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Editorial

Education- for-Work

We have reflected in these columns on the theme of education-for-employment as early as the eighties: first on the topic of industry-sponsored education programs in the academia and then on preparing students for self-employment.

The whole world seems to have suddenly woken up now to the fact that the current scheme of education does not prepare students for employment. Preparing graduates for employment has become a booming business proposition, of course, outside the formal educational institutions. Whereas our reflections earlier had been at the macro-level the current focus of the booming business is at the micro level. Every other trainer and ex-academician has become an expert in bridging the gap between education and employment. Most of them are free-lancers. All of them offer 'personality development' and 'communication skills'. Many add 'leadership' and 'team-building'. These are still global and generic and do not, to go by the words, address what a job-holder should have imbibed from his education and environment. There is no reference whatsoever to values relating to work in any of these program brochures. They can offer, at best, 'persona' without character.

Education-for-work must inculcate certain basic values, understanding of the micro-economics of work organizations under the prevailing ideology, the ability to observe and selectively assimilate, and accommodate oneself to, the ethos of the particularly organization which employs one and, yes, strategies for coping with a range of conflicts that are bound to arise—with one's fellow workers, boss and with the employing organization. Such a pre-employment orientation to work will enable the educand to become a better job-holder and also immunize him against being blindly socialized exclusively to the values, norms and patterns of any single organization, reflectively transcend them and, wherever possible, endeavour to change them, or leave the organization at the earliest possible opportunity when he/she finds the organization a *mala fide* one *vis-à-vis* the laws of the larger society.

The family has a vital role to play in inculcating certain basic values and dispositions relating to work. If the parents are sloppy and do not value work *per se*, evince that commitment to excellence in whatever one does, children are bound to grow up sloppy. Besides being role models parents must consciously develop values relating to work in children as they grow up. If both the parents are employed and if they talk about their worlds of work now and then, understand the problems therein and the achievements of each other in their work setting, children are likely to have a better understanding of the world of work. Of course, they must not be prematurely burdened with the worries relating to their parents' world of work.

Once children start going to school and reach the stage where they are given homework, another level of education and opportunity arises. The school must look upon homework as a means not merely of cognitive stimulation and reinforcement but also of cultivating sound work habits in the children. The teacher must appreciate not only the accuracy but also the promptness, regularity, neatness and excellence in execution of the assignment. One way to development promptness, regularity and self-discipline among children is to give home assignments with a flexible range of deadline, instead of a fixed deadline. That is, a teacher can ask her class, after, say, teaching a unit in mathematics to complete ten sums in the exercise during the next week. In other words, the children are left free to complete all of them on the very first day, two sums a day during the five days of the week or submit all of them on the last day. The recurrent patterns in their schedule of completion and submission of the homework reveal the incipient work habits of the children. Children who tend to postpone the completion to the last minute as a rule must be identified and made aware of this tendency of theirs. Children who are prompt and complete all the assignments on the first day and children who are regular in their installments of completion must be commended respectively for their promptness and regularity—in their cumulative records.

The parents can and must play a collaborative role: while the school can monitor the schedule of completion and the quality of the homework, the parents can observe the attitude children bring to bear and the psychological processes and tendencies that occur whenever they sit at the home work. Parents must promote intrinsic motivation for work and minimize resort to extrinsic motivations like cookies for completion of homework.

Beyond the kindergarten classes right from the standards children must be taught to work, value work for its own sake, take legitimate pride in the quality of their work. At higher levels the student must understand the micro-economics of work organizations. For that matter, even the family can be looked as a micro-economic organization: Of course, abundant precautionary measures against such a perspective becoming the only angle from which it is viewed must be taken as otherwise the family, instead of being an emotional reservoir and buffer against economic vicissitudes, may itself be looked upon as a purely commercial arrangement but dictated by contingencies of birth.

We believe Mahathma Gandhi's scheme of education, which was craft—that is— 'work-centred' made for the inculcation of such basic values and attitudes though we are not sure whether pride in the quality of work was an explicit focus. Mahathma Gandhi introduced the concept of 'bread labour' in his scheme of education: that is, every individual must contribute his/her labour to the economy inasmuch as he/she was consuming the products of the labour of others like the farmer and the weaver. And, he wanted each individual to start contributing his/her labour from the age of seven onwards. He had conceived his asram –a multipurpose residential-cum-educational site—as an economically self-sufficiency entity. Imbibing the value of work was an integral part of the program. Yes, Gandhi wanted the school to be an economically self-sufficient entity. We

believe the curriculum highlighted this economic dimension of the institution—that is, the asram.

Yes, the educand must understand the micro-economics of the kind of work organizations in which he/she seeks employment. First of all he/she must know clearly the type of orgnisation it is—whether it is a for-profit or a non-profit organization and its legal status if it is a for-profit organization: sole proprietorship, partnership, private limited or public limited company. If it is a for-profit organization he must understand that he or she is being employed on a salary for services that must hopefully contribute towards making a profit. In other words, it means that both the employer and the employee agree that there must be 'surplus value', in the Marxist sense of the phrase, in the work done by the latter for the organization and a part of it is returned to the employee as his compensation and the rest taken by the organisation. In the prevailing regime of liberalization most jobs are in the for-profit type of organizations.

Then he must gain some idea of the economics or profitability of the organization. Of course, there is invariably a range of highly confidential information which a profit-making organization will not share with its employees below a certain level. Nevertheless, ideally an employee must know what his organization produces and sells in terms of the economy, the nature and intensity of the competition it faces in the market and a rough estimate of the surplus it is generating and of the profit margin at the end of a year.

Next, the educand must understand certain generic concepts about jobs that will enable him to function effectively. Some of the fundamental concepts about jobs in contemporary work organizations are: job title, job mandate, job description, job (organizational) context, job content and job interfaces. He/she must also know the demands of a job in terms of specific knowledge, attitudes and skills.

Job title is meant to provide a clue to the content and organizational status of a job. By becoming familiar with a range of common job titles an educand can know in advance the content and status of a job he/she is applying for. *Job mandate* is a very critical concept though few organizations give the mandate for the jobs they are advertising for. A *job mandate* distils into one phrase or sentence the essence of a job. *Job description* is a more detailed elaboration of what the job holder is expected to perform. *Job(organizational) context* gives a clue to the nature of the job environment and of the organization. *Job content* is the full range of what the job holder is expected to do. *Job interfaces* give an idea of whom he/she will have to interact with as a part of the job routine.

Besides classroom lectures and exercises based on job advertisements culled from the newspapers, graded and organized for instruction, students must be sent, either individually or in batches, to quite a few organizations on a kind of observation-cum-interaction exercise with the job holders there. They must carry with them exercise sheets in which they record the job titles, job mandates, job descriptions, job content, interfaces, and the specific knowledge, attitudes and skills required for the kind of jobs they will be applying for. If the course already has an internship component this internship must include such an exercise.

EFFECT OF TEACHERS' PERSONALITY, ATTITUDE AND TEACHING EFFECTIVENESS RATING ON STUDENTS' ACADEMIC ACHIEVEMENT

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Abstract

The purpose of the study was to analyse the independent and combined effects of Teachers' Personality (Introversion and Extroversion), Teacher's Attitude (Favourable and Unfavourable) and Teaching Effectiveness Rating on academic achievement of their students in Physical Science. The sample consisted of 208 male teachers of Physical Science in 101 secondary schools. They were rated by 624 students selected randomly.

It was found that introversion, positive rating on teaching effectiveness, severally and in combination, have stronger influence on students' achievement. Attitude to the profession does not seem to influence students' achievement.

Rationale for the Study.

Gupta (1977) found that the personality characteristics adjustment-home, health, social, emotional, professional and total adjustment, attitude towards teaching and sex were determinants of success in teaching. Singh (1978) found that teachers who possessed better intellectual capacity, higher creative potential and level of aspiration, who were higher on introversion and evinced better adjustment were able to induce learning, develop interests and foster desirable attitudes in their students. Mallik (1984) found personality factors like intelligence, emotional stability, tender mindedness, self-sufficiency, placidity and relaxedness; environmental factors like physical environment, democracy, goal direction, satisfaction, formality, age and experience were associated with teaching success in science. Venkatarami Reddy and Ram Mohan Babu (1994) compared the attitudes of teachers of residential and non-residential schools towards teaching. They found that teachers of residential schools had a more favourable attitude towards teaching than teachers of non-residential schools. Annamalai (2000) studied the attitude of teachers and found that men and women teachers did not differ in their attitude towards teaching. Further, the location of the school, age and level of teaching did not influence teachers' attitude. Gupta (1976) noted that 'high' effective teachers were more intelligent, emotionally stable, assertive, conscientious, adventurous, tender-minded, less suspicious, high in self-control, less tense and less frustrated. Kamala Arora (1976) found that effective teachers were more satisfied with their job, had favourable attitude towards the teaching profession, friendly relations, democratic attitude, aware of modern teaching techniques than ineffective teachers. Mutha (1980) found that personality variables – ascendance–submission, anxiety, marital adjustment, extraversion, neuroticism, job satisfaction, teaching aptitude, real self-ideal self discrepancy, religious, social, theoretical, aesthetic, economic, political values

and intelligence significantly predicted teacher's effectiveness. Ramaswamy (1988) found that, academic achievement was positively related to personality, achievement-motivation, self-concept, study habits, and socio-economic status among high and low achieving boys and girls. Zacharia (1977) found that there was high positive correlation between the secondary school pupils' achievement in social studies and their attitude. The above studies form the basis for the present study.

Objectives

The objectives were to study

A. the effect of teachers'

1. personality
2. attitude towards teaching profession
3. teaching effectiveness as rated by students;

B. interaction effect of teachers'

4. personality and attitude towards teaching profession
5. personality and teaching effectiveness rating
6. attitude towards teaching profession and teaching effectiveness rating
7. personality, attitude towards teaching profession and teaching effectiveness rating on their students' achievement in Physical Science.

HYPOTHESES

A. Teachers'

1. Introversion - Extraversion orientation
2. Attitude towards the profession
3. Teaching effectiveness as rated by students do not severally contribute to statistically significant difference in their students' academic achievement in physical science.

B. Teachers'

3. Introversion-Extroversion orientation x professional attitude
4. Introversion-Extroversion orientation x teaching effectiveness rating
5. Professional attitudes x teaching effectiveness rating
6. Introversion-Extroversion orientation x professional attitudes x teaching effectiveness rating

do not jointly make for statistically significant differences in their students'academic achievement in physical science.

Method

Ex Post Facto research design was used in the present study. *Ex Post Facto* research is systematic empirical inquiry in which the investigator does not have direct control of independent variables because their manifestations have already occurred or because they are inherently not amenable to manipulation.. Inferences about relations among variables are made, without direct intervention, from concomitant variations in independent and dependent variables (Kerlinger, 1964 p. 379)

SAMPLE

A total of 208 teachers teaching Physical Science, rated by 624 students from 101 schools in around Dharwad constituted the sample for the study.

TOOLS

The following tools were used to collect the data:

I) INTROVERSION-EXTRAVERSION INVENTORY (1976) developed by Ramanath Kundu. The inventory consists of 70 items with uneven number of response choices divided into 5 blocks. The validity coefficients, in terms of the block-total correlation, range from 0.41 to 0.77.

II) TEACHER ATTITUDE INVENTORY (1974) developed by S. P. Ahluwalia. It consists of 90 items distributed among 6 sub-scales (with 15 items in each area), viz., teaching profession, classroom teaching, child-centered practices, education process, pupils and teachers. Reliability was estimated by split-half (odd-even) method and was found to be 0.79 for a sample of 239 prospective teachers. The test-retest reliability coefficients after intervals of 3 months and 9 months respectively were found to be 0.59 (N=102) and 0.64 (N=290).

III) TEACHING EFFECTIVENESS SCALE (2001) by Shashikala Deshpande. The final form of the rating scale consists of 42 items (15-favourable and 27-unfavourable). The students have to rate teachers on a 5-point scale. The items are distributed among 10 areas, viz., socio-emotional climate, competence, communication, systematic/business like behaviour, classroom management, clarity, structure, warmth, enthusiasm and opportunity to learn. The corrected split-half reliability coefficient was 0.77.

IV) ACADEMIC ACHIEVEMENT: An achievement test in Physical Science was constructed by the investigator. It consists of 62 items and the test-retest reliability was 0.75 (N=100) and split half reliability was 0.80 (N=100).

PROCEDURE

Data relating to teachers' personality, teachers' attitude, teachers' teaching effectiveness and academic achievement in Physical Science were collected by administering the above tools to the 208 teachers teaching physical science, working in 101 secondary schools, and rated by 624 students.

Results

THREE-WAY ANOVA

The data were subjected to Three –Way ANOVA to identify the independent and the interaction effects of the selected teacher-related variables on their students' academic achievement. The results of the analysis are presented below:

TABLE # 1

SUMMARY OF ANOVA

Source of Variation	df	Sum ofSquares	Mean ofSum ofSquares	F – Ratios	p -Value	Signifi-cance
Effects						
Personality (A)	1	2419.02	2419.02	24.0223	<0.01	Yes
Attitude (B)	1	340.278	340.278	3.3792	>0.05	NS
T Effect (C)	1	1699.91	1699.91	16.8812	<0.01	Yes
Interaction Effects- Two Way						
Per x Atti (A x B)	1	124.732	124.732	1.2387	>0.05	NS
Per x T Effect (A x C)	1	506.844	506.844	5.0333	<0.05	Yes
Atti x T Effect (B xC)	1	129.977	129.977	1.2907	>0.05	NS
Interaction Effects- Three Way						
Per x Atti x T Effect (A x B x C)	1	571.797	571.797	5.6783	<0.05	Yes
Error	144	14500.6	100.699			
Total	151	20293.2	5893.26			

NS - Not Significant

Interpretation

Table-1 reveals the following:

i) The teachers with Introversion orientation will have greater effect on the academic achievement of their students in Physical Science than teachers with Extraversion orientation.

ii) Teachers' attitude to the profession i.e., favourable *vs* unfavourable, does not make for significant difference in their students' achievement.

iii) There is statistically significant difference between the levels of achievement of students taught by teachers rated as effective and those who are rated as ineffective.

iv) There is no significant difference between the interaction effects of male Teachers' Introversion/ Extraversion personality type and Favourable/ Unfavourable attitude towards profession on the academic achievement of their students.

v) There is statistically significant difference between the interaction effects of teachers' Introversion/Extraversion personality type and Effective/Ineffective teaching on the academic achievement of their students in Physical Science.

vi) There is no significant difference between the interaction effects of teachers' Favourable/ Unfavourable attitude towards profession and Effective/Ineffective teaching influence on the academic achievement of their students.

vii) There is a significant difference between the interaction effects of teachers' Introversion/Extraversion personality type, Favourable/Unfavourable attitude towards profession and Effective/Ineffective teaching on the academic achievement of students in Physical Science.

In order to identify the combination of variables which is having highest influence on academic achievement further comparison of means was carried out by using Scheffe's test.

MULTIPLE COMPARISON OF MEANS

Scheffe's simultaneous confidence intervals for all the possible subsample groups teachers are given below:

TABLE # 2

COMPARISON OF MEANS OF SUBSAMPLE GROUPS IN TERMS OF SCHEFFE'S SIMUNTNEOUS CONFIDENCE INTERVALS

Sl. No.	Comparison of Subsample Groups	Corresponding Means	Simultaneous Confidence Intervals	P-Value	Signifi-cance
1	a_1c_1 & a_1c_2	59.6484 & 48.8750	8.5179 ; 10.7734	<0.01	Yes
2	a_1c_1 & a_2c_2	59.6484 & 45.7333	11.6596 ; 13.9151	<0.01	Yes
3	a_2c_1 & a_2c_2	54.1875 & 45.7333	6.1987 ; 8.4542	<0.05	Yes
4	$a_1b_1c_1$ & $a_1b_2c_2$	64.2059 & 41.7500	19.6028 ; 22.4559	<0.01	Yes
5	$a_1b_1c_1$ & $a_2b_1c_1$	64.2059 & 46.0000	15.3528 ; 18.2059	<0.05	Yes
6	$a_1b_2c_1$ & $a_2b_2c_2$	64.2059 & 42.6667	18.6861 ; 21.5392	<0.01	Yes
7	$a_1b_2c_2$ & $a_2b_2c_2$	41.7500 & 42.6667	-3.7839 ; -0.9167	<0.01	Yes
8	$a_1b_1c_1$ & $a_2b_2c_2$	55.0909 & 42.6667	9.5570 ; 12.4242	<0.01	Yes
9	$a_2b_1c_1$ & $a_2b_2c_2$	62.3750 & 42.6667	16.8271 ; 19.7083	<0.01	Yes

Note : 1. The differences across other combinations of sub sample groups of teachers were found to be not significant.

2. Higher means scores indicate higher influence of predictor variables on criterion variable.

The above table reveals the following:

i) Teachers with introversion personality type and rated as effective in teaching will influence the academic achievement of students more than teachers with introversion personality type and rated as ineffective in teaching.

ii) Teachers with introversion personality type and rated as effective in teaching would influence the academic achievement of students more than the teachers with extraversion personality type and rated as ineffective in teaching.

iii)Teachers with extraversion personality type and rated as effective in teaching will influence academic achievement of students in Physical Science more than the teachers with extraversion personality type and rated as ineffective in teaching.

iv) Teachers with introversion personality type, favourable attitude towards the profession and rated as effective in teaching will influence the academic achievement of students in Physical Science more than teachers with introversion personality type and unfavourable attitude towards the profession and rated as ineffective teaching.

v) Teachers with introversion personality type, favourable attitude towards the profession and rated as effective in teaching will influence the academic achievement of students more than the teachers with extraversion personality type, favourable attitude towards the profession and rated as effective in teaching.

vi) Teachers with introversion personality type, unfavourable attitude towards the profession and rated as effective in teaching will influence the academic achievement of their students more than the teachers with extraversion personality type, unfavourable attitude towards the profession and rated as ineffective in teaching.

vii) Teachers with introversion personality type, unfavourable attitude towards the profession and rated as ineffective in teaching will influence the academic achievement of students more than the teachers with extraversion personality type, unfavourable attitude towards the profession and rated as ineffective in teaching.

viii) Teachers with introversion personality type, favourable attitude towards profession and rated as effective in teaching will influence the academic achievement of students more than the teachers with extraversion personality type, unfavourable attitude towards profession and rated as ineffective in teaching.

ix) Teachers with extraversion personality type, favourable attitude towards profession and Effective teaching will influence the academic achievement of students more than the teachers with extraversion personality type, unfavourable attitude towards profession and rated as ineffective in teaching.

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EMOTIONAL MATURITY OF TEACHER-TRAINEES

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Abstract

Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health.. This paper probes into emotional maturity of B.Ed. trainess. The study was conducted on 153 B.Ed. trainees studying in a college of education at Pondicherry. The study analysed the emotional maturity of the trainees with respect to gender, locale, level of education, demographic- minority and non-minority status.

To say that a person is more intelligent than another can only mean that he / she acts more intelligently most of the time. Research has continually shown that grades at school or a high IQ cannot predict unerringly who will be successful and who will not be. In the modern world, intelligence is not more important than interpersonal competence.

Researchers working with students are becoming increasingly aware of the role of affective processes in students' intellectual development. For example, Cotterell, (1992) Hentry, Morffitt, Silva and McGec (1991); Nelson (1984) have examined the significance of positive attachments, anxiety and task performance, classroom and family climate for healthy adolescent development. This accent on the affective domain has also become increasingly prevalent within the field of education focusing on the gifted. Recent investigations have explored psychological adjustment, psychological and behavioral consequences of lack of challenge in school, depression and self esteem, stress and coping (Plucker 1998). Considering the affective issues related to the development of youth is essential to make them know what they are. Researchers have called for more systematic work in this area with appropriate instrumentation. After conceptualizing and realizing the need for understanding affective states, the investigators have attempted to study the emotional maturity of the student teachers.

Emotional Maturity:

According to Seoul, (1951) "If emotional development of the individual is relatively complete, his adaptability is high, his regressive tendencies are low, and his vulnerability is minimal".

Kevin Everett Fity Maurice (1990) has identified six levels of emotional maturity:

Emotional Responsibility means " a person realizes that he can no longer view his/her emotional states as the responsibility of external forces such as people, places, things, forces, fate and spirits. They learn to eschew expressions from their speech that show disownership of feelings and a helpless or victim attitude towards their feelings.

Emotional Honesty is the willingness of the person to know and own his/her own feelings. This is a necessary step to self-understanding and acceptance.

Emotional Openness concerns the person's willingness and skills in sharing feelings in an appropriate manner and at appropriate times. One has the openness, the freedom to experience any emotion without the need or the compulsion to suppress or repress it.

Emotional Assertiveness means an individual enters a new era of positive self-expression. The primary goal here is to be able to ask for and to receive the nurturing that one needs and wants – first from self and then from others. As a secondary goal, persons should learn how to express any feeling appropriately in any situation, i.e., without aggressive overtones.

Emotional Understanding means to understand the actual cause and effect dimensions of emotional responsibility and irresponsibility. Self-concepts are known as "the" problem. They realize that it is not possible to have a so-called good self-concept without a complementary bad self-concept. Such experience is first hand, because all self-concepts contain their opposites, knowing that though we may hide one half in darkness (unconsciousness) it is still active in us; they begin to regularly leap beyond the pit falls of self-concepts, self-images and self-constructs. This knowledge of the unity of opposites (of self-concepts of knowledge) is applied to new situations daily.

Emotional Detachment means the individual lives without the burden and share of self-concepts, self-images, self-constructs, and all group concepts and thing concepts. They are only aware of self as process, as a sensing being, as an experiencing being, as a living vessel, as unknowable and ungraspable because it is alive and not static or fixed.

Researches on Emotional Maturity:

Dhami, G.S. (1983) has examined emotional maturity in relation to intelligence, socio economic status and scholastic achievement. It is found that emotional maturity has a positive effect on intelligence and scholastic achievement. Results also suggest that there is a high correlation between socio economic status and emotional maturity.

Arya, A (1984) investigated emotional maturity in relation to values of superior children in family. Results suggest that emotional maturity is positively related to the value of superior children in the family.

Gakhar, S.C. (2003) conducted a study on emotional maturity of students at secondary stage. He found that students who are higher in their self-concept are also emotionally mature. The study also found out that there is a significant difference in the emotional maturity of boys / girls, urban / rural and government / private school students.

Kaur (2000) in her study on adolescents found significant relationship between emotional maturity and environmental factors.

Kaur (2001) conducted a study on a sample of 356 adolescents and found significant relationship between emotional maturity and intelligence. However, no significant relation was observed between emotional maturity and academic achievement. Further she found no significant difference in the emotional maturity of boys and girls, adolescents of urban and rural areas but significant difference in the emotional maturity of arts and science students.

Objectives

The following are the objectives of the present study:

1. To find the level of the emotional maturity among student-teachers.

2. To find if there is any difference between

i. male and female;

ii. rural and urban;

iii. undergraduate post-graduate; and

iv. minorities and non-minorities sub sample groups among them.

HYPOTHESES

The following are the hypotheses of the present study:

1. There is no gender difference in emotional maturity among student – teachers.

2. There is no significant mean difference in emotional maturity between urban and rural student – teachers.

3. There is no significant mean difference between under graduate and postgraduate student – teachers in their emotional maturity.

There is no significant mean difference between minority and non-minority student – teachers.

Methodology

A survey through a questionnaire was undertaken

SAMPLE

The present study was conducted on a sample of 153 students teachers from Pope John Paul II College of Education, Pondicherry. All the students selected for the present study were studying in English medium. The sample comprised of male and female student teachers of urban and rural areas.

TOOL

Emotional Maturity scale (Singh and Bhargava, 1990)

Results and Discussion

Data were analysed in terms of Means, SDs and t-ratio's and presented in the table.

TABLE

MEAN, S.D OF EMOTIONAL MATURITY SCORES OF STUDENT TEACHERS

S.No	Category	N	Mean	SD	t-value
01.	Male	40	104.50	20.17	0.028
02.	Female	113	104.52	20.34	
03.	Rural	68	108.52	17.46	2.23*
04.	Urban	85	102.51	21.29	
05.	UG	92	103.20	19.95	0.96
06.	PG	61	105.90	20.59	
07.	Minority	95	105.78	20.83	0.88
08.	Non-minority	58	103.30	19.63	

*Significant at 0.05 level.

Table 1 indicates that there is no gender difference in emotional maturity: that is, both male and female trainees have the same level of emotional maturity. Reasons may be that trainees are extrovert, seek experiences and have more tolerance power irrespective of gender.

From table 1, it is also found that there is significant difference in the emotional maturity of trainees belonging to urban and rural areas: the emotional maturity of trainees of rural areas is greater than that of their urban counterparts. Reasons may be that living in rural area is simple. People are more or less satisfied whereas in urban area life is full of challenges.

Table 1 also shows that there is no significant difference in the emotional maturity of students having graduate and post graduate levels of education: the t-value is not significant at 0.05 level.

The data also shows that the difference in the emotional maturity levels of students who belong to minority and non-minority, is not statistically significant.

Suggestions

Urban student teachers must be enabled to improve their emotional maturity.

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TEACHER EDUCATION TODAY: SOME REFLECTIONS

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Abstract

This paper begins with the concept of teacher education, discusses teacher education in the backdrop of developments in information technology and mass media all over the world. It discusses the changes in the conception of teacher education. It also looks at the new channels of teacher education that are emerging in India.

Teacher Preparation

Though phrases like teacher training, teacher education and teacher preparation are used synonymously, there are variations in their meaning: 'training' is a narrower term than education. 'Preparation' covers both of these in its connotation. 'Teacher education' is more preparatory in nature than 'training'.

In the earlier epochs, anybody who possessed content knowledge became an educator. At that time social demands were less, knowledge was simple and there were very few subject specializations. As a result no additional preparation was required to become a teacher. But the present scenario is different.

The Contemporary Context

There is explosion of knowledge on the one side and phenomenal developments in information and communication technology on the other. They have increased the responsibility of the educator and have made teaching a more challenging profession than ever before thanks to the computer, the internet and the mass media. The channels for education have proliferated. Unless and otherwise the teacher is aware of all these developments, he or she will be a failure in the profession. One effect of these developments is that teacher preparation is becoming more and more a sophisticated professional program endeavouring to be in tune with the local needs and global challenges. Every teacher at present should be equipped to function in such an environment. Only a comprehensive approach can help in strengthening teacher preparation. Recurrent in-service orientation of teachers has become crucial in the fast changing scenario of knowledge explosion, advances in information technology and evolution of new techniques of communication and effective interaction procedures

The Problem of Illiteracy

Awareness of education as a fundamental right and level of literacy in India is low. Despite efforts by both Governmental and Non-governmental agencies total literacy has not

been achieved. Teacher preparation, both in theory and practice, with focus on total literacy has also been poor. The global movement for universalisation of elementary education has changed the education scenario in the countries which are still struggling to provide access to education for all the children in the school going age.

Efforts are being made in individual countries to make education responsive to the needs of the changing times. Teacher education systems are notorous for the their rigidity and resistance to change. Generally, education of teachers is always a few steps behind in meeting the emerging expectations of the learners and the society. The content of teacher education in all its components has to respond to the changes that are taking place in the world. The school can no longer remain the exclusive point of learning. Learning should take place beyond the school and the home too. Non-formal learning has become a prominent mode to be taken into consideration today. Added to this is the influence of the family and the people with whom the child interacts in different degrees as well as exposure to the proliferating electronic media.

Comprehensive focus on access, participation and attainment have become visible only after the seventies. This is reflected in education policy statements and was reinforced in the World Conference on Education For All in 1990 in which there was a global resolve to univesalise elementary education..

India today has one of the largest teacher training systems in the world. Since teacher education is a dependent subsystem of the total educational system, the type of teacher education in the future will be determined by the emerging trends in the field of school education. In the coming years the pressure will increase on the system to respond positively and with force to the new demands arising out of the ongoing developments in school education and the nation's developmental priorities.

Emerging Technologies

Tele and video conferencing modes of training teachers through the distance learning systems have been tried out successfully and new technologies find their way into the teacher education system on a massive scale. Learning through satellite channels or through distance mode is getting institutionalized slowly. All these aspects in the field of teacher education will have their impact both in the concept and practices. Besides these, the ever-increasing electronic media unleashed by the globalization and liberalization policies make it essential to develop proper values and attitudes.

§§§§§§§§§§

ICT FOR EDUCATION: THE NEED OF THE HOUR

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Abstract

There is a great need to engineer a paradigm shift from "Computer Education" to "Computer for Education" with focus on higher order thinking and learning skills. Both the teachers and learners need to learn how to process information and transform it to knowledge and real life application. The process of learning must be made as important as content and the teachers should take ICT as a challenge and equip themselves with various ICT skills to face the changing needs and trends in education. They must act as 'Multi-facilitators' to learners. ICT aids in offering Individualized Instruction and Self Access Learning, which enhance the learning programmes. They also aim at providing student centered approach, by offering flexible study modules and democratizing the pedagogic process.

ICT for Education

In the field of education, both the teachers and learners need to learn how to process information and transform it to knowledge and real life application. The process of learning must be made as important as content. To meet the growing needs of ICT for education, the following aspects must be included in the curriculum:

i Basics of Computer
ii Internet and its Access
iii Searching for information across webs
iv Off line knowledge resources
v Application of above in education

ICT and Role of the Teachers

The introduction of computer in education has created a fear among the teaching community that the use of ICT in the process of teaching and learning would relegate the place of the teacher if not eliminate teachers from the scene. But teachers, should take it as a challenge and equip themselves with various ICT skills to face the changing needs and trends in education. They can and should play the following roles as "multi-facilitators" to learners.

i Content Facilitator: Assist learners in understanding the course content
ii Process Facilitator: Facilitate on-line learning activities
iii Advicer / Counsellor: Provide individual counseling support to learners
iv Assessor: Provide grades and feed back on performance
v Administrator: Manage learner records
vi Designer: Devise worthwhile learning tasks.

vii Researcher: Provide technical support to students and uplift their technological environment in which the course is taught.

The Potential of ICT for Education

ICT has great potential for improving the process of teaching and learning. The following are the chief advantages of using ICT for education.

i Individualized Instruction
ii Improvement in quality of teaching
iii Meeting the problem of mass education
iv Equalizing educational opportunity
v Self Access Learning
vi Providing continuing education

Of the above, the most significant are (1) Individualized Instruction and (2) Self Access Learning. The rationale for having these modes of learning is that (a) No two students are alike and (b) There are many permutations and combinations of individual differences.

Individualized Instruction

Individualized Instruction implies one student and one teacher. Here theteacher works on a personal, one to one basis with each student. Individualized Instruction implies system of instruction in which any or all of the following factors are adapted to suit the needs of each individual student. These factors are pace, medium of presentation, style, evaluation technique etc. Individualized Instruction is deemed to have taken place when instruction is tailored to suit the particular needs and abilities of the learner. Individualized Instruction makes the learners learn at their own pace.

CHARACTERISTICS OF INDIVIDUALIZED INSTRUCTION PROGRAMMES

Instruction is tailored to meet the individual needs of the learner.Initial behaviour of the learner is measured prior to his entrance into a given instructional sequence. Instructional objectives to be attained by an individual are specified. The learner himself selects the objectives of an instructional sequence. The learner actively participates in the learning process. Learner works at his own pace on the learning task. Learner gets immediate feed back on his performance on a task. Learner is led to the terminal behaviour gradually step by step. The learner can achieve mastery on learning. Individualized Instruction instructional programmes also makes use of multi media.

Self-Access Learning

In addition to Individualized Instruction, the use of ICT for education helps the learners to have Self-Access Learning. Self-Access Learning encourages students to become active by increasing their control over the learning process, decreasing student dependency on the teacher, and developing the student's sense of responsibility. In addition, Self-Access Learning provides a greater interaction between the student and the materials. It also intensifies a learning programme that aims at providing a student centered approach, by offering flexible study programs and democratizing the pedagogic process. It is a situation in which the students learn without direct control of the teacher and

take responsibility for their own learning decisions. Additionally it helps them to learn new skills, strengthen their ability to take action and acquire command on varied bodies of knowledge.

Characteristics of Self-Access Learning Programmes

They increase the student's control over the learning process, decrease the student's dependency on the teachers, develops the student's responsibility, provide opportunities for the students to use a preferred learning style/ mode and make the study program more flexible Democratizes the pedagogic process Helps in Self-Access for Self-instruction.

Conclusion

With well-organized Self-Access Learning facilities the students will have Individualized Instruction and will build sound, first hand, meaningful connections with the materials on task activities. Individualized Instruction and Self-Access Learning offer students an opportunity to act autonomously and explore choices about what they will study and how they will participate. In effective Self-Access Learning, participation and autonomy interact constructively to produce output and develop students self-confidence. It is autonomy through independence and participation through group work. The teacher as a facilitator of Self Access Learning, plays a valuable role in making this interaction both challenging and effective as a means of enhancing the total teaching and learning process.

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