulation the opinionnaires were accepted as a valid one. A valid scale is always reliable.

In relation to the parameter, Achievement:

- The parameter *Achievement* was measured in terms of 'Achievement score' in University Examination.

Data Collection Procedure

In relation to the parameters which are basically Psychological Constructs:

- The opinionnaire was distributed among the trainees of Regular and ODL mode.

- The trainees were requested to fill in the opinionnaire sheet with a rating in appropriate manner (mentioned in the opinionnaire itself). The rated opinions have been quantified (in an ordinal scale) following the method used in the Likert scale.

- Likert's summative procedure for the numerical weights assigned against individual opinions have been adopted .

With respect to the variable 'Achievement score'(Regular mode):

- Numerical representation of Achievement scores of the theory papers were directly available from the mark sheets , office records and Website(in case of ODL mode).

- Also, the numerical representation of Achievement scores of the teaching practical papers were directly available from the mark sheets , office records and Website(in case of ODL mode).

Statistical Techniques to be Used for the Analysis:(Woodworth and Garret,2005)

Descriptive statistics:

- Mean, Standard Deviation

Inferential statistics.

- The Chi-square test and t-test

Test of Homogeneity:

At the entry level a test of 50 marks was administered on the trainees to

estimate their entry level knowledge on Teacher Education and their aptitude in the same.

The F-test was performed subsequently.

There from it could be concluded that the two groups of trainees of Regular and ODL mode (from the Plains and the Hills) were homogeneous at the entry point.

4. Systematization, Analysis and Interpretation of Data

Table 1: Significance of differences in the score for the Trainees of the Regular mode

Objective Number	Test	Calculated Value	df	Table Value	Result with respect to a particular test	Final Result
1.0With respect to difference in Aptitude	Chi-square test	10.43	2x1 = 2	9.21 at .01 level of significance	There is significant difference	Both the tests agree. There is significant difference.
	t-test	5.07	300-2 = 298	2.59 at .01 level of significance	There is significant difference	Mean for the trainees from the Hills(108.23) is higher than that from the Plains (100.97).
2.0With respect to difference in Achievement Motivation	Chi-square test	1.53	2x1 = 2	5.991 at .05 level of significance	No significant difference Is there.	Both the tests agree. No significant difference is there. Is there.
	t-test	1.64	300-2 = 298	1.97 at .05 level of significance	No significant difference Is there.	
3.0With respect to difference in Peer-interaction motivation	Chi-square test	13.49	2x1 = 2	9.21 at .01 level of significance	There is significant difference	Both the tests agree. There is significant difference.
	t-test	5.89	300-2 = 298	2.59 at .01 level of significance	There is significant difference	Mean for the trainees from the Hills (110.29) is higher than that from the Plains (101.97).
4.0With respect to difference in Achievement in Theory papers	Chi-square test	4.05	2x1 = 2	5.991 at .05 level of significance	No significant differences there.	Both the tests agree. No significant difference is there.
	t-test	1.32	300-2 = 298	1.97 at .05 level of significance	No significant difference is there.	
5.0With respect to difference in Achievement in Theory papers	Chi-square test	3.87	2x1 = 2	5.991 at .05 level of significance	No significant differences there.	Both the tests agree. No significant difference is there.
	t-test	1.28	300-2 = 298	1.97 at .05 level of significance	No significant differences there.	

Table 2: Significance of differences in the score for the Trainees of the ODL mode

Objective Number	Test	Calculated Value	df	Table Value	Result with respect to a particular test	Final Result
1.(With respect to difference in Attitude)	Chi-square test	11.12	2x1 = 2	9.21 at .01 level of significance	There is significant difference	Both the tests agree. There is significant difference
	t-test	4.89	300-2 = 298	2.59 at .01 level of significance	There is significant difference	Mean for the trainees from the Hills (109.12) is higher than that from the Plains (102.21).
2.(With respect to difference in Achievement Motivation	Chi-square test	3.03	2x1 = 2	5.991 at .05 level of significance	No significant differcels there.	Both the tests agree. No significant difference Is there.
	t-test	0.98	300-2 = 298	1.97 at .05 level of significance	No significant differcels there.	
3.(With respect to difference in Peer-interaction motivation	Chi-square test	9.65	2x1 = 2	9.21 at .01 level of significance	There is significant difference	Both the tests agree. There is significant difference. Mean for the trainees from the Hills (105.97) is higher than that from the Plains (101.2).
	t-test	3.7	300-2 = 298	2.59 at .01 level of significance	There is significant difference	
4.(With respect to difference in Achievement in Theory papers	Chi-square test	4.27	2x1 = 2	5.991 at .05 level of significance	No significant difference Is there.	Both the tests agree. No significant difference Is there.
	t-test	1.63	300-2 = 298	1.97 at .05 level of significance	No significant difference Is there.	
5.(With respect to difference in Achievement in Theory papers	Chi-square test	4.67	2x1 = 2	5.991 at .05 level of significance	No significant difference Is there.	Both the tests agree. No significant difference Is there.
	t-test	1.22	300-2 = 298	1.97 at .05 level of significance	No significant difference Is there.	

5. Conclusion

It has been found that the Trainees of the Hills had a higher level of *Attitude* towards Teacher Education Programme and *Peer-interaction* Motivation in comparison with their counter part from the Plains. However, no significant difference was identifiable with respect to the psychological construct *Achievement Motivation*. Nor, there was any significant difference between the Trainees of the Plains and the Hills with respect to their *Achievement* in the Training Programme. It is expected that the

study will be able to throw some light upon the role of Teacher Education on the process of urbanisation.

References

Allport,G.W.(1961). *Pattern and Growth in Personality*. Holt, New York.

Best,J.W. and Kahn,J.V.,(2007). *Research in Education*, Prentice-Hall of India Private Limited, New Delhi

Cattell,R.B.(1978). *Personality and Learning Theory; The Structure Personality in its Environment* (Vol. 1). New York: Springer

Eisenkopf, G.(2008). 'Peer Effects, Motivation, and Learning',298_eisenkopf.pdf

Trivedi, T.,(2011),"Assessing Secondary school Teachers' Attitude towards Teaching Profession" in *Journal of All India Association for Educational Research* , Vol. 23, Nos. 1&2

Wigfield, A., Eccles, J., Mac Iver, D., Reuman, D., & Midgley, C. (1991). Transitions at early adolescence: Changes in children's domain-specific self-perceptions and general selfesteem across the transition to junior high school. *Developmental Psychology*, 27, 552

Wigfield, A., and Eccles, J.,(2000). 'Expectancy-value Theory of Achievement Motivation' in *Contemporary Educational Psychology*,25,68-81. http://www.ideallibrary.com

Woodworth,R.S.&Garrett,H.E.(2005). *Statistics in Psychology and Education*. New Delhi.Vakils.Fether and Simons Pvt. Ltd.

India has a great heritage of teaching –learning that is unique to her. On the other hand, being a part of the contemporary world which is being perceived as a global village, India needs to accommodate the modern professional way of looking at teaching-learning. Acceptance of 'today' without forgetting the 'heritage' is a challenge. It is a prospect as well if we can overcome the challenge.

Siliguri B.Ed. College, located in the peaceful northern part of West Bengal near the Himalayan Range, organised a National seminar on this issue in collaboration with Ramakrishna Mission Sikshanamandira,Belur Math, located in the prosperous southern part of West Bengal on the bank of the river Ganges, and with the sponsorship of the University Grants Commission of India. Eminent scholars and young researchers from different parts of India gathered at Siliguri B.Ed. College and exchanged views.

This book compiles the outcome of the seminar and gives the readers an opportunity to be abreast with the latest views on Teacher Education along with the possibilities of its successful implementation in Indian Scenario.