

**TO STUDY THE LEVEL OF PROFESSIONAL COMMITMENT
OF TEACHER EDUCATORS OF B. Ed. AND D. El. Ed.
COLLEGES**

**A
RESEARCH PROJECT**

SUBMITTED TO

**RAJ RAJESHWARI EDUCATION SOCIETY, VILLAGE MANSUI (CHORAB),
P.O. BHOTA, TEHSIL BARSAR, DISTRICT HAMIRPUR HIMACHAL
PRADESH-176041**

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CERTIFICATE

It is hereby certified that the research work incorporated in the present Project entitled, **“To Study the Level of Professional Commitment of Teacher Educators of B. Ed. And D. El. Ed. Colleges”** was conducted by Mr. Sunil Kumar (Assistant Professor in Education) & Mrs. Neenu Bala (Lecturer in Education) in the capacity of Investigator and Co-investigator. This Research Project is their own and original work. They are employees of Raj Rajeshwari College of Education, Bhota, Governed by Raj Rajeshwari Education Society, Village Chorab (Mansui), P.O. Bhota, Tehsil Barsar, District Hamirpur (H.P.) - 176041. The said Project was financed by Raj Rajeshwari Education Society and submitted to us after completion on dated March, 30, 2024 and hence approved by Raj Rajeshwari Education Society.

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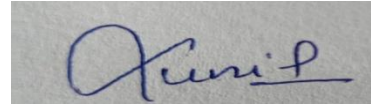
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A handwritten signature in blue ink, appearing to read 'Sunil', is shown within a rectangular frame.

(Mr. Sunil Kumar)
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Place: Bhota

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LIST OF CONTENTS

CHAPTERS	TITLE	PAGE(S)
I	THEORETICAL ORIENTATION	1-15
	INTRODUCTION	1-2
	PROFESSION	2
	CHARACTERISTICS OF PROFESSION	2-3
	COMMITMENT	3
	CHARACTERISTICS OF COMMITMENT	3-4
	CONCEPT OF PROFESSIONAL COMMITMENT	4
	MEANING AND DEFINITION OF PROFESSIONAL COMMITMENT	5
	AREAS OF PROFESSIONAL COMMITMENT	5-7
	REVIEW OF RELATED LITERATURE	7-8
	Research studies conducted on Professional Commitment with respect to Gender	8-10
	Research studies conducted on Professional Commitment with respect to Teaching Experience	11-12
	RESEARCH QUESTIONS	12
	STATEMENT OF THE PROBLEM	12
	OBJECTIVES OF THE STUDY	12
	HYPOTHESIS OF THE STUDY	13
	DELIMITATIONS OF THE STUDY	13
	NEED AND IMPORTANCE OF THE PRESENT STUDY	13-14
	OPERATIONAL DEFINITIONS OF THE KEY TERMS USED	14-15
II	METHODOLOGY AND PROCEDURE	16-25
	INTRODUCTION	16
	METHOD OF RESEARCH	16
	POPULATION	16-17
	SAMPLING	17
	The Sample	17-18
	VARIABLES OF THE STUDY	18
	TOOL USED	18-19
	The Professional Commitment Scale for Teacher Educators by Dr. Vishal Sood (2011)	19
	Scoring Procedure	20
	Reliability of Professional Commitment Scale	20-21
	Validity of Professional Commitment Scale	21-22
	PROCEDURE FOR DATA COLLECTION	22

	CLASSIFICATION OF SUBJECTS	23
	STATISTICAL TECHNIQUES USED	23
	Mean	23
	Standard Deviation (SD)	23-24
	The 't'-test	24-25
III	ANALYSIS AND INTERPREATION OF DATA	26-29
	INTRODUCTION	26
	COMPARISON OF THE LEVEL OF PROFESSIONAL COMMITMENT OF TEACHER EDUCATORS WITH RESPECT TO THEIR GENDER	26-27
	COMPARISON OF THE LEVEL OF PROFESSIONAL COMMITMENT OF TEACHER EDUCATORS WITH RESPECT TO THEIR TEACHING EXPERIENCE	27-29
IV	MAJOR FINDINGS, EDUCATIONAL IMPLICATIONS, SUGGESTIONS FOR FURTHER STUDIES AND CONCLUSION	30-32
	INTRODUCTION	30
	MAJOR FINDINGS	30
	Difference in the level of Professional Commitment of Teacher Educators with respect to their Gender	30
	Difference in the level of Professional Commitment of Teacher Educators with respect to their Teaching Experience	30-31
	EDUCATIONAL IMPLICATIONS	31
	SUGGESIONS FOR FURTHER STUDIES	31-32
	CONCLUSION	32
	REFERENCESS	33-36
	APENDICES	
APPENDIX-A	Professional Commitment Scale For Teacher Educators	i-viii
APPENDIX-B	Raw Data Chart	ix-xii

LIST OF TABLES

Table No.	Title	PAGE(S)
2.1	Institution Wise Detail of the Sample	18
2.2	Distribution of Items in Five Dimensions of Professional Commitment Scale for Teacher Educators (Final Form)	19
2.3	Scoring Procedure of the Scale	20
2.4	Inter-Correlation Matrix Showing Internal Consistency of Professional Commitment Scale for Teacher Educators (N=95)	21
2.5	Norms for Interpretation of Level of Professional Commitment (For All the Dimensions and Full Scale)	22
3.1	Significance of mean difference in the level of professional commitment of teacher educators with respect to their gender	27
3.2	Significance of mean difference in the level of professional commitment of teacher educators with respect to their teaching experience	28

CHAPTER I

THEORETICAL ORIENTATION

INTRODUCTION

Education is the one and only tool that can bring overall development of the universal society. Professional commitment is the essential nutrient for the success of the educational system and educational institutions. Teachers as the human resources who are knowledgeable, skilled, proficient and professionally committed are the assets of any nation. Professional competencies are important in every educational institution, so as to improve the development of the institution effectively. Teacher training refers to the process, strategy, policies, provision and overall educational objectives formulated to furnish forthcoming teachers with the information, skills, attitudes, behavioural modification and personality development. This will guarantee that teachers are involved in Teaching-Learning process efficiently at all levels and help in social renovation at these levels. The professionals who engage the future teachers in training are called teacher educators. The teacher needs to be restructured personally, educationally and professionally if they have to execute their roles and responsibilities profitably. Conventionally, teaching was recognized as an art but now with research and development in pedagogical theory and practice teaching is considered as a skill, for which persons can be trained regularly. The purposeful training of the teachers and skill development is the need of the hour. It comes under the zone of teacher education. Teacher educators are the specialists vested with the duty of comprehensive behaviour modification of learners. They instill the required values, skills & commitment through in-service and ongoing education. Teacher educators themselves must be well up to date, restructured and quite appropriate in carrying out their roles, responsibilities and their own commitment to the profession. They have to do justice with their professional commitment though they are concerned directly with the academic transaction of theory and practice. They should try to understand the overall educational objectives so as to alter the all-pervading

educational system in the country. Teaching is one of the oldest professions of mankind that has been acknowledged and respected as the noblest among all professions. But, with time the promising future teachers are now decreasing, because teaching appears to be less rewarding, tedious, low in socio-economic status etc. as compared to other professions. However, the role and responsibility of teachers in social renovation, financial development, human resource development, professional development, and nation building at bulk can't be neglected.

PROFESSION

A Profession is a disciplined group of individuals who adhere to ethical standards and who hold themselves out as, and are accepted by the public as possessing special knowledge and skills in a widely recognised body of learning derived from research, education and training at a high level, and who are prepared to apply this knowledge and exercise these skills in the interest of others.

It is inherent in the definition of a Profession that a code of ethics governs the activities of each Profession. Such codes require behaviour and practice beyond the personal moral obligations of an individual. They define and demand high standards of behaviour in respect to the services provided to the public and in dealing with professional colleagues. Often these codes are enforced by the Profession and are acknowledged and accepted by the community.

CHARACTERISTICS OF A PROFESSION

At this point, we need to see if computing is indeed a profession. Before proceeding to that, we look at the characteristics of a profession.

- Master of an esoteric body of knowledge: This is usually acquired by a higher degree. Often the discipline embraces a division between researchers and practitioners.
- Autonomy: Members are autonomous in their work. They make decisions and NOT take orders from others. They regulate themselves and set their own admission standards. They also have standards of practice.

- Formal Organisation: There is often ONE unifying organisation which is recognised by the State. This organisation:
 - i. Controls admissions
 - ii. Accredits educational institution
 - iii. Sets up and administrates disciplinary procedures
 - iv. Has the power to expel members
- Code of Ethics: This sets standards of the organisation and is used to maintain its autonomy. Members must adhere to this irrespective of their employment contexts.
- Social Function: A professional must be seen to fulfil some useful and important social functions.

COMMITMENT

The concept of commitment is widely used as a conscious human behaviour as an agreement or pledge to do something in future. It is a conscious effort of a person's devotion to something to which one is bound by a pledge or duty. Commitment means a promise, to do or give something, to be loyal to someone or something, the attitude of someone who works, or support something. It is also a willingness, to give your time and energy to something that you believe.

CHARACTERISTICS OF COMMITMENT

Excitement lies in always wishing for what is next or what we don't have at the present moment. Try to be committed to doing the best in your current position. Fully dedicating your energy and motivation to the responsibilities on your plate is valuable because you will develop skills that will help as you take on larger commitments down the road. And you will show others that you can be counted on to do the best job with a great attitude, no matter the situation.

A few tips that I recommend focusing on when committing to your current position are:

- Openly seek advice from co-workers and superiors
- Commit to filling in the gaps of your experience
- Remain focused on doing the best job you can in the position you have

- Learn everything you can about your current job, as well as the one you aspire to
- Be coachable and willing to change by putting what people tell you into action. Nothing will destroy your career's chances for upward mobility faster than not being coachable.

Do not be afraid to venture into new territory at your company. Provide future leaders with a wide range of experiences so they can continue to develop and navigate what their future careers may look like. I believe leaders grow when they are moved into different roles within the company for a period of time that is different from what they have previously experienced, as it broadens their perspective and range of experiences.

Committing also means hanging in there when the going gets tough. When you accept responsibility, you are committing to a challenge. Have faith that you are capable and prepared for your role. We have the tendency to shy away when roadblocks or tough times come our way but when we commit, we need to persevere through the difficulties as they create opportunities for building strength and showing ourselves and others that we can be counted on to persevere.

Be aware of the commitments you are making to keep your word and put your best effort forward in all situations. Remember, God has you in a specific place for His purpose and we should commit to living for Him.

“Whatever you do, work at it with all your heart, as working for the Lord, not for human masters.”

CONCEPT OF PROFESSIONAL COMMITMENT

Commitment is one of the most valued qualities of a teacher. Beyond the elements of organisational commitment, the word commitment can refer to a multitude of teacher behaviours and characteristics. However, because teachers' job is not restricted to their classroom, their commitment is part of their affective or emotional reaction to their educational experience (Ebmeier & Nicklaus, 1999).

MEANING AND DEFINITION OF PROFESSIONAL COMMITMENT

Teachers' professional commitment is stated to be of fundamental importance since it builds an effective bond of agreement with their professional behaviour. It ensures that a teacher is completely dedicated to his or her work in order to gain the necessary knowledge and skills. Teaching personal's professional commitment entails a sense of dedication to their profession. A teacher should be dedicated to his or her job at all times. Those who choose teaching as career gain the required information and abilities without having any personal preferences. The felling of dedication among members of a group to their profession is known as professional commitment. This kind of commitment entails two things: pride in ones work as a teacher and a strong desire for professional improvement. In fact, teachers should fully comprehend that as long as they must take pride in knowing that it is a Nobel profession with huge responsibility, since the community entrusts the education of its children to this system. Teachers must be totally involved and devoted for student to be empowered.

AREAS OF PROFESSIONAL COMMITMENT

Those who choose teaching as career increase the necessary information and abilities without having any personal preferences. The felling of dedication amongst members of a group to their job or occupation is known as professional commitment. This kind of commitment demands two things; pride in ones work as a teacher and a powerful desire for professional enhancement. In fact, teachers should fully realize that as long as they must obtain satisfaction in knowing that it is a Nobel profession with huge responsibilities, since the society relegates the education of its children to this system. Teachers must be completely involved and dedicated for student to be empowered. A committed teacher's mind is constantly occupied with thoughts of students, their personal and collective growth and ideas to improve their performance after and during school hours. Dedicated teachers try hard to improve not just the overall development of the children in their care, but also their own professional development in order to provide their best to the profession. Commitment, according to Rogers (1969), is "Total organismic direction involving not only the conscious

mind but the whole direction which is gradually achieved by the individual through a close relationship in which even unconscious tendencies are as much respected as conscious choices.”

In the present investigation professional commitment covers following areas:

- **Commitment to the learner**

Students need teachers who are sensitive and understand their needs. They demand teachers who are aware of their instincts, learning requirements, and preferences, as well as their capabilities. A teacher who chooses to teach is committed to their student’s growth and development.

- **Commitment to society**

A symbolic link exists between the education and the society. Teachers must inform the public about the values of education as a lifetime process and encourages them to pursue it in that way. Teachers must be profoundly concerned about the community and committed to it.

- **Commitment to the profession**

The community has entrusted teachers with the job of influencing future generations through the teaching learning process. Committed professionals should employ a variety of modern teaching techniques that consider how people learn best and encourage effective learning. This can only happen if teacher commit to improve both guided and self-directed learning on a professional level.

- **Commitment to attaining excellence**

Learners are following the footsteps of teachers who are on a never-ending journey to improve as human and as a teacher. They gain esteem while simultaneously improving their knowledge and proficiency.

- **Commitment to basic values**

Every society expects teachers to live their lives in accordance with their values in order to serve as role models for future generations. As a result of the preceding discussion, it is evident that a teacher should be fully committed to his or her profession. Professional commitment is a practice of remaining committed to ones work while also enhancing one’s greatness through the inculcation of societal

ideals. Teachers' commitment is connected to their capacity to innovate and incorporate new ideas into practice, as well as their work performance.

As a result of the above discussion, it is obvious that a teacher should be completely committed to his or her profession. Professional commitment is a practice of remaining committed to one's work while also enhancing one's greatness through the inculcation of societal ideals.

REVIEW OF RELATED LITERATURE

The review of related literature is a summary of the writings, documents of previous scholars, researchers, committees, commissions, authors etc. The term Review of the related literature states that the literature which is related to the study or interested area viewing, again and again, to reach a conclusion. It helps the researcher to show the path to study in an effective or systematic way. Since effective research is based on past knowledge, the review of related literature helps to eliminate the duplication of what has been done earlier and to acquaint oneself with the current knowledge in the fields or area in which he or she is going to conduct the research. The main aim of any literature review is to sum up and manufacture the opinion and ideas of existing knowledge in a particular field without adding any new contributions. Being built on active knowledge they help the investigator to even turn the wheels of the topic of research. It is possible only with deep knowledge of what is wrong in the existing findings in detail to overcome them.

The literature review gives your readers an understanding of the evolution of scholarly research on any research topic. The importance of literature review in scientific manuscripts can be condensed into an analytical feature to enable the multifold reach of its significance. It adds value to the legitimacy of the research in many ways:

It provides the interpretation of existing literature in light of updated developments in the field to help in establishing the consistency in knowledge and relevancy of existing materials. It helps in calculating the impact of the latest information in the field by mapping their progress of knowledge. It brings out the dialects of

contradictions between various thoughts within the field to establish facts. The research gaps scrutinized initially are further explored to establish the latest facts of theories to add value to the field.

Apart from elucidating the continuance of knowledge, it also points out areas that require further investigation and thus aid as a starting point of any future research & justifies the research and sets up the research question. It sets up a theoretical framework comprising the concepts and theories of the research upon which its success can be judged. It also helps to adopt a more appropriate methodology for the research by examining the strengths and weaknesses of existing research in the same field. It increases the significance of the results by comparing it with the existing literature. It helps to prevent plagiarism. By preventing plagiarism, it saves the research study from rejection and thus also saves a lot of time and money. It helps to assess, concentrate and manufacture general idea in the author's own words to sharpen the research focus.

Moreover, it helps to show the uniqueness and individuality of the present research than that of the existing other researches and in this way also helps to collect data precisely for allowing any new method of research than the existing ones.

Research studies conducted on Professional Commitment with respect to Gender

Maheshwari (2003) there exist no significant difference in professional commitment of male and female teacher educators. She conducted study on professional commitment of teacher and concluded that overall professional commitment level among teachers, were found moderate & professional commitment does not depend on gender differences. Improvement in commitment among teachers could improve by providing good environment.

Kohli (2005) studied that teacher educators were moderately committed. Further, no significant difference was found between male and female teacher educators with respect to professional commitment as a whole; different dimensions of professional commitment of teacher educators were positively and significantly

correlated; no consistent significant relationship was found between professional commitment and length of teaching experience of teacher educators.

Sood and Anand (2010) conducted a study and found that the professional commitment of B.Ed. teacher educators was moderate and gender had an impact on the professional commitment. Also, the professional commitment of NET qualified and non- NET qualified teacher educators was more or less the same.

Goyal (2012) in his research on Professional commitment among B.Ed. teacher educators of B.Ed. colleges of Patiala district in Punjab revealed that the level of professional commitment of B.Ed. teacher educators in Punjab was high. Significant differences were also found in the professional commitment of B.Ed. teacher educators with regard to gender.

Butucha (2013) studied on teachers' perceived commitment as measured by age, gender and school type. The sample of the study consisted of 381 secondary school teachers. The results showed that age, gender and school types have significant but small effects on professional commitment of secondary school teachers.

Malik & Sharma (2013) explored professional commitment of secondary school teachers in relation to their professional commitment and the results revealed that professional commitment is independent of gender difference.

Nilesh B. Gajjar (2014) studied the professional work commitment of teacher trainees of B. Ed. Colleges and revealed that professional work commitment, level of teacher educators did not differ significantly in relation to gender.

Basu (2016) conducted a study and found that male secondary school teachers possess significantly lower levels of professional commitment as compared to their female counterparts.

Pan (2016) in his study found female teachers highly committed as compare to their male counterparts.

Shukla & Waris (2016) studied professional commitment of secondary school teachers in relation to their gender and area. Result revealed that professional commitment of female secondary school teachers is better than their male

counterparts.

Bashir (2017) examined job satisfaction of teachers in relation to professional commitment. The result revealed that there is no significant difference between male and female secondary school teachers in their professional commitment.

Gill & Kaur (2017) examined professional commitment among senior secondary school teachers. The result revealed that there is no significant difference between male and female secondary school teachers.

Sasi Kumar (2017) attempted to study the Professional Commitment of Teacher Educators serving in B.Ed. colleges of education. The results of the study revealed that more than 50% of the teacher educators have a moderate level of Professional Commitment and there is no significant difference in the Professional Commitment of Teacher Educators with respect to their Gender.

Habib (2019) studied the professional commitment of secondary school teachers. Result revealed that professional commitment is higher in female secondary school teachers than male secondary school teachers.

Rani (2019) studied the professional commitment among teacher educators with respect to their gender and found that teacher educators of B.Ed. colleges have high level of professional commitment and there was no significant difference in the professional commitment of teacher educators with respect to their gender.

Ali (2020) conducted a study on Professional Commitment of Teacher Educators in Colleges of Education in Jammu District (J&K) and revealed that the Female teacher educators teaching are better than the Male teacher educators. The high qualified (M.Phil., Ph.D.) teacher educators' teaching is better as compared to teacher educators who have only post-graduation degree. The Urban teacher educators teaching, the Unmarried teacher educators teaching and the Net Qualified teacher educators teaching are better as compared to teacher educators of rural area.

Hatim & Shakir (2021) found no significant difference in the professional commitment of the male and female secondary school teachers.

Research Studies Conducted on Professional Commitment with respect to Teaching Experience

The section given an account of studies conducted on Professional Commitment in relation to Teaching Experience.

Joseph (2003) conducted a study of professional commitment of primary school teachers in relation to working conditions and selected personal factors and found that teaching experience did not contribute significantly in the prediction of professional commitment.

Kohli (2005) studied that teacher educators were moderately committed. Further, no consistent significant relationship was found between professional commitment and length of teaching experience of teacher educators.

Sood and Anand (2010) conducted a study and found that the professional commitment of B.Ed. teacher educators was moderate and teaching experience had an impact on the professional commitment.

Ahmad (2012) has studied professional commitment among secondary school teachers in relation to the gender, marital status and experience and found that teachers with more than two years' experience have got more professional commitment than that of the less experienced teachers.

Jain (2013) has examined perspective and work commitment of upper education academics towards their teaching profession. The objectives of the study were to find out the difference in the work commitment of teachers with respect to their gender, type of institution and years of experience. The teachers experience less than 10 years have got more work commitment than that of the teachers with more than 10 years' experience.

Basu (2016) conducted a study and found that male secondary school teachers possess significantly lower levels of professional commitment as compared to their female counterparts and less experienced teachers exhibit higher levels of professional commitment as compared to their more experienced counterparts.

Pan (2016) in his study found female teachers highly committed as compare

to their male counterparts. Also found that teachers having less teaching experience are more committed than those of highly experienced teachers.

Gill & Kaur (2017) examined professional commitment among senior secondary school teachers. Result revealed that there is no significant difference in teaching experience between professional commitments among senior secondary school teachers.

RESEARCH QUESTIONS

Research questions are basic inquiries that drive the research process. They offer a clear focus and direction, guiding researchers in their mission to reveal knowledge and insights. Research questions play a vital role in shaping the research objectives and formulating hypotheses, if applicable. By crafting well-defined and purposeful research questions, investigators can ensure that their investigations remain targeted and meaningful. It becomes crystal clear there is a scarcity of studies on professional commitment of teacher educators in particular in India and abroad. Hence the present study is very much needed and justified. The present study has addressed the following research questions:

The present study attempted to answer the following research questions:

1. Is there any difference in the level of Professional Commitment of Teacher Educators with respect to their gender?
2. Is there any difference in the level of Professional Commitment of Teacher Educators with respect to their teaching experience?

STATEMENT OF THE PROBLEM

“To Study the Level of Professional Commitment of Teacher Educators of B. Ed. And D. El. Ed. Colleges”

OBJECTIVES OF THE STUDY

1. To study the significant difference of Professional Commitment of Teacher Educators with respect to their gender.
2. To study the significant difference of Professional Commitment of Teacher Educators with respect to their Teaching Experience.

HYPOTHESIS OF THE STUDY

H1. There will be no significant difference in the level of Professional Commitment of Teacher Educators with respect to their Gender.

H2. There will be no significant difference in the level of Professional Commitment of Teacher Educators with respect to their Experience.

DELEMITATIONS OF THE STUDY

D1. The present study was delimited to teacher educators of Hamirpur, Mandi and Bilaspur districts of Himachal Pradesh.

D2. The present study was delimited to only one dependent variable i.e. professional commitment and two independent variables i.e. gender, teaching experience.

D3. The present study was delimited to only 100 teacher educators of self financed B.Ed. & D. El. Ed. colleges of Himachal Pradesh.

D4. The present study was delimited to simple random technique of probability sampling.

D5. The present study was delimited to the use of only one research tool i.e. Professional Commitment Scale for Teacher Educators by Dr. Vishal Sood (2011).

D6. The study was delimited to the statistical techniques of Mean, SD, and the 't'-Test only.

D7. The present study was delimited to in terms of time and money resources.

NEED AND IMPORTANCE OF THE PRESENT STUDY

The quality of life of general public of a nation depends upon the quality of their education, their attitude, knowledge and values which in turns depends upon the quality of teachers who are regarded as the pillars of the educational system. The progress of such skilled teachers depends upon the supremacy and professional commitment of teacher educators. In modern times, India has taken a brand new and more serious look at the role of education in the perspective of overall national growth. The purpose of education is to chase the national goals of development which aims at human resource development. The development of human resources is

attainable through a well organised programme of quality education. It is essential, that the teacher has to take greater responsibility so as to start action for the modification of society as a arbiter of social change and helps to achieve the goal of national development by providing quality education. In this situation, eminence development of teacher education programme is one of the fundamental needs. The role of a teacher educator in the educational process is more inspirational and dynamic. The work of teacher educators is not only the transmission of knowledge but much more. The problems of teacher educators excellence, training and professional commitment are crucial for the progress of not only our education system but also in achieving the goals of education. That's why the teacher educators must possess a high professional commitment to accomplish these functions. The review of related literature reveals that investigative efforts have been directed towards professional commitment of teachers but not of teacher educators. Thus the study is a self-effacing attempt in this direction. For this reason an assessment and evaluation based study is important to assess the professional commitment of teacher educators in relation to locality, gender and streams of study. So, the present study was undertaken in an attempt to find out the professional commitment of teacher educators in relation to gender in Hamirpur, Mandi and Bilaspur districts of Himachal Pradesh. The findings of the study will be helpful for the state government, policy makers, principals, teachers and parents to know the level of professional commitment of teacher educators with respect to their gender, educational experience etc .

OPERATIONAL DEFINITIONS

Profession: A profession is a type of career or occupation that requires specialized education, training, and knowledge in a particular field.

Commitment: A commitment is something which regularly takes up some of your time because of an agreement you have made or because of responsibilities that you have.

Professional Commitment: Professional commitment is defined as loyalty, the desire to stay in a profession, and a sense of responsibility toward the profession's particular problems and challenges.

Teacher Educators: A Teacher educator means professional educator who serve as the training arm of the teaching profession.

Gender: it simply refers to the sex of the subject i.e. male and female.

Experience: Experience is knowledge or skill in a particular job or activity, which you have gained because you have done that job or activity for a long time.

CHAPTER –II

METHODOLOGY AND PROCEDURE

INTRODUCTION

The objective of the present investigation was to study the professional commitment of teacher educators. To serve this purpose, it was required to draw an adequate sample of teacher educators; select suitable tools for measuring the characteristics under study; and collect the relevant data with the help of these tools. The details regarding these aspects of the study are given as under.

After having received the literature related to the investigation, next task of the investigation was to adopt method and procedure suitable for the investigation. The present chapter describes the methodology and procedure which was followed in the present study.

METHOD OF THE STUDY

The aim of present investigation is to study the professional commitment of teacher educators with respect to their gender, teaching experience and locale. In other words, the present study seeks to describe and interpret what conditions or relationships exist at present in case of teacher educators with respect to the variable professional commitment. The further purpose of the study is to collect detailed description of existing phenomena with the intent of employing the same to justify current conditions and to make intelligent plans for improving them. Hence, it is decided to use Descriptive Survey Method of research in the present case which is relevant and justified in view of the objectives of the study.

POPULATION

The term population means the total mass of examination, which is the main group from which sample is to be produced. The population means the characteristics of specific group. The research population, also known as the target population, refers to the entire group or set of individuals, objects, or events that possess specific characteristics and are of interest to the researcher. It represents the larger population from which a sample is drawn. The research population is defined

based on the research objectives and the specific parameters or attributes under investigation. The population of the present study consisted of teacher educators of the state Himachal Pradesh covering 12 districts. There are 96 teacher training colleges (B.Ed., D. El. Ed. & M.Ed.) consisting of 1400 teacher educators approx. in the state of Himachal Pradesh which constitute the population of the study.

SAMPLING

Sampling is a process in statistical analysis where investigators take a prearranged number of observations from a larger population. Sampling allows investigators to conduct studies about a large group by using a small section of the population. In the immense mainstream of research endeavors, the participation of an entire population of interest is not possible, so a smaller group is relied upon for data collection. Sampling from the population is often more practical and allows data to be collected faster and at a lower cost than attempting to reach every member of the population. The method of sampling depends on the type of analysis being performed, but it may include simple random sampling or systematic sampling.

SAMPLE

A sample is a smaller set of data that a researcher chooses or selects from a larger population using a pre-defined selection bias method. The sample is a portion, piece or segment that is representative of a whole or an entity that is representative of a class: a specimen. In the present study simple random sampling was used for data collection. The sample of the study consists of 100 teacher educators (male and female) of self financed B. Ed. and D. El. Ed. colleges Hamirpur, Mandi & Bilaspur districts of Himachal Pradesh.

The structure of the sample is given in the following Table 2.3.1:

Table - 2.1**Institution Wise Detail of the Sample**

Sr. No.	Name of the Institute	Male	Female	Total
01	Aadarsh College of Education, Amarpur, District Bilaspur	04	07	11
02	Deen Dayal Upadhyay College of Education, Mehre, District Hamirpur	01	11	12
03	DDM Sai College of Education ,Nadaun, District Hamirpur	05	08	13
04	Hamirpur College of Education, District Hamirpur	05	06	11
05	Lord Buddha College of Education, Bhambla, District Mandi	04	06	10
06	Raj Rajeshwari College of Education, Bhota, District Hamirpur	06	09	15
07	Swami Vivekanand College of Education, Tarkwari, District Hamirpur	10	04	14
08	Trisha College of Education, Jol Sapper, District Hamirpur	05	09	14
	Total	40	60	100

The objective of the present investigation was to study the professional commitment of teacher educators. To serve this purpose, it was required to draw an ample sample of teacher educators; select appropriate tool for measuring the characteristics under study; and gather the relevant data with the help of this tool. The details regarding these aspects of the study are given as under:

VARIABLES OF THE STUDY

Dependent Variable: Professional Commitment

Independent Variables: Gender, Teaching Experience.

TOOL USED

The objective of the present study was to study the professional commitment among teacher educators. To serve this purpose it was required to select suitable tools for measuring the characteristics under study; and collect the pertinent data with the help of these tools. The selection of tools to be used in a particular study rely upon various considerations such as objectives of the study, availability of appropriate tools, their usability, objectivity, scoring procedure and interpretation etc. The details regarding the tools used for the data collection

in the present study are given as under.

The Professional Commitment Scale for Teacher Educators by Dr. Vishal Sood (2011)

Professional Commitment Scale for Teacher Educators developed and scandalized by Dr. Vishal Sood (2011) was used to measure the Professional Commitment among Teacher Educators. Professional Commitment Scale for Teacher Educators consisted of 70 (five-point scale) items in five dimensions namely; Commitment to the learner, Commitment to the society, Commitment to the profession, Commitment to achieve excellence for professional actions and Commitment to basic values. There were five alternate responses for each item and the respondent has to select only one response out of the five. The response alternatives were: Always, Frequently, Sometimes, Rarely and Never.

Distribution of Items in Five Dimensions of Professional Commitment Scale for Teacher Educators (Final Form)

Table - 2.2

Sr. No.	Dimension	Item wise Sr. No.		Total	Grand Total
I	Commitment to the Learner	Positive	1, 2, 3, 5, 15, 16, 29, 38, 47, 50, 60, 63, 69	13	15
		Negative	6, 68	2	
II	Commitment to the Society	Positive	10, 17, 18, 19, 33, 35, 43, 46, 51, 52, 54, 61, 62, 64	14	14
		Negative		--	
III	Commitment to the Profession	Positive	8, 14, 23, 24, 27, 28, 31, 37, 42, 44, 56, 58	12	14
		Negative	36, 40	2	
IV	Commitment to Achieve Excellence for Professional Actions	Positive	7, 13, 20, 22, 25, 26, 30, 39, 41, 53, 57, 59, 67, 70	14	15
		Negative	9	1	
V	Commitment to Basic Values	Positive	4, 11, 12, 21, 32, 34, 45, 48, 49, 55, 65, 66	12	12
		Negative		--	
			TOTAL		70

Scoring Procedure

Professional commitment scale for teacher educators comprised of total 70

items. Sixty five items are positively worded and five items with serial numbers 6, 9, 36, 40 and 68. Which are negatively worded. At the bottom of each page of the scale, dimension-wise score table for the page has been given. These scores be transferred on the main page of the scale in scoring table. The scoring of items is done in such a manner that if the answer to a item is 'Always', a score of 5 is given; for 'Frequently' option, a score of 4; for 'Sometimes' alternative, a score of 3; for 'Rarely' option, a score of 2 and for 'Never' option, a score of 1 is awarded. On the contrary, in case of negative items, the above scoring procedure is reversed completely.

Scoring Procedure of the Scale

Table - 2.3

	Always	Frequently	Sometimes	Rarely	Never
<i>Positive</i>	5	4	3	2	1
Negative	1	2	3	4	5

The sum of scores on all statements of the scale is considered as respondent's total professional commitment score. The total commitment score on the scale varies from 70 to 350 showing least professional commitment to highest professional commitment respectively. Although, there is no time limit for completing the scale, however, it takes 30 to 35 minutes on an average to respond to all items of the scale.

Reliability of Professional Commitment Scale

The reliability of the scale was established by: (i) Test-Retest Method, and (ii) Internal Consistency of the scale. For Test-Retest Reliability of the scale the product moment correlation 'r' i.e. reliability index, between two testing situations came out to be 0.79 thereby indicating that the scale is reliable enough to measure professional commitment of teacher educators. The internal consistency of the scale was judged by computing the coefficients of correlation between scores on each of five dimensions of the scale as well as the total score of 95 teacher educators on the professional commitment scale. The correlation matrix showing internal consistency among five different dimensions of

professional commitment scale is provided here under:

**Inter-Correlation Matrix Showing Internal Consistency of Professional
Commitment Scale for Teacher Educators (N=95)**

Table - 2.4

Dimensions of PCS	Values of Correlation (r)			
Learner	0.689**			
Society	0.619**	0.334**		
Profession	0.770**	0.335**	0.342**	
Achieve Excellence	0.749**	0.373**	0.248*	0.508**
Basic Values	0.316**	0.380**	0.392**	0.358**
	0.292**			
	Overall	Learner	Society	Profession
	Achieve			
	Excellence			

** - Significant at 0.01 level. * - Significant at 0.05 level. (for df 93)

VALIDITY OF PROFESSIONAL COMMITMENT SCALE

The value of correlation coefficient (r) between scores on present scale and teacher role commitment scale was computed with the help of Karl Pearson's Product Moment Correlation to find out the criteria-related validity that came out to be 0.57 which is significant at 0.01 level of significance, for df 61. This clearly reflected that present professional commitment scale has the efficiency to assess the professional commitment level of teacher educators. The items of the scale possessed satisfactory content validity. Professional commitment scale for teacher educators is valid enough with regard to items contained in it as only those items were included in the final form of the scale which were significantly able to discriminate between two extreme groups of teacher educators i.e. highly discriminating items having t-value of 1.75 or above.

Norms for Interpretation of Level of Professional Commitment (For All the Dimensions and Full Scale)

Table 2.5

Sr. No.	Range of z-Scores	Grade	Level of Commitment
1	+2.01 and above	A	Extremely High Commitment
2	+1.26 to +2.00	B	High Commitment
3	+0.51 to+ 1.25	C	Above Average Commitment
4	-0.50 to +0.50	D	Average/Moderate Commitment
5	-0.51 to -1.25	E	Below Average Commitment
6	-1.26 to -2.00	F	Low Commitment
7	-2.01 and below	G	Extremely Low Commitment

PROCEDURE FOR DATA COLLECTION

Keeping in view the objectives of the present study the investigator had collected the relevant data related to professional commitment with the prior consent of the principals of the concerned institutions as mentioned in the table 2.3.1. A schedule was fixed for collecting the data in due consultation with the principals of the concerned institutions. Before administering the tools, the teacher educators were given all the necessary instructions like objectives of the study, nature of items and how to attempt the items etc. The teacher educators were assured by the investigator that the information provided by them will be used only for research purpose and would be kept confidential. The investigator requested all the sampled teacher educators to read out all the instructions carefully given in the beginning of scale and attempt all the items. Uncertainties and confusions were also made clear by the investigator to the respondents. After ensuring that the teacher educators have responded to all the items, the booklet was collected back. After completing the administration of the tool, the investigator thanked the teacher educators and principals for their whole hearted support. The collected booklet was scored and the data thus obtained was tabulated for further investigation.

CLASIFICATION OF SUBJECTS

The subjects has been classified into two groups on the basis of Gender (Male & Female), Locale (Urban & Rural), Teaching Experience (Highly Experienced = >10 Years & Low Experienced < 10 Years).

STATISTICAL TECHNIQUES USED

Statistics is a body of mathematical technique or a process of gathering, organizing, analyzing and interpreting numerical data. In the present study descriptive statistical techniques like Mean, Standard Deviation and `t`-test were used for testing the research hypothesis.

Mean

Mean is the average value of a set of quantities or something in the middle of two extremes. It is the median point of two extremes. The formula to find out the mean given below:

$$M = \frac{\sum X}{N}$$

M = Mean

\sum = Sum

X = Score in Distribution

N = Total Number of score

Standard Deviation (SD)

The Standard Deviation may be defined as a square root of the mean of the sum of the square of the deviation from the mean.

$$\sigma = \sqrt{\frac{\sum X^2}{N}}$$

Where:

σ = Standard Deviation

Σ = Sum

ΣX^2 = Sum of score X

N = Total number of Score

The `t` - Test

A t-test is any statistical hypothesis test in which the test statistic follows a student's t distribution, if the null hypothesis is supported. It is most commonly applied when the test statistic would follow a normal distribution if the value of a scaling term in the test statistic were known. When the scaling term is unknown and is replaced by an estimate based on the data, the test statistic (under certain conditions) follows a student's distribution.

The `t`-test was used in the present study to compare professional commitment of College Teachers based on Gender, Teaching Experience, and Locale. The `t` test assess whether the mean of two groups are statistically different from each other or not. This analysis is suitable whenever you want to compare the mean of two groups, and especially suitable as the analysis for the posttest-only two-group randomized investigational design.

$$t = \frac{\bar{M}_1 - \bar{M}_2}{\sqrt{\frac{SD_1^2}{N_1} + \frac{SD_2^2}{N_2}}}$$

Where:

M_1 = Mean Score of first group

M_2 = Mean Score of Second group

SD_1 = Standard Deviation of first group

SD_2 = Standard Deviation of Second group

N_1 = Sample size of first group

N_2 = Sample size of Second group

df (degree of freedom) was calculated subtracting 2 from

$$N = (N_1 + N_2) - 2 = N - 2$$

The 0.05 and 0.01 levels of significance were used for determining the significance of obtained 't'- values.

CHAPTER – III

ANALYSIS AND INTERPREATION OF DATA

INTRODUCTION

Data analysis and interpretation is the next stage after collecting data from empirical methods. The dividing line between the analysis of data and interpretation is difficult to draw as the two processes are symbolic and merge imperceptibly. Interpretation is inextricably interwoven with analysis. The analysis is a critical examination of the assembled data. Analysis of data leads to generalization.

Interpretation refers to the analysis of generalizations and results. A generalization involves concluding a whole group or category based on information drawn from particular instances or examples. Data should be analyzed in light of hypothesis or research questions and organized to yield answers to the research questions. Data analysis can be both descriptive as well as a graphic in presentation. It can be presented in charts, diagrams, and tables. The data analysis includes various processes, including data classification, coding, tabulation, statistical analysis of data, and inference about causal relations among variables. Proper analysis helps classify and organize unorganized data and gives scientific shape. In addition, it helps study the trends and changes that occur in a particular period. Following the methodology, a procedure describes in the earlier chapter; the data of professional commitment of teacher educators was collected. This chapter deals with comparison of professional commitment of teacher educators with respect to their Gender, Teaching Experience and various dimensions of level of professional commitment.

COMPARISON OF THE LEVEL OF PROFESSIONAL COMMITMENT OF TEACHER EDUCATORS WITH RESPECT TO THEIR GENDER

The Table-3.1 presents the calculated statistics of the level of Professional commitment of Male and Female Teacher Educators:

Table-3.1
Significance of mean difference in the level of professional commitment of teacher educators with respect to their gender

Dimensions of		Number		Mean		SD		Df	't'-value	Significance
Professional Commitment Towards		M	F	M	F	M	F			
I	Learner	40	60	64.63	63.12	5.27	5.13	98	0.16	NS
II	Society	40	60	61.03	59.80	5.77	6.50	98	0.33	NS
III	Profession	40	60	60.25	58.27	5.41	6.68	98	0.11	NS
IV	Achieve Excellence for Profession	40	60	63.48	63.02	6.66	5.47	98	0.72	NS
V	Basic Values	40	60	56.80	54.65	3.78	4.87	98	0.01	NS
OVERALL		40	60	306.18	298.85	21.45	25.37	98	0.12	NS

NS = Not Significant

The Table 3.1 indicates that the obtained 't'-values of male and female teacher educators were found to be 0.16, 0.33, 0.11, 0.72, 0.01 and 0.12 with respect to Professional Commitment towards Learner, Society, Profession, Achieve Excellence in Profession, Basic Values and overall professional commitment, which are not significant at 0.05 level of significance. It means that teacher educators do not differ significantly with respect to their professional commitment on the basis of their gender. Hence, the null hypothesis that "There will be no significant difference in professional commitment of teacher educators' with respect to their gender" is accepted. Further it was found that the mean scores of levels of professional commitment of male and female teacher educators were 306.18 and 298.85 respectively which means that male teacher educators were professionally more committed as compared to their female counterparts.

COMPARISON OF THE LEVEL OF PROFESSIONAL COMMITMENT OF TEACHER EDUCATORS WITH RESPECT TO THEIR TEACHING EXPERIENCE

The Table-3.2 presents the calculated statistics of the level of Professional commitment of Male and Female Teacher Educators:

Table-3.2

**Significance of mean difference in the level of professional commitment of
teacher educators with respect to their teaching experience**

Dimensions of		Number		Mean		SD		df	't'- value	Significance
Professional Commitment Towards		Highly Exp. Teachers	Low Exp. Teachers	Highly Exp. Teachers	Low Exp. Teachers	Highly Exp. Teachers	Low Exp. Teachers			
I	Learner	36	64	64.97	63.02	4.87	5.30	98	0.07	NS
II	Society	36	64	61.64	59.53	5.66	6.43	98	0.09	NS
II	Profession	36	64	60.44	58.28	5.60	6.50	98	0.08	NS
I										
I	Achieve	36	64	64.36	62.25	5.43	6.17	98	0.13	NS
V	Excellence for Profession									
V	Basic Values	36	64	56.58	54.91	3.96	4.80	98	0.06	NS
OVERALL		36	64	308.00	298.28	19.68	25.66	98	0.04	NS

NS= Not Significant

The Table 3.2 indicates that the obtained 't'-values of high experienced and low experienced teacher educators were found to be 0.07, 0.09, 0.08, 0.13, 0.06 and 0.04 with respect to Professional Commitment towards Learner, Society, Profession, Achieve Excellence in Profession, Basic Values and overall professional commitment, which are not significant at 0.05 level of significance. It means that teacher educators do not differ significantly with respect to their professional

commitment on the basis of their teaching experience. Hence, the null hypothesis that “There will be no significant difference in professional commitment of teacher educators’ with respect to their teaching experience” is accepted. Further it was found that the mean scores of levels of professional commitment of highly experienced and low experienced teacher educators were 308.00 and 298.28 respectively which means that highly experienced educators were professionally more committed as compared to their counterparts.

CHAPTER-IV

MAJOR FINDINGS, EDUCATIONAL IMPLICATIONS, SUGGESTIONS FOR FURTHER RESEARCH AND CONCLUSION

INTRODUCTION

This chapter gives an account of conclusions logically drawn from analysis and interpretation of data in terms of summery of the findings of the present study, its educational implications and meaningful suggestions for future researchers.

MAJOR FINDINGS

The present study aimed to contribute to the research on the level of professional commitment of teacher educators with respect to their gender and teaching experience. On the basis of the finding of the study, the following conclusions were drawn:

Difference in the level of Professional Commitment of Teacher Educators with respect to their Gender

The First finding of the current investigation concerning to gender difference in the level of Professional Commitment explored that male and female teacher educators' do not differ significantly with respect to Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Attain Excellence, Commitment to Basic Human Values and overall professional commitment. Hence, the null Hypothesis, "there will be no significant difference in the level of professional commitment of teacher educators with respect to their gender" was accepted.

Difference in the level of Professional Commitment of Teacher Educators with respect to their Teaching Experience

The Second finding of the current study concerning to the level of Professional Commitment on the basis of teaching experience explored that male and female teacher educators' do not differ significantly with respect to Commitment to Learner, Commitment to Society, Commitment to Profession, Commitment to Attain Excellence, Commitment to Basic Human Values and overall professional commitment. Hence, the null hypothesis, "there will be no

significant difference in the level of professional commitment of teacher educators with respect to their teaching experience” was accepted.

EDUCATIONAL IMPLICATIONS

The findings of the present study have implications for teacher educators, management as well as policy makers. They should continuously involved in their professional growth in terms of undertaking research, writing research papers, conducting workshops and seminars, attending conferences and presenting papers etc. This will bring professionalism among teacher educators and in turn will enhance their professional commitment. Private institutes must pay good salaries to the teacher educators to sustain the dignity of vocation by not doing exploitation with them with over loaded work load and lesser amount of salaries. Government must provide better environment of services for both self financing and government aided institutions to improve their level commitment towards profession. The Teacher training institutions should give the opportunity to their Teacher Educators to attend Workshops, orientation programmes and refresher courses etc. to enhance their professional commitment. Every educational institution needs an encouraging, conducive and constructive environment for their teacher educators to enhance their skills and develop the quality of education. The teachers should be made aware of their personal abilities and skills which he will build up to in enhancing their commitment, aptitude and diverse knowledge. Higher professional commitment of teacher educators develops healthy academic atmosphere in the teacher training colleges.

SUGGESTIONS FOR FURTHER RESEARCH

Any research work cannot be said the final, because it is very difficult for an investigator to touch all the aspects of any problem. On the basis of the knowledge gained by conducting the present study, the following suggestions may be offered for further research:

1. A study may be conducted on college and university teacher educators.
2. A similar type of study may be conducted on teacher educators working in government B. Ed. & D. El. Ed. colleges.

3. A comparative study can be conducted on teacher educators working in government colleges and self financed private colleges.
4. The level of Professional Commitment of teacher educators may be investigated in relation to certain organizational variables.
5. The level of Professional Commitment of teacher educators of all districts of Himachal Pradesh may be studied.
6. The level of Professional Commitment of teacher educators of B. Ed. and D. El. Ed. self financed colleges can be compared between any two states.
7. The level of Professional Commitment of teacher educators of B. Ed. and D. El. Ed. self financed colleges can be compared between any two countries.

CONCLUSION

Professional commitment is an essential aspect for a good teacher. Teacher who has high level of professional commitment are more likely to take of advantage of high educational opportunities, possibilities and capabilities. It will help in updating their knowledge, ability, skill, and commitment towards their profession.

A committed teacher is an asset to the institute and occupies a more significant place in educational system, because they are in charge of the outlook of the nation. Teachers are the main input source of any educational institution and teacher's ample work and accountability towards the institution. Committed teacher is the creation of long span of experience which develops his attitudes, beliefs, concepts and understandings. This view was based on the supposition that as the experience of a teacher increases, his misconceptions are replaced by exact and useful ideas.

Based on the analysis of the data conclude that teacher educators were found to have a high level of professional commitment. Male teacher educators have significantly better level of professional commitment as compared to their female counterparts. If their teaching experience is more their level of professional commitment also will be higher and if their teaching experience is less their level of professional commitment is less. An additional noticeable finding is that male teacher educators have significantly better level of professional commitment as compared to their female counterparts towards the learner, society, profession, achieve excellence for profession and basic values.

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- <https://www.javatpoint.com/profession-definition>



Consumable Booklet
of
PCSTE-SV

Dr. Vishal Sood (Nerchowk, Distt. Mandi, H. P.)

(English Version)

Please fill in the following information : Date

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Name _____ Father's Name _____

Max. Educational Qualification _____ Teacher training Experience _____

Date of Birth _____ Residential : Rural ☐ Urban ☐

Sex : M ☐ F ☐ Post Held : Professor/Associate Prof./Asstt. Prof.

Marital Status : Married ☐ Unmarried ☐

Net Qualified / Non-Net Qualified _____

Courses in the Institute : D. Ed./B.Ed./M. Ed./All three _____

Name of the Institute : _____

INSTRUCTIONS

This scale comprises of 70 statements related to professional Commitment of teacher educators. Each statements has to be reted on any one of the five given responses i.e. **Always, Frequently, Sometimes, Rarely** and **Never**. Read each statement carefully and mark ☒ on the answer which appropriately shows your behaviour. There is no right or wrong answer of any statement, rather it is your opinion. There is no time limit to complete the scale but do not waste your time. Your responses will be kept strictly confidential. Now, turn the page and start attempting the scale.

SCORING TABLE

Dimension	I	II	III	IV	V	Total Scale
Raw Score						
z-Score						
Interpretation						

MANASVI

UG-1, Nirmal Height Market, Mathura Road, AGRA-282 007

2 | Consumable Booklet of PCSTE-SV

Sr. No.	STATEMENT	RESPONSE					Score
		Always	Frequently	Sometimes	Rarely	Never	
1.	I remain available to teacher-trainees during free college hours as well as after college timings to solve their problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
2.	If any teacher-trainee does not take interest in training activities of the college, then I try to find out the reasons for it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
3.	I provide complete freedom to teacher-trainees to decide about their teaching styles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
4.	I respect norms and official orders issued by college authorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
5.	I encourage teacher-trainees to participate in various co-curricular activities organized in the college for their all-round development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
6.	I send teacher-trainees out of my class when they do not use teaching skill appropriately during micro teaching sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
7.	I remain in touch with my old students who are serving as school teachers, so as to know their opinions regarding teacher training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
8.	I try to instill loyalty in my teacher trainees towards teaching profession through my actions than through mere words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
9.	I hesitate in discussing regarding my professional shortcomings with my colleagues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
10.	I motivate teacher-trainees through various means to eradicate different social evils.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

AREA	I					II	III	IV		V
Item No.	1	2	3	5	6	10	8	7	9	4
Score										
Total Score										

3 | Consumable Booklet of PCSTE-SV

Sr. No.	STATEMENT	RESPONSE					Score
		Always	Frequently	Sometimes	Rarely	Never	
11.	I encourage teacher-trainees through my teaching and training so as to promote the ideas of democracy, secularism and socialism among them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
12.	I try to organize co-curricular activities in the college in such a manner that can develop sensitivity among teacher-trainees about various constitutional norms, values, rights and duties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
13.	I actively involve in research works in the college apart from normal teacher training activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
14.	I see to it that my personal problems do not affect my capabilities of imparting training as a teacher educator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
15.	I keep committed that teacher-trainees also consult various reference books apart from their text books.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
16.	I try to develop teaching skills among teacher-trainees alongwith knowledge of different aspects of teaching profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
17.	I emphasize to organize social activities in the college so that teacher-trainees can play their social role effectively in future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
18.	As a teacher educator, I see to it that my social relations with other people are friendly and cordial.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
19.	I try to make teacher-trainees understand about expectations of the society from the teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
20.	I keep on writing articles for various research journals and magazines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
21.	I impart teacher training in such a manner that helps in inculcating human values among teacher-trainees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

AREA	I		II			III	IV		V		
Item No.	15	16	17	18	19	14	13	20	11	12	21
Score											
Total Score											

4 | Consumable Booklet of PCSTE-sv

Sr. No.	STATEMENT	RESPONSE					Score
		Always	Frequently	Sometimes	Rarely	Never	
22.	I keep a close vigil on examination results of teacher-trainees of my college so that I can enhance my work efficiency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
23.	I am of the belief that quality of school education depends largely on teacher educators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
24.	I feel proud to be a teacher educator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
25.	I am eager to take part in seminars, conferences and workshops on the themes of school education and teacher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
26.	I employ modern audio-visual materials to provide quality training to teacher-trainees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
27.	I behave in a friendly and respectful manner with all my juniors and senior colleagues in the college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
28.	I make teacher-trainees and teacher educators aware about new developments and innovations in the field of teacher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
29.	I inform teacher-trainees regarding employment opportunities available in various educational institutions and organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
30.	In my opinion, the participation of teacher educators in refresher courses and orientation programmes is essential for their professional enrichment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
31.	It is my firm belief that teachers are not born rather they are prepared and shaped by appropriate teacher education programmes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

AREA	I	II	III					IV				V
Item No.	29	—	23	24	27	28	31	22	25	26	30	—
Score												
Total Score												

Sr. No.	STATEMENT	RESPONSE					Score
		Always	Frequently	Sometimes	Rarely	Never	
32.	I remain impartial while carrying out the evaluation of teacher-trainees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
33.	I carry out discussions with the parents of teacher-trainees in order to solve their problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
34.	I see to it that various rules and regulations framed by NCTE be appropriately followed in my college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
35.	I impart teacher training in such a manner which helps in conservation and expansion of Indian cultural heritage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
36.	In my opinion, teacher-trainees have chosen teaching profession due to certain compulsions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
37.	I see to it that my work efficiency and zeal do not get adversely affected by various frustrating factors present in the society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
38.	I try to develop among teacher-trainees, the skills of educational planning and classroom management through my teaching and training methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
39.	I review research literature to know about different problems related to teacher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
40.	I hesitate in criticizing those colleagues who possess negative / unfavourable opinion about programmes of teacher education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
41.	In my opinion, becoming a member of different educational, social and research organizations is essential for teacher educators.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

AREA	I		II		III			IV		V	
Item No.	38		33	35	36	37	40	39	41	32	34
Score											
Total Score											

Sr. No.	STATEMENT	RESPONSE					Score
		Always	Frequently	Sometimes	Rarely	Never	
42.	I cooperate with higher authorities, colleagues and teacher-trainees to build an appropriate academic environment in the college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
43.	I make efforts in order to provide financial help to poor teacher-trainees of my college from some govt. or non-govt. organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
44.	I prepare a practicable working plan before the start of academic session to impart appropriate training to student-teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
45.	In order to inculcate social values among teacher-trainees, I encourage them to form student council, science club, red ribbon club etc. in the college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
46.	I try to arrange for guest lectures of local social workers in the college to establish a close relationship between teacher education and the society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
47.	I impart teacher training by keeping in view the training needs of teacher-trainees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
48.	I try to develop the sense of dignity of hardwork among teacher-trainees through own hard efforts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
49.	I try to develop duty consciousness among teacher-trainees through my actions and activities in the college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
50.	I feel proud in solving those academic and non-academic problems which are brought into my notice by old students of the college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
51.	I discuss about the attendance status of teacher-trainees in the college with their parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

AREA	I		II			III		IV	V		
Item No.	47	50	43	46	51	42	44	—	45	48	49
Score											
Total Score											

Sr. No.	STATEMENT	RESPONSE					Score
		Always	Frequently	Sometimes	Rarely	Never	
52.	In order to develop awareness among teacher-trainees regarding various burning social issues, I try to organize relevant activities in the college by seeking the cooperation of the principal/head.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
53.	I feel that I am still a student in the field of teacher education who needs additional learning experiences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
54.	I try to develop right and healthy social outlook among teacher-trainees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
55.	I try to follow basic human values such as impartiality, objectivity, rationality etc. while carrying out discussions with my colleagues and teacher-trainees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
56.	I feel restless when some of my colleagues do not perform their duties related to teacher training in an appropriate manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
57.	I remain in touch with the teachers of nearby schools so that I can acquaint myself with the problems of school education and teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
58.	I am at the disposal of teacher educators/ teacher trainees of the college who are involved in research works.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
59.	I try to identify and remove my shortcomings as a teacher educator.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
60.	I try to make teacher-trainees aware about those social situations in which they have to act as teachers in near future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
61.	I discuss about the educational progress of teacher-trainees with their parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>

AREA	I			II			III		IV			V
Item No.	60	52	54	61	56	58	53	57	59	55		
Score												
Total Score												

Sr. No.	STATEMENT	RESPONSE					Score
		Always	Frequently	Sometimes	Rarely	Never	
62.	In order to establish coordination between the college and the society, I try to organize relevant extension activities by seeking the cooperation of my colleagues and teacher-trainees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
63.	I provide only positive reinforcement and feedback to remove shortcomings of teacher-trainees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
64.	I try to make teacher-trainees aware about important national and international issues through my teaching and training procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
65.	I encourage teacher-trainees to be punctual by ensuring my own regularity in the college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
66.	I encourage teacher-trainees to participate in authorized blood donation camps, environment awareness rallies and other such programmes which are organized to eradicate social evils.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
67.	I carry out intensive discussions apart from my colleagues, with other teacher educators and researchers on the topics of education and teacher training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
68.	I do not highlight the shortcomings and weaknesses of teacher-trainees because it develop rage or wrath among them towards me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
69.	I try to identify and remove the learning and training difficulties of teacher-trainees.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>
70.	I try to adopt appropriate teaching skills and behaviours of teacher-trainees which are observed by me during micro teaching and other training activities in the college.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="text"/>

AREA	I			II		III	IV		V	
Item No.	63	68	69	62	64	—	67	70	65	66
Score										
Total Score										

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Consumable Booklet of Professional Commitment Scale for Teacher Educators (PCSTE-SV) English Version.

Sr. No .	Sex	Teaching Exp.	Educ. Qaul.	Home	Net/ Non Net	Dimensions of Professional Commitment Towards					Raw Score
						I Learner	II Society	III Profession	IV Achieve Excellence	V Basic Values	
1	M	6 Y	M.A. , M.Ed.	Rural	NET	54	45	44	44	43	230
2	M	12 Y	M.A. ,M.Ed.	Rural	Non NET	75	50	60	62	54	301
3	M	12 Y	M. P. Ed.	Rural	Non NET	63	62	62	65	60	312
4	M	11 Y	M.Sc., M.Ed.	Rural	NET	72	67	66	74	60	339
5	M	7 Y	M.Sc., M.Ed.	Rural	NET	68	67	66	68	59	328
6	M	17 Y	M. Phil. English	Rural	Non NET	69	69	70	71	60	339
7	M	15 Y	M.Com., M.Ed.	Rural	NET	60	64	51	56	53	284
8	M	13 Y	M.A. , M.Ed.	Rural	NET	64	54	58	57	57	290
9	M	14 Y	M.Sc. M.Ed. Ph.D.	Rural	Non NET	66	69	60	74	59	328
10	M	14 Y	M.A., M.Ed.	Rural	NET	65	64	68	62	57	316
11	M	1 Year	M.Ed.	Rural	Non NET	64	60	60	58	58	300
12	M	20 Y	M.Sc. Compute r Science	Rural	Non NET	60	59	57	58	59	293
13	M	10 Y	Music Teacher	Rural	Non NET	59	68	65	70	58	320
14	M	10 Y	M.A. , M.Ed.	Rural	Non NET	64	65	64	59	58	310
15	M	10 Y	MCA	Rural	Non NET	67	54	62	63	59	305
16	M	13 Y	M.A., M.Ed.	Rural	Non NET	69	63	59	70	60	321
17	M	12 Y	Ph.D.	Rural	Non NET	68	58	58	65	60	309
18	M	13 Y	M.A., M.Ed.	Rural	Non NET	69	70	70	75	56	340
19	M	10 Y	M.A., M.Ed.	Rural	NET	73	67	66	68	55	329
20	M	22 Y	Ph.D. Educatio n	Rural	Non NET	71	61	61	68	60	321
21	M	10 Y	M. P. Ed.	Rural	Non NET	66	61	54	61	58	300
22	M	6 Y	M.A. Educatio n	Rural	Non NET	71	68	65	75	60	339

23	M	13 Y	Diploma (Art & Craft)	Rural	Non NET	62	65	59	69	45	300
24	M	1 Y	M.A., M.Ed.	Rural	Non NET	71	70	70	75	53	339
25	M	10 Y	M.A., M.Ed.	Rural	Non NET	55	58	50	58	52	273
26	M	14 Y	M.Ed.	Rural	Non NET	62	54	56	65	53	290
27	M	11 Y	M. P. Ed.	Rural	Non NET	63	53	56	64	60	296
28	M	8 Y	M.A. Educatio n	Rural	Non NET	59	63	58	67	57	304
29	M	8 Y	M.Sc.	Rural	Non NET	69	57	58	60	54	298
30	M	5 Y	M. Phil.	Urban	Non NET	67	55	59	62	60	303
31	M	8 Y	M. P .Ed.	Urban	Non NET	66	59	59	57	57	298
32	M	10 Y	M.A., M.Ed.	Rural	NET	73	67	66	68	57	331
33	M	9 Y	M.Sc., M. Ed.	Rural	Non NET	61	62	58	59	54	294
34	M	11 Y	M.Ed.	Rural	Non NET	61	62	58	59	58	298
35	M	8 Y	M.A. , M.Ed.	Rural	Non NET	56	58	59	57	59	289
36	M	5 Y	M.A. , M.Ed.	Rural	Non NET	58	59	57	58	57	289
37	M	17 Y	Ph.D.	Rural	Non NET	65	59	61	58	59	302
38	M	5 Y	M.Ed.	Rural	NET	61	59	62	58	59	299
39	M	4 Y	M. P. Ed.	Rural	Non NET	60	58	59	61	57	295
40	M	3 Y	M.A. , M.Ed.	Rural	Non NET	59	58	59	61	58	295
41	F	5 Y	M.A. , M.Ed.	Rural	Non NET	53	48	46	54	45	246
42	F	16 Y	M.A. M.Ed. M. Phil.	Rural	Non NET	70	67	61	71	56	325
43	F	5 Y	M.Sc., M.Ed.	Rural	Non NET	70	57	59	60	52	298
44	F	5 Y	M. Phil. Educatio n	Urban	Non NET	61	63	61	67	51	303
45	F	6 Y	M.Sc., M.Ed.	Rural	Non NET	70	57	58	60	52	297
46	F	10 Y	M.Sc., M.Ed.	Rural	NET	66	68	60	66	58	318
47	F	4 Y	M.A. , M.Ed.	Rural	Non NET	63	51	53	58	51	276

48	F	5 Y	M.A., M. Phil.	Rural	Non NET	60	53	57	65	56	291
49	F	1 Y	M.Ed.	Rural	NET	63	60	59	64	58	304
50	F	8 Y	Ph.D.	Rural	NET	67	70	62	75	60	334
51	F	2 Y	M.Ed.	Rural	NET	63	60	59	56	51	289
52	F	5 Y	Ph. D.	Rural	NET	66	64	57	62	56	305
53	F	1 Y	M.A. , M.Ed.	Rural	Non NET	52	44	46	51	45	238
54	F	6 Months	M.Sc. IT	Rural	Non NET	63	49	58	62	56	288
55	F	2 Y	M.Sc., M.Ed.	Rural	Non NET	66	62	55	66	56	305
56	F	8 Y	M.Ed.	Rural	Non NET	62	58	48	57	44	269
57	F	4 Y	M.A. , M.Ed.	Rural	Non NET	63	52	56	63	54	288
58	F	2 Y	M.A. , M.Ed.	Rural	Non NET	73	70	61	73	60	337
59	F	13 Y	M.A. , M.Ed.	Rural	NET	60	52	48	54	51	265
60	F	18 Y	M.Sc., M.Ed.	Rural	NET	54	51	52	61	44	262
61	F	8 Y	M.A. , M.Ed.	Rural	NET	53	57	50	56	47	263
62	F	3 Y	M.Sc. M.Ed.	Rural	Non NET	57	52	51	62	47	269
63	F	16 Y	Ph.D.	Rural	NET	64	58	56	61	51	290
64	F	6 Y	M.A. , M.Ed.	Rural	Non NET	60	57	49	55	48	269
65	F	5 Y	M. Phil.	Rural	Non NET	55	53	46	60	50	264
66	F	5 Y	M.A. , M.Ed.	Rural	Non NET	57	55	47	53	45	257
67	F	7 Y	M.Sc., M.Ed.	Rural	Non NET	58	54	47	61	51	271
68	F	8 Y	M.A. M.Ed.	Rural	Non NET	51	46	45	57	49	248
69	F	8 Y	M. Phil.	Rural	Non NET	65	57	55	56	53	286
70	F	8 Y	M.Sc., M.Ed.	Rural	NET	67	64	66	66	58	321
71	F	5 Y	M.A. , M.Ed.	Rural	Non NET	67	70	64	70	60	331
72	F	5 Y	M.Sc., M.Ed.	Urban	Non NET	74	68	65	66	60	333
73	F	7 Y	M.A. , M.Ed.	Rural	Non NET	65	66	61	61	58	311
74	F	7 Y	M. Phil. English	Rural	Non NET	64	57	67	58	58	304
75	F	8 Y	M.Sc., M.Ed.	Rural	Non NET	73	68	65	66	60	332
76	F	5 Y	M.A. ,	Urban	NET	66	68	60	66	58	318

			M.Ed.								
77	F	3 Y	M.Sc., M.Ed.	Rural	NET	63	51	53	58	51	276
78	F	5 Y	M.A. , M.Ed.	Urban	Non NET	60	53	57	65	56	291
79	F	3 Y	M.Sc., M.Ed.	Urban	Non NET	63	60	59	64	58	304
80	F	2 Y	M.A. , M.Ed.	Rural	Non NET	64	58	56	61	51	290
81	F	8 Y	M. Phil.	Urban	Non NET	60	57	49	55	48	269
82	F	7 Y	M.Sc., M.Ed.	Urban	Non NET	63	62	62	65	60	312
83	F	2 Y	M.A. Music	Urban	Non NET	72	67	66	74	60	339
84	F	4 Y	B.Sc., B.Ed.	Rural	Non NET	68	67	66	68	59	328
85	F	4 Y	B.A., B.Ed.	Rural	Non NET	69	69	70	71	60	339
86	F	13 Y	M.Ed., M. Phil.	Urban	Non NET	68	65	59	68	58	318
87	F	20 Y	M. Phil.	Rural	Non NET	65	61	66	64	58	314
88	F	17 Y	M. Phil.	Rural	Non NET	65	65	68	65	59	322
89	F	17 Y	M. Phil.	Rural	Non NET	64	66	67	66	59	322
90	F	15 Y	M.Sc., M.Ed.	Rural	NET	63	65	65	64	57	314
91	F	2 Y	M.A. , M.Ed.	Rural	Non NET	67	59	64	68	57	315
92	F	3 Y	M.A. , M.Ed.	Rural	Non NET	63	61	64	68	57	313
93	F	7 Y	M.A. , M.Ed.	Rural	Non NET	62	59	58	59	58	296
94	F	5 Y	M.A. , M.Ed.	Rural	Non NET	63	61	68	68	54	314
95	F	4 Y	M.A., M.Ed.	Rural	Non NET	60	65	62	68	58	313
96	F	5 Y	M.A., M.Ed.	Rural	Non NET	62	63	64	65	58	312
97	F	12 Y	M.A., M.Ed.	Rural	Non NET	59	58	57	58	59	291
98	F	9 Y	M. Phil.	Rural	Non NET	61	62	63	64	58	308
99	F	3 Y	M. P. Ed.	Rural	Non NET	62	63	61	68	59	313
100	F	2 Y	M.A., M.Ed.	Rural	Non NET	60	65	62	68	58	313