

A COMPARATIVE STUDY ON THE TEACHER COMPETENCY OF PROSPECTIVE TEACHERS IN TEACHERS EDUCATION INSTITUTES

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ABSTRACT

Teachers play a vital role in helping people to develop their talents and fulfill their potential for personal growth and well-being. They acquire the complex range of knowledge and skills that they will need as citizens and as workers. India is the third largest democracy country of the world. In the present context of changes in the school curriculum, communication technology and approaches to teaching & learning, meaning of teacher and learner, teacher preparation programme, professionalism among teachers is seriously felt. Teaching becomes a profession when teacher practice with a common knowledge base & apply their knowledge to effective practice. The national scenario on teacher education depicts clearly that it is by and large conservative and conventional in its nature and purpose. The major problem is that theory & practice have not been well integrated and it is not tailored to the needs and requirements of the school system. According to National Curriculum Framework (2005) 'Existing Teacher Education Program neither accommodates the emerging ideas in contest and pedagogy nor addresses the issues of linkages between school & society. There is little space for engagement with innovative educational experiments.' However, teacher education must become more sensitive to the emerging demands from the school system. It must prepare the teachers with all the competencies required for the roles of being an encouraging, supportive and humane facilitator in teaching learning situations to enable learners to discover their talents. Teacher competence is the set of knowledge, abilities & beliefs a teacher possess and bring to the teaching situation. The teacher's performance in the class is thus dependent on the teacher's competencies. The NCTE in its document 'Competency based and commitment oriented teacher education for quality school education (1998)' has expected that pre-service teacher education should transform an individual into competent and committed professional functionary. NCTE document suggested ten such competencies. For the present survey research design, a sample of 120 prospective teachers was taken to study the teacher competencies with different variables. The present paper also highlights some suggestions for revamping the teacher education in the present context for quality school education in India. Key Words: Teacher Competence, NCTE, Prospective teachers.

Key words : Child-centered pedagogy, Teacher Competence, NCTE, Prospective teachers.

INTRODUCTION :

India has a large system of education. There are nearly 5.98 lakh primary schools, 76 lakh elementary schools and 98 thousand high / higher secondary schools in the country, about 1300 teacher education institutions for elementary teachers and nearly 700 colleges of education / university departments preparing teachers for secondary and higher secondary schools. Out of

about 4.52 million teachers in the country nearly 3 million are teaching at the primary/elementary level. A sizeable number of them are untrained or under-trained.

India is the largest democracy in the world. According to Census 2011, there are 1.2 billion people in the country, out of which, about 833 million people live in rural areas. Census 2011 data on disability has not been announced yet. United

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Nations observes that 10% of the population has disability and there are about 120 million people with disabilities in India. The challenges and opportunities to provide inclusive education at school level in India.

Social inclusion describes how a society values all of its citizens, respects their differences, ensures everyone's basic needs are met, and welcomes and enables full participation in that society.

“In line with our pragmatic objective of contributing to the policy-making process, we simply accept here the use of the terms [social exclusion and social inclusion] as shorthand for a range of concerns considered to be important in setting the European social agenda. There is, we believe, broad agreement about the list of such concerns, which encompass poverty, deprivation, low educational qualifications, labour market disadvantage, joblessness, poor health, poor housing or homelessness, illiteracy and innumeracy, precariousness, and incapacity to participate in society.” (Atkinson et al., 2002)

Education is an indispensable asset to attain the deals of peace, freedom and social justice. It plays a fundamental role in personal and social development. According to Delors commission report (1996) on education presented to UNESCO, education is an ongoing process of improving knowledge and skills and also an exceptional means of bringing about personal development and building relationships among individuals, groups and nations. Education is also a social experience through which children learn about themselves, develop interpersonal skills and acquire basic knowledge and skills.

According to Delors commission report entitled “Learning: the treasure within”, education must be organized around four fundamental types learning throughout a person's life, and in other may know as pillars of education: learning to know; learning to do; learning to live together and learning to be. Teachers are undoubtedly the nation builders, they have to inculcate the right values of good citizenship of morality and ethics, to produce law abiding and nation loving citizens. As the teachers are important component and harbinger of knowledge, the foremost unarm is to instill a sense of commitment and teaching competence among the teachers. This goal can be profitable achieved through more improved teacher education program. However, the most crucial and pivotal role the teacher has to play in the life of a person can at best, be ensured by proper and intensive teacher education programmes- Pre-service and In-service. Teacher

education, therefore attains an important and essential place in the field of education.

SCENARIO OF TEACHER EDUCATION AND ITS DEVELOPMENT IN POST INDEPENDENCE INDIA

After independence, several committees, commissions, documents and policy papers were prepared time to time and brought into force to review and suggest progress and achievements in every aspect of education, including teacher education.

University Education Commission (1948-49) was the first education commission set-up in Independent India. It critically examined the existing courses in teacher training programme and suggested that these courses must be flexible and adaptable to local circumstances. It recommended that teacher education courses should be remodeled, suitable schools to be taken for practical training and more time to be given to school practice, and replaced the term-teacher training with teacher education.

Secondary Education Commission (1952-53) suggested that during one year of training graduate teacher should be trained in methods of teaching in at least two subjects. The practical part of teacher training should consist practice in teaching, observation, demonstration and criticism of lessons; it should also include the construction and administration of scholastic tests organization of supervised study and students societies conducting library periods and maintenance of cumulative records.

Ford Foundation Term (1954)—was an International team of experts appointed by Government of India, to examine in detail the major recommendations of Secondary Education Commission. It recommended that the teacher training institutions should include demonstration or laboratory schools where experiments are made in curriculum construction and progressive methods of teaching are used.

Pires Committee (1956) recommended that practical aspect should be given more weightage than the theory portion in teacher training. The examination papers should be reduced to four viz. –
1. Principles of Education and School Organization.
2. Educational Psychology and Health Education.
3. Methods of Teaching Two School Subjects.
4. Current Problems in Indian Education.

Education Commission of 1964-66 (Kothari Commission) observed that a sound programme of professional education for teachers was essential for the qualitative improvement in education at all levels of teacher education to meet the requirements of the national education system.

National Policy Statement on Education (1968) emphasised that among all the factors which determine the quality of education and its contribution to national development, teacher is undoubtedly the most important. Teacher, must therefore, be accorded an honoured place in society. Teacher's emoluments and service conditions should be adequate and satisfactory with respect to their qualifications and responsibilities.

First Asian Conference on Teacher Education (1971) held at Bangalore and jointly sponsored by Association of Teacher Educators (IATE) and the International Council on Education for Teaching (ICET) recommended that the programs of school education and teacher education in each country should be modified to meet the new challenges.

Efforts of Indian Association of Teacher Educators (IATE)—The Indian Association of Teacher Educators, formerly All India Association of Training Colleges, the only national organization of teachers of training institutions, have been organizing annual conferences beginning with their first meet at Baroda in 1950. IATE constituted a study group popularly known as Baroda Study Group towards revitalizing the B. Ed. Programme.

National Commission on Teachers- I (for school teachers) of 1983-85 suggested a 4 year training course after senior secondary, or preferably a 5 year course leading to graduation and training. For elementary teachers it suggested a two year training course after Class XII. It recommended that an integrated 4 year curriculum of a degree in education should consist of general education and professional preparation. Training curriculum for elementary teachers should emphasize on mastering of language and communication skills. The teacher educators in colleges of education should be from disciplines of various school subjects like psychology, sociology, philosophy etc. The minimum qualification for a teacher educator should be PG degree in the subject and a B.Ed., preferably a M.Ed. degree. The minimum qualification for a teacher educator for the elementary training institutes should be a PG degree

with B.Ed. training. This commission also suggested that the practice teaching should be replaced by the word Internship.

The National Policy of Education (NPE) in 1986 recommended that teacher education is a continuous process and its pre-service and in-service components are inseparable. NPE 1986 and its Programme of Action 1992 advocated for improving the quality of teacher education as it was the prerequisite to improve the quality of school education. As result, some training schools were upgraded to District Institutes of Education and Training (DIETs), Colleges of Teacher Education (CTEs) and Institutes of Advanced Studies in Education (IASEs).

Acharya Ramamurti Committee (1990) observed that an internship model for teacher training should be adopted because "...the internship model is firmly based on the primary value of actual field experience in a realistic situation, on the development of teaching skills by practice over a period of time."

Yashpal Committee (1993) noted that inadequate programme of teacher preparation leads to unsatisfactory quality of learning in school. Therefore, the B.Ed. programme should offer the possibility of specialization in secondary or elementary or nursery education. The duration of the programme should either be one year after graduation or four years after higher secondary. The contents of the programme should be restructured and be relevant to the changing needs of school education. The emphasis should be on enabling the trainees to acquire the ability for self-learning and independent thinking. The statutory NCTE prescribed a Curriculum Framework (1998) to provide guidelines for the content and methodology of teacher education. As a result, many universities and state governments revised the courses of teacher education.

National Curriculum Framework for School Education (NCERT, 2000) stated that the pre-service teacher preparation curriculum will have to be relooked at and despite its having been revised recently, new concerns and issues will have to be incorporated therein. In the pre-service teacher preparation programmes adequate emphasis on the content knowledge of different subject areas and proper integration of methods of teaching with the content of school subjects and a strong component

of 'Evaluation' will have to be ensured. Besides, understandings and competencies relating to different elements of curriculum development will have to be specially included in these programmes in both theoretical instruction and practical training.

The National Curriculum Framework (NCF) 2005 for school education made recommendations about curriculum, school, exams and many more. It stated that teacher quality is an outcome of several factors: teacher's status, remuneration and conditions of work, besides teachers academic and professional education.

National Knowledge Commission (2007) suggested that there should be adequate monitoring of the teacher education programmes by private institutes, the budgetary allocations should be increased, and the state level training system along with DIETs should be revamped.

The NCFTE (NCTE, 2009) proposed the curricular provision of school internship is 4 (Four) days of teaching for a period of 12-20 weeks, including an initial one week of classroom observations; case studies, classroom research, development of learning resources.

National Curriculum Framework for Teacher Education (NCFTE) 2010 highlighted that the education and training of a prospective teacher will be effective enough be delivered by competent and professionally qualified teacher educators. To improve the quality of teacher education, the National Council for Teacher Education (NCTE) took up several initiatives jointly with National Assessment and Accreditation Council (NAAC) to bring quality.

Teacher Education in different Five Year Plans—Fourth and Fifth 5 year plans provided correspondence courses to thousands of elementary and secondary teachers as in-service programmes. B.Ed. course was started as correspondence mode by Himachal Pradesh University, Jaipur University and several South Indian universities with assistance of NCERT. NCERT Regional Colleges were started at Ajmer, Mysore, Bhubaneswar and Bhopal. NCTE Act was passed in 1993 by the Parliament and NCTE was given the responsibility to look after the Teacher Education of the country. The Eleventh plan was a boost for education sector. It focused on-

- | Strengthening Teacher Education.

- | Augmenting teacher education capacity in SC/ST and minority areas.
- | Professional development of teacher through training programmes.
- | Professional development of teacher educators through Refresher Courses and
- | Fellowship programmes.
- | Technology in teacher education.
- | Integrating elementary teacher education with higher education.

In the Twelfth 5 year plan, the thrust area is to integrate technology in teacher education to promote openness for adaptability to new technology for developing professionalism. These efforts resulted a significant growth of teacher education in the nation but during the last two decades it is felt that the global scenario is presenting new challenges on the sector. Some of these challenges are listed.

Vision of Teacher Education in India Quality and Regulatory Perspective, Report of the High-Powered Commission on Teacher Education Constituted by the Hon'ble Supreme Court of India, Justice Verma Commission (MHRD, 2012, Volume 1, p.95) recommended that teacher education should be a part of the higher education system, the duration of programme of teacher education needs to be enhanced, in keeping with the recommendations of the Education Commission (1966), the implementation of which is long overdue. This Commission also recommended that current teacher education programmes may be re-designed keeping in view the recommendations in the National Curriculum Framework for Teacher Education (NCFTE, 2009) and other relevant material.

Finally Recommendations of Justice Verma Commission (JVC) Report on Teacher education, The Report of The Committee on Faculty Requirements and Qualifications for B.El.Ed. and D.El.Ed. Programmes, Jangira Committee (NCTE, 2014, p.24) recommended that all teacher education courses should be revised in the light of NCFTE 2009 and as recommended in JVC report and the NCTE should take effective measures to enforce norms and standards about faculty requirements and qualifications in all institutions to arrest decline in the quality of teacher education.

Report of Committee constituted by NCTE to deliberate on Recommendation 8 and Recommendation 12 of JVC, under the Chairpersonship of Venita Kaul (NCTE, 2014, pp.9-10) recommended that in the light of JVC Recommendation 8 (a): First professional

degree/diploma in teacher education to be in face-to-face mode. The Committee has on the basis of this situational analysis, identified the following implications/action points with regard to implementation of Recommendation 8(a). They are: (1) Adopt a phased implementation plan, (2) Develop quality standards and strengthen regulatory measures for Teacher Education Programmes (TEPs), (3) Adopt a blended mode, (4) Revise eligibility criteria for Open Distance Learning (ODL) programmes, (5) Create public awareness, and (6) Ensure evidence based decision making.

Subsequently Poonam Batra Committee submitted revised Report on Implementation of JVC Recommendations (NCTE, 2014. p.10). This Committee proposes that the restructuring of Teacher Education in line with JVC recommendations is to be done in a phased manner over five years. It will cover five academic cycles beginning with the year 2015-2016 and concluding with the academic year 2019-20. National Curriculum Framework (NCF), 2016 observed that teacher education programmes today train teachers to adjust to a system in which education is seen as the transmission of information. Attempts at curricular reform have not been adequately supported by the teacher education and Course duration two years.

GOVERNMENT OF INDIA ORGANISATION BODIES IN TEACHER EDUCATION

Department of Elementary Education & Literacy of the Ministry of Human Resource Development of the Government of India is the apex body that looks after policy for teacher education. Its agencies include:

- A. National Council for Teacher Education (NCTE)
- B. National Council of Educational Research and Training (NCERT)
- C. National University for Educational Planning & Administration (NUEPA).

University Grants Commission (UGC) is also involved with Departments of Teacher Education or Departments of Education in the Universities and Institutions Deemed to be Universities and Colleges of Teacher Education. Besides these, MHRD, there are also other ministries that have institutions which run teacher training programmes. Ministry of Women and Child Development has a large network of training of Anganwadi workers, who take care of pre-school component.

At the State level, the apex body that looks after teacher education is the Government Department of Education. In certain States, it is looked after by the Department of School Education. A few States have independent Directorates for Teacher education. In a few others, the Directorate and SCERT function under one Director. The teacher training institutions offering programmes for elementary and pre-school teachers are in many states under the control of the Department of School Education, whereas the teacher training institutions offering degree courses are under the Department of Higher Education. In certain States all teacher education institutions are managed by the State government. In certain other States, majority of teacher training institutions are managed by private agencies under self-financed category. At the State levels, there are teacher training institutions being run by the Departments of Tribal Welfare, and other administrative departments. Creation of separate cadre for teacher educators has been an important issue to be solved in many states.

In India, the crucial role of teachers towards the functioning, effectiveness, continued evaluation and its efficiency to contribute to the development process is now increasingly appreciated. Following NPE 1986, effort has been made to develop various institutions, 500 DIETs, 87CTE, 38IASEs, and 30 SCERTs have been set up (NCF, 2005).

TEACHER COMPETENCY

Teaching competency of a teacher is the set of knowledge, abilities, and beliefs teacher possess and brings to the teaching situation. Teaching competence is sum total of all the competencies possessed by the teacher that are used in the teaching situation. The teacher's performance in the class is thus dependent on the teacher's competencies since; the teacher brings about changes in pupils' learning using the repertoire of teaching competencies, teacher effectiveness can also be inferred from a measure of teaching competency.

The NCTE in its document "Competency based and Commitment Oriented Teacher Education for Quality School Education Pre-service Education" 1998 has expected that Preservice teacher education program should transform an individual into competent and committed professional functionary. To achieve this NCTE in its document has suggested ten competencies. These are:

- i. Contextual Competence
- ii. Conceptual competence
- iii. Content competence

- | Transactional competencies
- | Educational activities competence
- | Teaching learning material development competence
- | Evaluation competence
- | Management competence
- | Competencies related to working with parents
- | Competencies related to working with community & other agencies

Yadav (1983) studied the effect of training in the classroom questioning behavior on teaching competence of student teachers. Sharma (1982), Bhatia (1984) and Dave (1987) studied the effect of different strategies of integration of skills on teaching competence of student teachers. Hung & Lang (1996) studied the impact of teaching practice on the teaching competencies at research skills. Suryanarayana (2010) studied the teacher's creativity & teacher professional competence. The study presented the significant difference of relationship between the two aspects. Raju & Vishwanathappa (2006) studied teaching competence of primary teachers with various qualifications and found no significant difference in urban and rural, male and female primary teachers. Rana (2009) studied the teaching competence as related to gender differences and background of teachers. Augustine, J. (2010) studied the teaching aptitude, teaching competence, academic background and achievement in educational psychology of student teachers in the colleges of education. Sabu, S. (2010) was aimed to find out the teaching competence of secondary school teachers with regard to the number of in-service programmes attended, gender, age & type of school. So, the present study aims at filling gap by the way of investigating the variables in context of prospective teachers.

At present the number of teacher training colleges is increasing irrespective of the place and importance of area. WBUTTEPA University, Rajasthan offer one year B.Ed. programmes in its all affiliating colleges but Regional Institute of Education (NCERT) offers two year B.Ed. program. As there is mushroom growth of self-financing B.Ed. colleges, the investigator wanted to compare the teaching competencies of prospective teachers of different types of institutes of WBUTTEPA University.

STATEMENT OF THE PROBLEM

“A comparative study on teaching competence of prospective teachers of teacher education institutes.”

OBJECTIVES

1. To study the teacher competency of prospective teachers on the basis of type of institute Govt., Private Institute of Education.
2. To study the teacher competency of prospective teachers on the basis of educational qualification i.e. graduate and post graduate.
3. To study the Teacher competency of prospective teachers on the basis of academic achievement.

HYPOTHESIS

1. There is no significant effect of type of institute on teacher competency of prospective teachers.
2. There is no significant effect of academic achievement on teacher competency of prospective teachers.
3. There is no significant difference between the teacher competency of graduate and postgraduate prospective teachers.

OPERATIONAL DEFINITIONS

a) Teaching Competency:

In the present study teaching competence is operationally defined as the set of knowledge, abilities, skills and beliefs a teacher possesses and brings to the teaching situation. Teaching competence is sum total of all the competencies possessed by the teacher that are used inside the classroom and outside the classroom. In the present study, teaching competency is divided into ten broad areas of competencies based on NCTE document 1998.

b) Prospective Teachers:

In the present study the term prospective teacher refers to the 'would be teachers' or pupil teachers or student teachers that are undergoing teacher training in the teacher education institutions.

Design of the Study:

The present study was conducted through a survey design. In this process the data related to the selected variables were collected from prospective teachers of teacher education institutes from WBUTTEPA University, West Bengal.

SAMPLE

For the present study a sample of 120 prospective teachers were taken. Samples were selected randomly from WBUTTEPA, Govt. & Private (self-financing) institutes of WBUTTEPA, Kolkata.

TOOL FOR DATA COLLECTION

In the present study to find out the teaching

competency of prospective teachers a 'teaching competency scale' had developed by the investigator that included the ten areas of teaching competencies as mentioned in the NCTE document 1998.

STATISTICAL TECHNIQUES USED

Following statistical techniques have been applied:

- Mean Standard deviation
- T-test one way
- ANOVA
- Post hoc Scheffe test

ANALYSIS & INTERPRETATION

Hypothesis 1: There is no significant effect of Type of teacher education institute on Teacher Competencies of Prospective Teachers

Table 1 showing Mean and S.D. of Teacher Competency of Prospective Teachers of different types of institutes

Variable	Govt. (N=40)		Pvt. (N=40)		RIE (N=40)	
	Mean	S.D	Mean	S.D	Mean	S.D
Teacher Competencies	197.48	11.245	199.55	16.478	218.13	9.565

Table 2 showing Mean square value and f-value of Teacher Competency of Prospective Teachers of different types of institutes

Variable	Sources of Variance	Sum of Squares	df	Mean Square	f-value
Teacher Competencies	Between	10343.45	2	5171.73	31.7
	Within	19090.25	117	163.165	

From above table, on the basis of mean scores, the prospective teachers have highest level of teacher competencies in comparison to Government & Private teacher education institute's prospective teachers. As the f-value is significant at 0.01 level. Hence, the null hypothesis 'There is no significant effect of type of institute on teaching competencies of prospective teachers' is rejected.

Table: 3 showing the Scheffe test for difference between teacher competencies of Govt., Pvt, prospective teachers.

Dependent variable	(I) Type of institute	(J) Type of institute	Mean Difference (I-J)
Teacher Competence	Govt.	Pvt.	-2.075
		RIE	-20.650*
	Pvt.	Govt.	2.075
		RIE	-18.575*
	RIE	Govt.	20.650*
		Pvt.	18.575*

*mean significant at 0.05 level

From the above table, The Scheffe post hoc results revealed that a significant difference is present between the teacher competences of prospective teachers of govt. institute. The results also revealed that significant difference is present between the teacher competency of prospective teachers of Pvt. Institutes. Also, it is found that there is no significant difference is present between teacher competence of prospective teachers of Govt. and Pvt. Teacher Education institutes.

Hypothesis 2: There is no significant difference between the teacher competency of Graduate and Post-graduate Prospective teachers.

Table 4 showing Mean and S.D. & t-value of Teacher Competencies of Graduate & Post-Graduate prospective Teachers

Variable	Graduate Prospective Teachers (N=72)		Post graduate prospective Teachers(N=48)		t-value (df=118)
	Mean	S.D	Mean	S.D	
Teacher Competencies	206.03	16.08	203.58	15.23	0.833

Non significant at 0.01/0.05 level

From the Table, on the basis of results obtained the null hypothesis 'There is no significant difference between the teacher Competencies of Graduate & Post-graduate prospective teachers' is accepted.

Hypothesis No. 3: There is no significant effect of academic achievement on Teacher Competencies of prospective teachers

Table 5 showing Mean & S.D. Teacher Competencies of prospective teachers with respect to academic achievement

Variable	Percentage of marks	Mean	S.D
Teacher Competencies	Upto 59%	201.88	15.50
	60-74%	208.26	15.40
	75% & above	220.00	8.49

Table 6 showing Mean square value & f-value of Teacher Competencies of prospective teachers with respect to academic achievement

Variable	Sources of variance	df	Mean Square	f-value
Teacher Competencies	Between	2	824.165	0.034
	Within	117	237.428	

Significant at 0.05 level

From the table, the f-value obtained with respect to all the ten areas of teacher competencies is significant at 0.05 level. Hence, the null hypothesis

is rejected. This can be interpreted that academic achievement do effect significantly the teacher competencies of prospective teachers.

MAJOR FINDINGS

| There is significant effect of type of institute on teacher competency of prospective teachers.

| There is no significant difference between the teacher competency of graduate & post graduate prospective teachers.

| There is significant effect of academic achievement on the teacher competency of prospective teachers.

EDUCATIONAL IMPLICATIONS:

The destiny of India lies in its classrooms. (Education Commission report 1964-66). This implies that teacher who is the organizer; facilitator & controller of the classroom are most responsible for the future of India. The level of teaching competency of prospective teachers can be enhanced by following ways:

➤Duration of teaching training program should be increased to two year in all the teacher education institutes.

➤More application of educational technology.

➤The internship model of practice teaching should be adopted.

➤The duration of internship need to be increased.

➤Skill based and socially relevant curriculum establishing sufficient linkages with school curriculum should be prescribed in place of conventional curriculum.

➤Community participation to be made integral part of teacher education program. Community participation to be made integral part of the course.

➤There is a need of Integration of theory and practice during the program.

➤In a nutshell the present teacher education program should transform an individual into competent and committed professional functionary.

➤Well planned effort should be made to enhance teaching competencies of pupil teachers irrespective of type of institute, he/she is undergoing.

➤Activity based learning should be emphasized.

CONCLUSION

In a nutshell the present teacher Education program should transform individuals into competent and committed professional functionary. Well planned effort should be made to enhance teaching competencies of pupil teachers irrespective of type of institute, he/she undergoing. After analysis of

Teaching Effectiveness the author discovered that there are difference between male and female teachers of non-teaching background of fathers or family in four variables, i.e., Disciplinary Behavior, Teacher Role Behavior, Teaching Method, and Communication Behavior.

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