

Competency Based and Commitment Oriented Teacher Education for Quality School Education

Initiation Document

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NCTE

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Preface

The National Council for Teacher Education has been assigned various types of specific as well as comprehensive tasks covering almost all aspects of teacher education. Quality enhancement in teacher education is one of the major assignments before the Council. Towards this, the programme of curriculum development and renewal has since been initiated and as a part thereof, NCTE has developed a competency based and commitment oriented teacher education curriculum focusing on quality and efficiency of teacher education vis-a-vis school education.

The present approach is based on the experience gained as a result of implementation of Prof. R.H. Dave Committee Report on Minimum Levels of Learning at primary stage, which have been found very encouraging by the teachers practically everywhere. To sustain these outcomes and to make them even more meaningful for quality schooling through the medium of teacher education, adoption of a similar approach in elementary teacher education institutions would be essential. Accordingly, the present document highlights the genesis of the approach and identifies competencies, commitments and performance areas which would hopefully lead to quality teacher education programme in the training institutions.

This publication intends to serve as a document for discussion, generation of new ideas and implementation strategies. The Council proposes to bring out two more linked documents in the areas of pre-service and in-service education. The ideas contained in the document emerged out of several national level consultations organised by NCTE. Prof. Dave very kindly guided deliberations at several seminars, meetings

and workshops. The Council gratefully acknowledges his valuable contribution made ever since the conceptualisation stage of this project and in finalising the present document.

The Council appreciates the contribution of Gujarat Vidyapeeth, Ahmedabad; Indian Institute of Education, Pune; and Mysore University, Mysore from where eminent academicians particularly Dr. P.A. Patel, Dr. G.N. Patel, Dr. P.G. Patel, Dr. S. Karandikar, Prof. V.S. Deshpande and Dr. M.S. Lalithamma contributed prominently alongwith their other senior and valued colleagues. From the NCTE, Dr. K. Walia has overseen the project and provided academic inputs in refining the drafts. Contribution of all those who have participated in different consultation meetings and in writing teams is also gratefully acknowledged.

New Delhi

January 31, 1998

J.S. Rajput

Chairman

National Council for Teacher Education

Effective Teacher Education

Education is a process of human enlightenment and empowerment for the achievement of a better and higher quality of life. A sound and effective system of education results in the unfoldment of learners' potentialities, enlargement of their competencies and transformation of their interests, attitudes and values.

Recognizing such an enormous potential of education, all progressive societies have committed themselves to the universalisation of elementary education with an explicit aim of providing 'Quality Education for All'. They have also recognized the significance of expansion of secondary education, gradually reaching to a near universalization level and simultaneously improving its quality for effective empowerment of as many more learners as possible in order to achieve advancements in socio-economic and other domains of life. While higher education has also great potential in this respect, it can generally be made accessible to only a small section of the society. But school education can be provided in the present times to practically all members of the society and, therefore, its quality and efficiency assume special significance within the larger framework of personal, social and national development.

In this context, effective teacher education has a crucial role. In fact, it becomes a core condition to ensure high proficiency and quality of school education. In other words, effective school education anticipates effective teacher education.

Teachers can act as trail-blazers in the lives of learners and in the process of education for development. If teachers acquire professional

competencies and commitment, and if they are enabled and empowered to perform their multiple tasks in the classroom as well as in the school and the community in a genuinely professional manner, then a chain reaction can begin—starting with a sound teacher performance and culminating into a high quality learning among increasingly more students in cognitive, affective and psychomotor areas of human development.

There was a time, especially during the pre-independence period in India, when teacher education was just a single-shot event. But this once-in-a-lifetime model is quite inadequate in the post-independence period, particularly in the modern times. In the last decades of the twentieth century, both school education and society have witnessed unprecedented technological advancements, communication revolutions, periodical reforms in school curriculum, introduction of competency-based and value-oriented education, adoption of Minimum Levels of Learning (MLL) strategy as envisaged by National Policy on Education (NPE), 1986 (modified 1992), major reforms in textbooks-cum-workbooks and other teaching-learning aids, promoting activity-based and joyful learning, introduction of self-learning and group learning activities besides teacher-directed learning, offering non-formal and alternative education systems, initiatives like Operation Blackboard (OB), Special Orientation Programme for Teachers (SOPT), Promoting Primary and Elementary Education (PROPEL) and a host of other developments.

Clearly, all these and many other changes occurring in quick succession in school and society, coupled with new challenges to be faced in the initial decades of the twentyfirst century, which also marks the dawn of a third millennium, have profound implications for the renewal of curricula, content and processes of teacher education. If teacher education has to remain effective and functional, its curriculum and related aspects should be revamped and renewed urgently. What is more, effective teacher education for both elementary and secondary stages of education has now to be conceived with a more comprehensive paradigm encompassing a number of inter-related components such as the following:

I. Pre-service and Initial Teacher Education

- To be provided as a systematic professional induction to all new teachers entering the teaching profession.

II. Recurrent In-service Teacher Orientation

- To be offered on a recurrent basis and in an organized manner to those teachers who are already on the job through seminars, workshops and orientation programmes held from time to time as new professional needs arise.

III. Continuing Professional Self-learning

- To be pursued by teachers on their own through books, journals, audio-video aids and other local, national and international sources as part of self-directed and life-long learning for their professional progress according to their individual needs, interests and specific professional responsibilities.

IV. Professional Orientation of School Principals and Other Educators

- On promotion or new appointment as principals, supervisors, co-ordinators etc.
- As recurrent orientation for enrichment purposes in an organised manner.
- In the form of self-directed professional updating and enrichment on their own.
- For exposure to international experiences and contacts.

V. Upgradation to Higher Professional Education

- Plans and provision for deserving teachers, headmasters and other educators to upgrade their basic professional qualifications to higher levels, such as the Master's or Doctoral degrees.
- Plans and provision to train high level specialists in different fields such as curriculum development, textbook writing and preparation of other teaching-learning material, evaluation and monitoring, planning and management, research and statistics etc.
- Plans and provision to prepare creative teacher educators and resource persons for effective pre-service and in-service teacher education at the elementary and secondary levels.
- Plans and Provision to encourage international contacts.

VI. Enrichment Opportunities for Teacher Educators

- Facilities for their periodical enrichment programmes such as through seminars, workshops, presentation and discussion of papers, etc.
- Facilities for research and creative thinking on different aspects of education and teacher education.
- Facilities for publication of different kinds of material and ideas on school education and teacher education.
- Encouraging international contacts.

A sound programme of teacher education should take care of all these components in a comprehensive and multi-dimensional manner. While the first three components are directly focused on teacher education per se, the other three are also equally important and essential to strengthen the quality of teacher education in various ways. None the less, pre-service teacher education serves as a sound basis for each of these components.

Within this comprehensive paradigm, the first three components, however, call for further examination in view of the urgent need for revision and renewal of teacher education curricula. The purpose of this exercise is to see that elementary and secondary school teachers are professionally well-equipped, their competencies and commitments are enriched and enhanced from time to time, they are facilitated to become increasingly more autonomous in their professional growth, and ultimately, their motivation and effectiveness in their professional performance in the classroom, in the school and the community are ensured. These three components are, therefore, discussed further.

Pre-service teacher education is a process of transformation of the untrained entrants possessing requisite background education into competent and committed professional educators. In-service teacher education refers to a recurrent, organized and need-based continuing education of teachers already on the job to update and enrich their professional competencies, strengthen their commitment, and enhance their professional performance in the classroom as well as in the school and the community. As new developments take place in school curricula,

educational techniques, evaluation procedures, classroom management and other aspects of school education, new needs arise from time to time for in-service teacher orientation and hence it becomes recurrent in nature. Various agencies and institutions such as Institutes of Advanced Studies in Education (IASEs), Colleges of Teacher Education (CTEs), District Institutes for Education and Training (DIETs), State Institutes of Educational Research and Training (SIERTs), Boards of Secondary Education (BSEs) and also national institutions like National Council for Teacher Education (NCTE), National Council of Educational Research and Training (NCERT) and National Institute of Educational Planning and Administration (NIEPA) undertake the responsibility of the particular sectors of teacher education.

In addition to these organized efforts, there should be a continuous effort on the part of every teacher to consistently carry out self-study on his/her own initiative for personal and professional enhancement in order to meet individual professional needs, interests and teaching responsibilities. A successful and dynamic teacher continues to remain a self-initiated, self-motivated and self-directed learner throughout his/her career. It is this self-directed and life-long learning that supplements as well as complements the organized sector of teacher education and this becomes an important dimension in a comprehensive paradigm of professional education of teachers in the modern times.

The concept and description of a package of these three inter-related components of professional education of teachers call for a major renewal of teacher education curricula and as such any effort in this regard should take into account at least three important criteria, among others, namely:

- i.* The job analysis of present-day teachers;
- ii.* The needs analysis for improving, among other things, enrolment, retention and quality of elementary and secondary school learners; and
- iii.* The new demands and challenges of the initial decades of the twentyfirst century.

The job analysis of present-day teachers shows that compared to the pre-independence period in India, the performance areas for the practising teachers have been enlarged. At present, systematic training is generally

not provided to teachers by many of the colleges of education to help them perform several of these tasks in a professional manner. A teacher is, after all, a professional practitioner. Therefore, it is not only essential but also urgent to provide intensive and effective training to the teachers in the vast variety of these performance areas which should indeed become an important ingredient of a renewed curriculum for pre-service teacher education as also a central part in the recurrent in-service orientation programmes as well as continuing self-directed learning with necessary adaptations.

As one of the important dimensions of a renewed curriculum, *five performance areas* have been identified on the basis of job and needs analysis in order to improve quality and efficiency of school education. These are:

(1) **Performance in the Classroom**—including teaching and learning processes, evaluation techniques and classroom management; (2) **School-level Performance**—including organization of morning assembly, celebration of national, social and cultural events, and participation in school-level management; (3) **Performance in Out-of-School Activities**—such as field visits, observation tours, etc.; (4) **Performance Related to Parental Contact and Co-operation**—such matters as enrolment and retention, regularity in attendance, discussing progress reports, improving quality of achievement, etc; and (5) **Performance Related to Community Contact and Co-operation**—comprising issues like village education committee work, joint celebration of certain events by school and the community, eliciting community support for the development of school etc.

Obviously, these performance areas will give rise to a series of practical activities which not only include the present programme of 'teaching practice' in a more realistic and effective manner covering evaluation procedures and classroom management in different situations such as multi-grade teaching, but also include other important educational responsibilities in which the teacher should be given adequate practical training to develop relevant skills. Thus, in the field of practical training, these performance areas mark a major shift from mere teaching practice to an overall educational practice expected of the teachers in meeting the school, out-of school and community needs and aspirations, in which practice teaching is no doubt included, but in addition, the development of other significant practical skills are also given due place.

In order to equip the teachers well in these performance areas and to enable them to become thoroughly competent to carry out these professional tasks with efficiency and insight, competency areas have been identified for curriculum renewal. The competency areas are designed not simply to provide adequate theoretical and conceptual understanding but also to empower the teachers to perform their responsibilities with professional insight and confidence. In essence, these are teacher competencies which should eventually aim at the development of learner competencies and qualities at the school stage. To achieve these multiple goals, teacher competencies include relevant conceptual, content, contextual, transactional, evaluation aspects etc. All competency areas thus identified converge on one or more of the performance areas and inter-relate theory and practice in a focused manner. The *ten competency areas*, together with certain specific competencies under each, as indicated by way of examples in the NCTE publications on this subject, are:

(1) **Contextual Competencies**—Comprising a wider view of the development of education in society and teachers' role in it; (2) **Conceptual Competencies**—including various concepts of education and learning and psychological, sociological and neuro-physiological aspects of education, etc.; (3) **Curricular and Content Competencies**—related to specific stage of education such as primary, upper primary or secondary; (4) **Transactional Competencies**—as regards General, Subjectwise, Stagewise dimensions; (5) **Competencies in Other Educational Activities**—such as planning and organizing morning assembly etc; (6) **Competencies Related to Teaching-Learning Materials**—such as preparation, selection and use of Classical Teaching-Learning materials, New Educational Technology, Local Resources etc; (7) **Evaluation Competencies**—including preparation, selection and use of evaluation tools, tests etc; (8) **Management Competencies**—including matters like organisation of classroom, school and community activities; (9) **Competencies Related to Parental Contact and Co-operation**—covering activities of Parent Teachers Association etc; and (10) **Competencies Related to Community Contact and Co-operation**—involving activities of mutual interest for institutional as well as community development.

All these teacher competencies are first to be developed during pre-service teacher education and then updated and strengthened further

during recurrent in-service teacher orientation as also as an essential component of continuing and self-directed professional enhancement by individual teachers on their own.

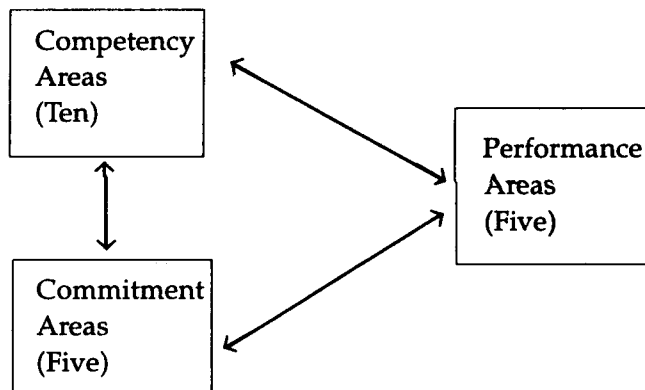
However, while these professional competencies are necessary for every teacher to master, it has been observed that they, by themselves, do not often result in effective performance. This has been a problem in many school systems not only in India but also in many other countries of the world. Teacher effectiveness is not automatically ensured by professional competencies and practical skills only. One of the reasons of this phenomenon is that the actual performance of trained teachers in the classroom or school in a consistent manner is equally dependent, if not more, on their commitment to perform well. It is this commitment component that plays a decisive role in effective teacher education. In fact, a number of studies on successful teachers, teacher effectiveness and teacher performance have pointed to one or more of the commitment characteristics of teachers. So also, many an educational thinkers and writers have variously stated different qualities and commitment areas of true teachers. Thus, well-trained and effective teachers are those who are both competent as well as committed professional practitioners. Hence, the task of fostering professional commitment among teachers must become an integral component of pre-service and in-service teacher education.

Towards this end, *five commitment areas* have been identified to form an integral and essential part of the curriculum for teacher education. These are:

(1) **Commitment to the Learner**—including love for the learner, readiness to help learners, concern for their all-round development etc; (2) **Commitment to the Society**—such as awareness and concern about impact of teachers' work on the degree of advancement of families, communities and nation; (3) **Commitment to the Profession**—that is, internal acceptance of the role and responsibility of the teaching profession, no matter under what circumstances one entered it; (4) **Commitment to Achieve Excellence**—that is, care and concern for doing everything in the classroom, in the school and the community in the best possible manner and in the spirit of 'Whatever you do, do it well' or the do-it-well attitude;

and (5) **Commitment to Basic Human Values**—including the role model aspect comprising genuine practice of professional values such as impartiality, objectivity, intellectual honesty, national loyalty etc. with consistency.

In short, a competency-based and commitment-oriented curricular framework includes three inter-related and interactive dimensions as follows:



Some details of this framework are given in the discussion documents prepared by NCTE. It is hoped that the proposal will generate discussion and debate among the educational fraternity and will eventually lead to the much needed renewal and strengthening of teacher education programmes to serve as important inputs for effective school education.

Before I close, I do wish to congratulate NCTE, and especially its Chairman, Professor J.S. Rajput for undertaking this important programme of far-reaching consequences. I also wish to congratulate a large number of specialists involved in giving shape to this plan of curriculum renewal in the field of teacher education.

Prof. R.H. Dave

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Chapter 1

Introduction

1.1 The need

In a world shrinking fast into a global village characterised by knowledge, technology and industries taking off at top speed and information highways opening up new vistas of prospects, the profile of the teacher would be quite different. Education is increasingly being perceived as a stake of crucial significance, capable of modifying the economic scenario and transforming the dream of millions of human beings for a better and higher quality of life into a reality. A very different kind of a teacher in specific contexts would have to be thought of and prepared to shoulder new responsibilities extending far beyond the confines of the classroom.

That universal elementary education is still not within the reach of every child upto fourteen years of age, is indeed a major challenge before the nation today. Critical attention is being paid to the relevance of a variety of important aspects like the quality of education imparted in schools, the learning environment, the school-community relationship and the professional preparedness of teachers. Only professionally well prepared and committed teachers can create an environment for joyful, activity-based and participatory learning, besides providing equal opportunity of success in learning attainments for every child. Such

teachers could achieve it by establishing close rapport and understanding with every learner to meet his/her individual learning needs and to identify and provide remedial inputs. All this would obviously not be possible in isolation from family and community contexts and their relationship to school environment. The need to prepare well-trained dynamic teachers, willing to acquire new competencies to augment those already acquired and to display a sense of partnership in preparing requisite manpower for the future, is increasingly being experienced. The tasks before the teachers, particularly at the elementary stage, are now becoming increasingly complex and manifold.

1.2 Essential characteristics of a competent and committed teacher

From the conventional concept of mastery of the content and the inherent authority, the objectives of preparing teachers for universal elementary education and expanded secondary education could focus on acquisition of competencies and nurturing of qualities of every individual teacher, befitting the emerging social scenario in India in which social justice and equity could apparently be the visible and desirable components of all the future social processes. In this context, a good teacher may be the one who:

- Is liked and loved by the children, appreciated by the community and endeared by the peers;
- Is modest and has the necessary self-confidence and self-image of being a partner in the nation building process;
- Is aware of the impact of knowledge explosion, population explosion and explosion of the rising expectations from education;
- Knows how to collect information from the right sources and process it for the teaching learning strategies;
- Is willing to renew his/her approach, methodology and techniques in consonance with the changing times;
- Is confident, willing and skilled to achieve professional upgradation, particularly through self-directed learning;
- Realises his position as a role model for the children and as a communicator of new developments to the community; and

Has the capacity, as a socialising agent, to interact with all those who could help enhance institutional efficiency and contribute to the growth, relevance and utility of education.

1.3 Emerging educational and societal scenario

Expansion of an educational system often results in dilution of quality and low levels of achievement of children particularly in elementary schools, and specially so, if adequate measures are not taken to maintain the standards. Our system of education is no exception. In order to arrest and obviate dilution, the National Policy on Education, 1986, therefore, envisaged Minimum Levels of Learning for all stages of school education. Accordingly, the Government of India initiated a major project for achieving quality, equity and social justice in elementary education through the implementation of Dave Committee Report on Minimum Levels of Learning at the primary stage. Further action on similar lines is also being taken for the upper primary education, thus covering the entire elementary stage.

Teachers have been trained, educational administrators and planners oriented and teaching-learning materials such as competency based textbooks and workbooks, as required for its implementation, have been developed, tried out and finalised. Curricula in terms of competencies to be acquired by children during grades I-V in the areas of language, mathematics and social studies have been spelt out. Similar changes have been worked out in other curriculum areas as well. Teachers have accepted the new approach and found it interesting. It has instilled a new confidence amongst the teachers as it has made it possible even in the case of low achieving children to easily attain mastery level achievement through remedial inputs.

Developments like these have made it imperative for elementary teacher education institutions to adopt the approach of enhancing competencies and nurturing qualities and commitments among teachers. It has also made it essential to identify a comprehensive set of critical competencies and commitments particularly relevant to elementary school teachers. The demands of Education for All (EFA), globalisation, liberalisation of economy and the universal spread of the media can no

longer permit any kind of inadequacy in the process of learning and education. Such compulsions and considerations, among others, make it necessary for the schools, the teachers and the community to respond to the new task with determination, understanding and confidence. Hence the need to transform teacher education curricula appropriately, and at the earliest, to help teacher education institutions meet the emerging challenges adequately, effectively and urgently.

Chapter 2

Magnitude of the Task

Efforts to improve, restructure and renew elementary teacher education curricula have been made, from time to time, since the late sixties on the basis of national survey, content analysis of the syllabi, and countrywide series of seminars-cum-workshops on rejuvenating the whole range of practicum of the curricula. Accordingly, the training programmes have been subjected to change, over the years, in their structure, design and content to cater for contemporary needs and aspirations. The curriculum framework for teacher education, developed by the erstwhile non-statutory NCTE in 1978, was indeed a major milestone. Generally, a two year teacher preparation programme, after twelve years of school education, is recommended for preparation of elementary teachers. There are, however, variations in this stipulation and not all of these are professionally sound.

It may be added that there are nearly 5.9 lakh primary and 1.7 lakh elementary schools in India and the corresponding number of teachers teaching at these levels, as per 1995-96 figures, is about 17.4 and 11.7 lakhs respectively. More than 18,000 teacher educators are working in over 1,200 elementary teacher education institutions in the country. The fact, however, remains that facilities for in-service education of teachers are quite limited. It is estimated that not more than 6.5% of them get a chance to participate in in-service education annually at this stage.

Significantly, important developments have also taken place in the form of block and cluster level resource centres for recurrent in-service orientation of teachers with special focus on the enhancement of teachers competencies in implementing programmes of quality education such as the Minimum Levels of Learning. This movement will have to be further strengthened, in an innovative manner, if the challenging task of enrolment, retention and quality of pupil achievement, specially at the elementary stage, is to be taken up in right earnest.

One of the major developments of the recent past has been the establishment of District Institutes of Education and Training. These were conceived as district level resource centres for elementary education and have been set up practically in all districts of the country. On being fully operational in the next couple of years, these institutions would become the hub centres for preparing teachers, developing training materials, curriculum development and organisation of programmes so as to enhance the quality and efficiency of teacher education and school education in all respects. They will also be required to understand and interpret the changes taking place at an increasingly rapid pace all around in the society as these changes have an organic relationship both with school and education.

The need to evolve indigenous teacher education programmes has been felt for long. Various voluntary agencies have also made some attempts to introduce innovative programmes both within the system as well as outside it. In pre-service education, courses like B.Ed. elementary education and four year integrated programmes have been attempted. Whereas for in-service education, several models have been tried within the system such as Programme of Mass Orientation of School Teachers and Special Orientation Programme for Teachers, schemes like Shiksha Karmis in Rajasthan and Madhya Pradesh; Lok Jumbish in Rajasthan, Promoting Primary and Elementary Education (PROPEL); Indian Institute of Education Pune, District Primary Education Programme; Andhra Pradesh Primary Education Project etc. have developed their own individual models.

Several of such attempts could provide need based and implementable alternatives addressed to this massive task adequately. The question that

deserves serious attention, none the less, is : How to make in-service programmes effective and responsive to the needs of the teachers? Do they possess the essential competencies to handle the new curricular inputs, the imperatives of evaluation techniques and other skills required to meet the new task? The answer is not easy to find and the efforts to search for the same could pose several new challenges.

Chapter 3

Four Areas of Action

Till recently, it was presumed that teachers prepared in teacher education institutions through a programme of one or two years' duration get sufficient education that could last throughout the rest of their working life as teachers. This is not so anymore. The perception has changed appreciably. Apart from pre-service training, other equally significant components of teacher preparation need to be given due weightage and consideration to keep the teacher up-to-date. Teacher education begins with pre-service education, extends to (i) organised in-service professional education and (ii) continuing self-directed learning, both of which play quite important roles in making the teacher education programme concurrent and life-long so as to help the teacher become competent, committed and innovative throughout his/her life as a teacher. Preparation and continuing education of teacher educators is also an equally important concern and indeed a major component of the overall training strategy. Each of these areas of action, however, has its peculiar demands, meriting the identification of appropriate competencies and qualities that may result in more effective professional performance of teachers not only in the classroom and school but also in the community.

3.1 Pre-service teacher education

Before a teacher is inducted into the teaching process, acquisition of necessary understanding of the sociological, philosophical and

psychological principles is an essential pre-requisite. Every teacher must have a thorough understanding of the context, the learners' needs, the community expectations and the basic objectives of a particular stage of education. Besides gaining an insight into the fundamentals and foundations of education, various techniques and strategies of curriculum transaction have to be learnt by the teacher. Even more significant would be the teacher's capacity to ensure that practically every child attains the level of mastery in the competencies identified in the curriculum. The teacher must be prepared to identify learner difficulties and design remedial as well as enrichment measures ensuring that no child remains neglected.

The need for taking care of social justice and equity is being felt more than ever before. This is essential for national development as every section of society, no matter howsoever deprived it has been in the past, has to participate effectively and equally to contribute its share to the development process. Universal elementary education of high quality alone can contribute significantly in achieving this objective. Pre-service education of teachers needs to be geared to this vital task by preparing a high degree of proficient professionals for teaching and learning. Besides distinguishing itself by the rigour of the training process, the duration of the programme, the relevance of the content and the critical role of practicum, it has also to develop desirable qualities and professional values among new teachers in order to help them discharge their all-round duties to the school, the society and the nation honestly.

3.2 Organised in-service teacher education

The explosive advances in communication technologies have made their presence felt in every walk of life. They have created visible impacts and imperatives on the socio-cultural and economic aspects of the life of every individual. The expectations from education are increasing and the techniques of teaching-learning are also likewise changing fast. Thus, the very face of schools seems to be undergoing a big transformation. A single shot training given to teachers, as has been the common practice so far, will no longer be sufficient for them to survive professionally unless

they choose to regularly update and upgrade their skills, competencies and awareness. The need for in-service education at regular intervals is being recognised everywhere. Such recurrent in-service programmes have recently been started in different parts of the country through institutions like the State Council of Educational Research and Training, District Institutes of Education and Training and other agencies. Such programmes need to be organised on a much larger scale and in a more planned manner in order to make them more effective in upgrading the quality of teaching and improving the role performance of teachers. As the resources available for in-service education are limited, it is necessary to develop a variety of institution based and alternative modalities of in-service orientation programmes which do not require unduly large funds, such as the school cluster based in-service orientation organised locally or State and countrywide media based in-service training etc. All such programmes should be conducted on a sound basis, specially prepared for the concerned orientation within the proposed curriculum framework so that every systematic input results in perceptible enrichment and effectiveness in teachers' performance. A recent attempt made in Maharashtra for improving the quality of primary education is a case in point. So also, the introduction of new competency based curriculum in Gujarat and at other places in the country.

3.3 Continuing self-directed learning

While the organised institution based in-service programmes have to be developed and augmented to help teachers through this process, it is equally essential for the teachers to continuously update their professional skills and growth through their own self-initiated and self-directed efforts to learn by themselves . As it has often been said, every teacher, by definition, is a life-long learner. During the last decade or so, not only a variety of new technological aids have been readily available for making the learning process tangible, but print media resources such as newspapers, educational journals etc. have also exceedingly been used for enriching educational experiences at institutional as well as individual levels, the world over. Once exposed to the need of self-directed learning,

the teachers would readily realise that for professional survival, this is one of the most potential routes for strengthening the teaching-learning process. The Minimum Levels of Learning implementation strategies, with a focus on preparing simple training materials in a language comprehensible to the teacher, have been well received by the teachers. Such strategies shall have to be identified, explored and utilised to assist in developing the habit of self-motivated learning, both among teachers as well as teacher educators.

3.4 Preparation and continuing education of teacher educators

The criticality of the role of teacher educators, in the education system at this stage, calls for a specific and urgent attention. Teacher educators are the key functionaries who have to take care of the professional growth of the teachers both in pre-service and organised in-service education as well as in motivating and helping the teachers practise continuing self-directed learning. The teacher education system has not given a serious thought to evolve need-based programmes for the preparation of professionally equipped teacher educators which indeed, is as important, if not more, as the professional training of teachers. It is necessary to develop a separate cadre of all such professionals at the earliest.

Two important tasks are involved in the process of ensuring preparation of well equipped teacher educators both at elementary and secondary stages. These are: (i) preparing specialist teacher educators either before appointment or as and when some trained teacher is selected as a teacher educator; and (ii) providing opportunities for continuing professional growth of teacher educators in an organised manner through workshops, seminars, short-term courses or through self-directed learning processes. It would be necessary to make adequate arrangements for the training of teacher educators at every stage through teacher education at national and regional level institutions like National Council of Educational Research and Training, National Institute of Educational Planning and Administration, Indian Institute of Education etc.

The general environment in teacher education institutions should be such as attracts innovative, creative and talented teacher educators. They

could be given opportunities to experiment and try out new ideas and be encouraged to develop training materials, conduct surveys and research studies. This too would enhance their professional competencies. Wherever the lab area approach has been effectively implemented in the District Institutes of Education and Training, its impact on the teacher educators has been found to be favourable in this respect.

Chapter 4

Comprehensive Nature of Teacher Education

4.1 Pre-service teacher education

Pre-service professional education is a process of transformation of a lay person into a competent and committed professional practitioner. According to Dr. R.H. Dave, "Teacher education at elementary stage is a process of initial empowerment and continuing re-empowerment of professional practitioners for the purpose of generating competency based teaching at the level of mastery in practically all the children by adopting suitable aids, activities, motivational devices and evaluation procedures". This definition highlights practically all the critical ingredients of teacher education, general as well as specific to the stage. In operational terms, it would lead to professionalism of a high degree and if translated into action in letter and spirit at the implementation stage, it would lead to the development of requisite skills, attitudes and values for imparting successful learning and teaching experiences characterized by practicability, relevance and acceptability.

The level to which professionalism is achieved is a matter of immediate concern. Consequently, the major task is how to raise this level of professionalism? The role model syndrome that the new student

teacher brings to the teacher education institution on the basis of his/her experiences as a student in primary and secondary schools (or, for that matter, in university, as the case may be), has to be re-examined and modified in the process of pre-service teacher education. Further, teacher educators themselves are expected to provide a role model which acts as an important influencing factor in the transformation of the lay person into a trained professional. In addition, teachers of practice teaching schools and other such educators, with whom she/he interacts during pre-service training period, act as a third important factor in the process of transformation. All these are also influenced by the teacher preparation curriculum which includes an intensive study of educational theory, acquiring educational practice in the classroom, school and outside, under the guided supervision of teacher educators and developing appropriate attitudes, values and commitments.

The cumulative and interactive impact of all these processes and materials contributes to the transformation of a person, entering the programme of initial teacher education into a competent and committed professional educator. This process of transformation is the crux of the entire educational process and its quality is directly linked to the quality and efficacy of institutional functioning at the respective stage. When teachers are prepared for elementary or secondary school level, there are certain specific tasks for the student teachers, relevant to the stage concerned, which deserve special consideration and attention in the process of their preparation as teachers during pre-service teacher education, which, in turn, need to be continually stressed as part of their in-service programme later on as regular school teachers as well.

4.2 In-service teacher education

While pre-service teacher education implies the initial empowerment and enlightenment stage of professional transformation, in-service education has its relevance because of the need for further empowerment and re-empowerment as a consequence of changes in the school system. In the schools, there are additions in the content areas also in terms of innovations, approaches, methodologies and techniques. These need to be acquainted with and later on internalised, for example, the recent

introduction of Minimum Levels of Learning in the school programme. Orientation of teachers in this area may require inputs of many a concept such as competency based education, mastery learning, criterion referenced tests etc. besides necessary preparation of competency oriented lesson plans, developing minimum levels of learning based teaching learning material and planning minimum levels of learning based evaluation. In other words, for implementation of the Minimum Levels of Learning programme, the teacher would be required to learn and master a number of new competencies. This further highlights the need to reframe teacher education programmes in the light of expected outcomes in terms of competencies, commitments and performance roles of teachers.

Pre-service teacher education must be backed up by such programmes of in-service teacher education as would help in sustaining motivation and enhancing professional growth of teachers from time to time. Efficacy of elementary teacher education programmes, both at pre-service and in-service stages, is indeed determined solely by the acquisition of competencies at the mastery level by all student teachers and teachers. In-service education programmes would be really effective when these are not only fully target-oriented but are also need-based and functional in nature. The aim of such programmes should be to achieve a positive and visible change amongst teachers towards realisation of the set objectives for their personal and professional growth in the cognitive, affective and psychomotor domains. Obviously, it should be improvement-oriented, with its contents largely implementable in schools as also in other learning-teaching situations.

All programmes of in-service education must be goal-oriented and evolved through immaculate planning. In in-service education programmes, logistics is indeed quite significant. The competency to create, for example, a congenial environment for the teachers to really experience their gains in professional terms essentially requires the input of effective planning which gradually becomes a great asset for the teacher not only for planning his/her individual growth and professional development but also for planning and meticulously executing plans for institutional growth. This is equally applicable in the case of other competencies and skills required of the teacher. This gains all the more importance for the

formulation of competency based and commitment oriented teacher education programmes.

A well planned programme of in-service education should identify the possibility of changing such attitudinal and motivational aspects of the teachers' personality as may be gradually becoming more and more significant in the context of emerging needs and aspirations of the contemporary society. Teachers can no longer rely on their traditional role. They have to appreciate their new role in the present day world. They must develop essential competencies to discharge their role honestly and effectively, with a positive outlook towards commitments and role performance expected of them. Both pre-service as well as organised in-service teacher education have to accept it as a great challenge in order to be really effective. These are the occasions when experienced teachers get chance to familiarise themselves with the new educational technology, the new transactional strategies and fresh thinking that may be emerging at the policy level. However, in the context of competency based pre-service and in-service education, learning and teaching have to be at the 'mastery' level by student teachers, teachers as well as teacher educators.

4.3 Preparation of teacher educators

Teacher educators, being professionals responsible for pre-service as well as recurrent teacher education, must be quite adept in the performance of their duties and in their commitment to the profession. They need to create a 'model' environment in teacher education institutions with full dynamism and activities to ensure regular and intensive interaction with the community without which the training would remain incomplete. Sufficient understanding of the local, cultural and socio-economic milieu, including utilisation of community resources within the institution and functioning as a resource centre for schools in the neighbourhood could be some of the ingredients that distinguish a dynamic teacher education institution from others. To create congenial institutional climate, the system should not only prepare professionally committed and competent teacher educators, but also formulate and implement specifically designed competency based curricular programmes for teacher educators which

would go a long way in effectively achieving the objectives of teacher education on the one hand and of school education on the other.

As such, the workable strategy would be to orient the existing teacher educators through specially designed programmes on the Minimum Levels of Learning strategy and corresponding competencies and qualities which the teacher educators need to acquire and practise in order to perform their role expectations. No system can be allowed to ignore the criticality of preparing competent teacher educators. The basic objective of ensuring the equity of high degree of success for practically all children and enhancing their learning attainments to the mastery level would require the best professionals as teacher educators in the country. This shall be a critical factor in transforming the existing teacher education at the elementary stage into a dynamic system of teacher preparation and upgradation aimed at quality, proficiency and equity. The teacher educator is thus a professional vested with the responsibility of transforming persons into professional educators through pre-service teacher education and enabling them to further enrich and update their competencies and commitment through in-service and continuing education.

It is the commitment on the part of teachers and teacher educators which alone is capable of transforming the educational scenario in the country. A close relationship among the schools, the training institutions and the community shall have to be conceptualised and concretised for operational and meaningful educational and developmental purposes. A responsive teacher education programme can emerge only when teachers strive to understand the community and the community responds by accepting the school and the training institution as their own. It would not be difficult to identify the types of competencies that the teachers need to effectively operationalise their approach. The teacher educators, in addition to the requisite competencies, shall also ensure nurturing of certain qualities amongst the trainees at both the stages. Needless to say that they too shall have to have these competencies and qualities in a much greater measure of proficiency and tangibility.

Chapter 5

Competencies, Commitments and Professional Performance

The minimum levels of learning laid down at the primary school stage aimed at improving the quality of pupil achievement with equity and social justice, besides developing competencies to provide criteria for evaluating the expected learning outcomes. A set of values were also laid down to be developed alongwith the competencies through curricula, textual materials including thematic lessons and a variety of curricular activities within the classroom and school as well as outside the school.

This exercise implied reducing the curriculum load and providing flexibility to the teacher to relate the textbook information and objective reality into a meaningful process of understanding and application. It was also to be ensured that the competencies were attainable in different grades for which they were proposed. Thus, the Minimum Levels of Learning strategy essentially aims at attaining mastery level learning not only by a few children but practically by all of them as part of the movement to universalise quality education at the primary stage. For such an approach to be implemented, the competencies and qualities of the teacher will have to be worked out specifically and pragmatically. In the consultations initiated by NCTE at several national seminars, the

following ten inter-related categories of competencies have emerged quite prominently:

- (i) Contextual competencies;
- (ii) Conceptual competencies;
- (iii) Content competencies;
- (iv) Transactional competencies;
- (v) Competencies related to other educational activities;
- (vi) Competencies to develop teaching-learning material;
- (vii) Evaluation competencies;
- (viii) Management competencies;
- (ix) Competencies related to working with parents; and
- (x) Competencies related to working with community and other agencies.

While in the acquisition of specific competencies under different competency categories listed above a high degree of proficiency is essential, there is no guarantee that the teacher will become a committed professional to translate his/her training for an effective day to day performance. A teacher's job is not at all that easy and unless a high degree of professional qualities and commitment are inculcated in the teacher's personality, the training programme would remain incomplete. Teacher's work involves rigorous effort in the classroom and outside as well as frequent interaction with parents and community members for various educational purposes such as universal enrolment and retention, remedial support for weak children, enrichment programmes for bright children, maintenance of good climate within the school and the immediate outside environment and the like. To perform these concrete tasks with adequate quality and efficiency, the teacher, first and foremost, should have love and affection for children, concern for optimum attainment, regular contact with parents for the best possible education of their wards, eagerness to elicit community support for optimum functioning of the school in all aspects and achieving a high degree of commitment to attain higher professional standards. These attitudes, values and qualities should, therefore, form

an integral part of teacher education programme right from the pre-service stage, to be reinforced further from time to time at regular intervals throughout the teachers' professional career. In several consultations organised by NCTE at different levels, the following five crucial commitment areas have been identified:

- (i) Commitment to the learner;
- (ii) Commitment to the society;
- (iii) Commitment to the profession;
- (iv) Commitment to attaining excellence for professional actions;
and
- (v) Commitment to basic values.

These competencies and commitments taken together in an interactive manner would ensure dedication and devotion on the part of the professionally trained teacher leading in turn to greater interest in the learner in terms of participation and attainment, greater co-operation with parents and community in the larger interest of society and professional job satisfaction for every teacher individually. It is this combination of competencies and commitments that would determine their quality of performance as professional teachers within the classroom and outside, result in effective universalisation of quality education and ensure high level of performance by school students.

On the basis of the consultations organised by NCTE, five major performance areas have been identified for the teachers to develop practical skills supported by competencies on the one hand and commitments on the other. These are:

- (i) Classroom performance;
- (ii) School level performance;
- (iii) Performance in the out-of-school educational activities;
- (iv) Parents related performance; and
- (v) Community related performance.

A bird's eye view of the categories of competencies, commitments and performance areas, as given in the subsequent sub-sections, may tender useful insight into their import for quality school education.

5.1 Competency categories

5.1.1 Contextual competencies

One of the first and foremost obligations of primary school teachers is to ensure acceptability of their efforts by the parents and the community . Towards this, they need to acquire a near total understanding of the socio-economic, cultural, linguistic and religious contexts of the specific family milieu and the community profile. Policy provisions for equality, social justice, educational opportunity etc. will also have to be understood both in the form of written statements as also in pragmatic terms of their appreciation by the concerned community. The teachers' job is thus an integral part not only of the total educational system but also of the total social and cultural systems in which they have to operate. They must, therefore, be fully familiar with the education systems at the National and State levels as well as with their global and local ramifications. They should be able to identify and analyse the factors responsible for obstructing the growth of literacy in the country and the concerned State, besides reasons for poor enrolment, retention and the problems of wastage and stagnation in the schools. They have also to understand the heterogeneities and diversities of the society while working out unifying factors for building a cohesive society that believes in national integration and attempts to provide every citizen a sense of belonging to the nation with dignity and equality. They will also have to understand various other issues like developmental activities, urbanisation, unemployment, value inculcation, political dynamics, the growing impact of scientific and technological development etc. against the backdrop of the specific community. To ensure credibility of their actions and initiatives, their preparation, based primarily on the afore-said considerations, has to be a pre-requisite for the teachers. They have to be alive to contexts like these and develop, in turn, relevant competencies and corresponding

skills. The existing curriculum could be explored for such components as could be converted into competencies. The gaps, if any, could also be identified and filled by working out suitable measures and developing workable strategies.

5.1.2 Conceptual competencies

It is equally essential to develop in the student teachers the right perspective in education that would enable them to receive new experiences meaningfully and in greater detail and depth, besides helping them thoroughly understand the meaning of education and learning and the impact of socio-economic and socio-cultural factors on them. They should also know their educational implications with reference to the physical, mental, social and cultural needs of the child at different stages of child development. It is, therefore, imperative for the teachers to know significant characteristics of child development at different age levels to enable them to translate these characteristics into curriculum transactions including practical work. The knowledge of sociometry of the class too would help them organize curricular and co-curricular activities quite effectively in the classroom and outside. This would also help them adopt various modalities of curriculum transaction such as teacher directed learning, group learning, self-motivated individualized learning and the like.

The student teachers should appreciate the constitutional provision of universalization of elementary education and its three components, namely, (i) universal enrolment, (ii) universal retention and (iii) universal quality education, besides various efforts made so far to achieve it in general and with special reference to the Minimum Levels of Learning approach translated into competency based teaching-learning process in particular. It may also be essential to identify and realise special needs of the handicapped and retarded children so as to enable the student teachers to provide congenial

environment for their learning. Concepts like globalisation, modernisation etc. have also tended to add many a new concepts which have to be clearly understood by the teachers to translate them effectively into the teaching-learning process. However, the list of conceptual areas can be extended on and on to make it quite extensive and exhaustive and as such the teachers have to be constantly refreshed and re-oriented in the context of the conceptual competencies to render them into meaningful learning experiences.

5.1.3 Content competencies

Needless to say that the teachers should achieve full mastery over the content competencies identified in the competency based curriculum of primary schools. It gains all the more importance in the context of a study conducted in this area which revealed that 50% of the new entrants of teacher education institutions, who acquired more than 75% marks at the Senior School Certificate examination, scored less than 30% marks in the content test based on the curriculum of primary school. In this light, it becomes essential that the content competencies, identified by Dave Committee Report or its adaptation by the State, must be achieved at the level of full mastery by the student teachers in their teacher preparation programmes at the Teacher Education Institutes. Besides, the student teachers must develop ability to analyse the existing curriculum content and co-relate it with relevant competencies. In this process, it should be possible for them to find out gaps and the hard spots of learning which often exist. They should also identify such areas from the curriculum where there is enough scope for joyful activities, individual learning and group learning. It could also be an enlightening experience to utilize media intervention for a high level of content enrichment of the learning teaching process, that may also, in turn, facilitate the transactional strategies.

5.1.4 Transactional competencies

Teaching-learning process in education involves interaction between the teacher and the taught resulting in the achievement of the desired competencies. Teaching as a concept is to be conceived in three stages: planning, teaching-learning process and evaluation. During transaction, the teachers put plan into action and evaluate its impact in terms of competency achievement level at the end of the transaction.

One of the important causative factors for poor achievement at the primary level is poor curriculum transaction. Acharya Ramamurti Committee Report, 1992 on National Policy on Education, 1986 revealed that the present teacher education programme, being mainly theory oriented, due emphasis is not being given on practice teaching. In fact, this lacuna has been repeatedly observed by various commissions. In that, the 1964-66 Commission treated practice teaching as the weakest link in the chain of the entire teacher education process and recommended its strengthening on top priority basis. Hence, it is imperative that student teachers need to be fully trained in this area.

In the competency based teaching-learning process, the subject content is used merely as a vehicle to achieve relevant identified competencies at the level of mastery. While transacting curriculum content, the principles of psychology, management and societal aspects, as the case may be, should be integrated and practised, it becomes extremely important for the student teachers to understand clearly the process of child development and growth and the management principles involved in order to effect maximum learning by the child. This would also further facilitate the transactional strategies.

Since the young children have short span of attention, time for teacher-directed learning should be of fairly short span and in that, more time should be devoted to group learning and individualised self-learning by children themselves. It

involves proper use of the textbooks so as to emphasize on the workbook reinforcement of the acquired competencies through direct involvement of the child.

Variety of activities such as story telling, singing, games, field visits, celebration of national, social and cultural events should be organised with a view to making teaching-learning process joyful and participatory. Appropriate teaching aids and other teaching-learning material should be prepared as far as possible to strengthen the teaching-learning process. Continuous evaluation should be integrated with various approaches while transacting the subject content with a view to diagnosing the weaknesses and strengths of the teaching-learning strategy and to identify the weaker and brighter children in order to take remedial measures and give enrichment programmes respectively. In a single teacher school or the multigrade school, the workbook part of the textbook may be used for individual or smaller group of children to reinforce the learning of children of one grade while teaching new competencies to the children of another grade in the same classroom. The teacher should acquire competency to handle the children of different grades sitting in the same classroom by using various techniques and devices to make learning by children meaningful and effective. All this requires transactional competencies of the highest order both on the part of student teachers and teacher educators.

5.1.5 Competencies related to other educational activities

The curricular activities are supposed to take care of the cognitive development of the children. But these alone may be inadequate for their total development. Their development in the non-cognitive area is equally important, which deserves due consideration as part of their learning-teaching process and transactional strategies.

Human values are imbibed by children naturally and

spontaneously through participation in educational activities such as morning prayer/assembly; celebration of national events like Independence Day, Republic Day, Children's Day, Teachers' Day, Birth Centenary of national leaders, celebration of social and cultural events like Janamashtami, Navaratra, Ganesh Mahotsav, Diwali, Eid, Christmas, Mahavir Jayanti, Buddha Jayanti, Guru Nanak Jyanti ; community life activities like Gram-safai, Eye-camp, Polio campaign, Excursions, Dramas; interaction of children with creative individuals who have attained distinction in life and the like.

The student teacher should acquire skills and competencies in planning and executing all such educational activities, as they entail various competencies for the student teacher to develop as a teacher as also as a community leader.

5.1.6 Competencies to develop teaching-learning material

Development of competencies need different kinds of teaching-learning material. Without a strong input of the self-learning material, competencies at mastery level may not be achieved by the learners. Some of these materials such as textbooks, workbooks etc. for initial teaching of new competencies and in the form of different lessons have to be prepared and brought out. Textual material should also be prepared for generating group interaction and inter-learning by organising learning in groups. Besides, self-learning materials need also to be developed for ensuring quality by individualising learning irrespective of class size and quantity in terms of meeting the learning needs of every learner. Workbooks can also help in the management of multigrade classroom situations which many teachers will be facing for quite some time in the future.

The teachers' handbooks and similar other reading materials should be used by the teachers in order not only to maintain but also to improve their own professional standards. The classical teaching learning aids such as pictures, charts, maps,

diagrams, tables, models etc. should be prepared, selected and used by the teachers to enrich the quality of their teaching still further.

Teaching-learning materials based on new technology such as audio tapes, video tapes, slides, radio, T.V., computer and similar other gadgets should also be used by the teachers to make their teaching effective and lasting. In addition, specially designed materials should be prepared and used for remedial as well as enrichment of individual children of small groups. These should be based on the diagnosis of their individual strengths and weaknesses in terms of achievement in a given classroom.

Teachers should also make use of locally available learning resources such as bank, post-office, hospital, ONGC centre, PCO booth etc. to enrich their learning teaching experiences.

5.1.7 Evaluation competencies

In the new approach, towards introducing competency based curriculum, the competency based evaluation system should be adopted. As the entire programme is oriented to the quantitative as well as qualitative achievement of the learner, training should be modified and geared to an improvement oriented evaluation approach rather than the measurement oriented or impersonal approach to evaluation. In order to follow this type of positivistic evaluation as against the negativistic which evolves fear, contempt, creating the reverse influence on the child development, a new set of concept should be developed in the teachers. The following points need to be given due consideration:

1. The concept of 35 per cent marks to pass the examination will have to be done away with and the expectation of achievement of almost all learners at a higher level of proficiency will have to be attempted.
2. The teachers should develop the concept of illuminative evaluation, to be able to get frequent feedback to their

own individual effort in teaching as also in terms of the effort made by pupils in learning by adopting different methods and materials, to testify their competencies. Illuminative evaluation includes self-analysis on the part of the teachers to improve their teaching strategies and, in turn, to improve the learners' achievement. Wherever feasible, the help of peers and parents may also be taken to optimize the learning outcomes.

3. The ideal concept of continuous evaluation in the classroom should be adopted. It will be based not on formal testing but on classroom observation integrated intimately with the teaching-learning process itself, analysis of workbooks etc.

Such observations and other data have to be used instantaneously not only for modification of classroom interaction but also for realizing the optimum of quality education which implies that the teacher should develop an 'Evaluative Eye' involving the competence to evaluate the teaching-learning outcomes constantly as well as consistently.

In addition, the teacher should also be able to carry out periodical evaluation, in a systematic and formal manner, for diagnostic purposes. In the past, the term 'diagnosis' was connected with a complementary term, 'remedial action'. However, in the programme of universal elementary education of quality, quantity and equity, the word 'diagnosis' should be connected not only with remedial action but also with illumination or enrichment as well. The learner who attains 50 or 60 per cent marks should also be motivated and helped to accomplish higher level of performance within the range of definition of the concept of mastery.

Comprehensive evaluation or the annual evaluation will be necessary according to the rules and regulations. Gradually, however, there should be less of stress and weightage on annual examination, as all evaluation, in its true sense, should

have a diagnostic as well as an illuminative purpose rather than being simply impersonal.

5.1.8 Management competencies

Every teacher is a manager of a particular class or group of students. As such the teachers should be taught the required skills of classroom management including total teaching as well as subject teaching in the class, and several other tasks expected of them in and outside the school. These competencies and qualities, required for effective maintenance and management, are to be inculcated among the student teachers during their training period. They have also to be responsible with other teachers and the Head-master at school level which demands that they should not only be taught their relative roles and responsibilities as individual teachers but also as responsible partners in managing the school affairs to optimise the learning-teaching outcomes of the school.

The school is a part of a larger system which, in turn, is governed by a set of rules and regulations and by certain functionaries. In this wider context of the system as a whole, the teacher has to develop necessary competencies and qualities to function effectively and responsibly. In the case of multigrade and single teacher school system, for example, the teacher has to carry out certain additional responsibilities particularly in terms of management competencies, the development of which deserves special attention in the teacher education process and programmes, both pre-service as well as in-service.

5.1.9 Competencies related to working with parents

The most critical issue in elementary education is the universalisation of elementary education. The target groups now are dropouts and unenrolled children. In both the cases, the role of parents is quite crucial. In the past, it was not given due consideration, but presently it has become extremely important on various counts.

1. In order to achieve universal enrolment, parental contact is a must. However, parents, who, due to various reasons, are not able to send their children to schools, should be constantly contacted. Parents have varied backgrounds. They may be illiterate or poor, and of different castes or tribes. Some of them may not have even enough awareness about the future of their children. The teachers should, therefore, know various techniques of seeking parental co-operation for universal enrolment, retention and quality education of their children.
2. Parents could contribute substantially to help the schools ensure punctuality and regularity of their children, both in terms of attendance as well as studies.
3. Parent-teacher co-operation for proper achievement is also required to be sought. For this, it is not necessary that the parents be quite literate. Constant vigilance by the parents for quality improvement of their wards will be very useful.
4. The teacher should develop a system for providing progress report in one form or the other in respect of every student and discuss it with parents.
5. In a classroom situation, the teacher has to cope up with a variety of children who may be naughty, weak or unusually bright. In such cases the teacher could seek parental help and discuss their weak and strong points to help proper development of every child.

These, among others, are various areas where parental contexts are quite needed and the teachers will have to have a new type of commitment to deal with them. As such, these areas of parents' co-operation in the learning-teaching process are required to be adequately incorporated in teacher education programmes to develop related competencies among the student teachers during their preparation as teachers.

5.1.10 Competencies related to working with community and other agencies

To improve the school situation, the teachers have to seek co-operation of members of the community as well. This point was neglected during the colonial period as the then administrators preferred to keep the schools segregated and separated from the community. No school can function in isolation and, therefore, the teacher should work towards bringing the school and the community as close as possible and inter-related. For this purpose, some kind of a professionally systematic orientation is needed. The teachers should understand the role of the community in the development of the school and should analyse how best the local agencies can contribute to various school purposes.

Since Independence, a few commendable actions have been initiated from time to time to bring the school and the community together. However, there is still a great need for a more planned and systematic approach in this regard. Efforts are on, to hand over primary education to the village community through the Panchayats and the formation of Village Education Committees is a positive step in that direction.

Teachers now have a challenging task. They need to develop competencies to be acceptable to the community and, in turn, be able to ensure community support for the school. For this, the teachers should be made competent in activities like community survey, school mapping etc. Facilitating pupils' learning is, no doubt, an important function of teachers. This can be performed effectively only when the teachers get the required support from local people and as such they need to identify local resources to augment the possibility of community support for educational purposes and quality school education.

In order to establish rapport with members of the community, it may be useful to prepare a 'Community Profile', containing

basic information like historical and cultural elements related to community distribution of scheduled castes, scheduled tribes, other backward classes alongwith a total figure of population, the literacy level, community structure, list of key persons etc., to help the teachers we requisite community resources for school purposes. The competency to prepare and utilize such profiles and to devise similar other tools to elicit community support could also form an integral part of teacher education today.

5.2 Commitment areas

Social cohesion has been identified as one of the major objectives before education for the 21st century. The background for this identification can be easily understood on the basis of existing social, cultural and economic realities which invariably give rise to several tensions, crises and avoidable disparities. Competent teachers could certainly respond to most of the issues through their professional expertise and appropriate utilization of relevant competencies. However, within the schools, with parents and also with other members of the community, what would eventually matter is the way they perform their role model.

In doing so, certain human qualities will have to be acquired and put to actual use in transactions of various kinds. Only such a person would become a true teacher who sincerely loves each and every child; is open to criticism not only from peers and elders but also from the youngsters; and is truthful in all his actions and deeds. In fact, the teachers have to be quite sensitive to the emotional needs of children, specially of those who need to be handled with sensitivity and perseverance. Teachers' tolerance, humility and modesty could endear them to their pupils, to the community and the parents alike, thus enhancing their confidence in the total process of education. Teachers must have a well defined self-image which would not only help them perform better but will also help them understand their role model as teachers.

These qualities, when considered alongwith the professional competencies of teachers, would ensure their commitment and dedication to the profession at their very best. It would provide equality of

opportunity and equality of success for all the learners. The following five commitment areas would, indeed, play quite a vital role in reshaping the teachers' role performance and building the future citizens of India.

5.2.1 Commitment to the learner

The existence of a teacher depends on the touchstone of his/her ability to make pupils learn and develop. Learning is an attitude, which starts taking shape at the school and stays throughout life. This is made possible when the learner experiences that being a learner is a joyful and rewarding experience. It gives joy not only to the learner but also to the teacher who loves and cares for the learner. It is a gratifying experience for a learner to be in secure hands of the teacher. Commitment to the learner implies teachers' genuine love and affection for children, tolerance towards their mistakes and mischiefs coupled with their pedagogically correct interpretations, commitment to their progress and development, concern for their human empowerment and care for the development of quality of life among the children. These commitments will, indeed, add to the effectiveness of every teacher's role performance.

Genuine love for children and tolerance towards the learners can be co-related while teaching educational psychology. The teachers should do self-analysis of their own aggressive behaviour and write down their individual experiences in order to understand their reactions and modify their behaviour accordingly. Self-analysis is, in fact, an important tool for commitment building. The teachers should also know about the impact of their intolerance and aggressiveness on the growth and development of the children. They should make sincere efforts for the wholesome development of the children in every respect under their caring guidance. This commitment is quite crucial on the part of the teachers in making the learning effective and as such it ought to be inculcated in them through teacher education programmes.

5.2.2 Commitment to the society

The teachers have also to remember that they are responsible to the local community individually as well as collectively. They must serve it faithfully and conscientiously. This service may be of different types. For instance, those sections of the society who were denied the right to education in the past require special attention and commitment. Similarly, children of the parents coming from the poor and deprived sections too need extraordinary care and love. Encouraging and enthusing them to join the ranks of the educated will not be beneficial to them alone, but also to the society as a whole. Their enhanced knowledge, skills and attitudes will lead to increased productivity to improve the quality of life of the whole community. The adults belonging to this section of the society could be encouraged to join adult education and non-formal education classes while all children of the school going age could be enrolled in primary schools or NFE classes so as to help them get educated to contribute their share in improving the quality of their life as also that of the community. Teacher's commitment to the community may basically relate to developing the sense of equity for children of the poor and illiterate parents; willingness to take initiative to advise the parents for enrichment of the child and community mobilisation for development of the school; and willingness to actively participate in the enrolment drive.

The teacher who is committed to the society would very soon create a sense of belonging among its members. Once this is achieved, there would not be any problem in mobilising the community for raising resources for the school in terms of physical facilities or for encouraging, monitoring and optimising the learning of pupils. Teachers would be honoured if they prove themselves to be true friends, philosophers and guides of the community they serve. The society also would appreciate if the teachers' response is positive and helpful for the total community. Commitment of the teachers to the local community should gradually

extend to the whole society. Since the teachers are considered to be nation builders, it is extremely important for teacher education to develop this commitment in the teachers as well as teacher educators to help them contribute constructively and meaningfully for wholesome development of the society.

In other words, the teachers should be willing to understand the local community and participate in various activities related to the development of the school and the community and also be able to internalise the value of their own day to day work in developing a rich human resource for the advancement of the individual learner, family, local community and the larger society. The teachers should understand and realise invaluable significance of their work for national development.

5.2.3 Commitment to the profession

This commitment area involves two essential components namely, pride in one's being in the teaching profession and a strong desire for professional development. However, with the expansion of educational facilities in the country, many of the teachers join this profession not because of any kind of inner compulsion or love for the profession but due to situational constraints. In fact, after joining the profession they should fully understand that as long as they are there, they have to develop pride, knowing full well that this is a noble profession charged with great responsibilities as the society hands over its children to this system for their wholesome education, development and proper socialisation.

Imparting rudiments of the learning process is just one of many demands on the teachers. Educating children is indeed empowering them. This process needs total involvement.

During and even after school hours, a committed teacher's mind remains always occupied with thoughts of children, their growth, individually as well as collectively, and

improvement of their performance. Committed teachers not only seek all-round development of children put to their charge but also work hard for their own professional growth to contribute their best to the profession as teachers. They observe professional ethics befitting the nobility of the profession. This implies that :

- (i) Having once accepted the training profession, the teachers should identify themselves fully with it and take pride in becoming teachers;
- (ii) They should develop an internal commitment towards the nobility of the profession which once upon a time existed in full measure in India and on which many teachers of modern times also have earned merit on the basis of their performance and behaviour;
- (iii) They should extend co-operation and collegiality to fellow teachers and other educators in their collective work as and when occasion arises giving them due respect and reverence; and
- (iv) They should participate in the profession and its organisation with a positive attitude towards professional development and national welfare.

Commitment to the profession thus deserves to be an integral part of teacher education, as without inculcating such commitment in the teachers, they may not be able to understand the nobility of the profession nor their true role therein.

5.2.4 Commitment to attaining excellence for professional actions

Professionally committed teachers' first love is their quest for knowledge and excellence, both on their own part as well as on the part of their students. They are always keen to achieve the best through their performance as teachers in terms of acquisition and transmission of knowledge as also by their words as well as actions. They try to attain excellence

in the entire teaching-learning process through their constant quest for becoming better and better teachers. Naturally, teacher education must try to develop this first love among the teachers during their pre-service teacher preparation programme and should try to keep it up through in-service teacher education as well, in order to firmly establish this commitment as part of their personal and professional culture as teachers.

5.2.5 Commitment to basic values

The teachers' commitment to basic values is also very urgent as well as important, specially in the context of crises of values in the present day world. The value system always acts as a radar and shows to the human beings the way to follow, even though it differs not only from community to community but also from person to person. However, there are certain common values, other than those enshrined in the Constitution, which need to be reflected in the teachers' feeling, willing and doing and indeed as manifestation of their behaviour as teachers. These include honesty, cooperation, love, truth, objectivity, regularity, punctuality etc. Observance of these values by the teacher as a role model can create a great impact on the impressionable minds of the pupils who will unconsciously and gradually adopt these values as an integral part of their personality. The teacher education system should, therefore, be quite alive to such values and to inculcating them in the teachers as part of teacher preparation programmes, both pre-service as well as in-service, through various kinds of value building activities reflected in the teacher education curricula.

5.3 Performance areas

Every teacher is supposed to be a professional practitioner not simply in the classroom but also in the school and the community. Thus, the success of any good programme of teacher education largely depends

just not on the teachers' professional knowledge, competencies or commitment but also on their actual performance in different areas on day to day and minute to minute basis. It is, as such, necessary to move from the concept of qualification to the concept of translating the qualification into high level professional performance. The performance of an untrained teacher should be significantly different from that of a trained teacher. The teacher education programme should, therefore, be developed in such a manner that every teacher becomes a professional expert in all the five basic performance areas identified under the competency based teacher education programme.

5.3.1 Classroom performance

The area of classroom performance assumes utmost importance for the teachers as their first and foremost concern is education of the children put to their charge. They are expected to do their best in the classroom to impart as best education and learning to the class as feasible under the given conditions. This would require practical acquisition of necessary skills, competencies, attitudes and approaches for transaction, evaluation and management strategies. The teachers, therefore, need to be quite well prepared for these and similar other types of classroom performance to do their classroom duties and work efficiently and effectively, as part of their teacher education programme, both pre-service as well as in-service.

5.3.2 School level performance

Besides their classroom performance, the teachers have to discharge their roles and responsibilities towards the school they serve. Organisation of learning-oriented social events, festivals, functions, games and various other interactions within the school constitutes a very significant part of the teaching-learning process. A well prepared teacher can put in dynamism and generate interest and participation of the total school community in such performances in order not

only to improve the school climate for effective schooling but also to build quite a wholesome image of the school for an all-round development of the whole learning teaching community in the school.

5.3.3 Performance in the out-of-school educational activities

Various curricular and co-curricular activities, field visits, community interactions, utilisation of community resources and identification of other possible resources are some of the aspects which could develop close relationship of the school with the world outside. The student teachers have not only to be acquainted with these during their teacher preparation programme but have also to be trained to participate actively in organising and conducting these activities to understand their role performance in these areas.

5.3.4 Parents related performance

Several studies revealed that issues of clarification, remediation and learner attendance are directly co-related at the interaction level of teachers and parents. The dropout rates decreased in places where teachers contacted the parents within a week of their wards' absence from the school. Such small things, if properly attended to, would make a big difference in the educational scenario. The teachers need to be thoroughly prepared for their role performance in this area as well.

5.3.5 Community related performance

In the years to come, village education committees and other similar bodies will play a major role especially in universalising elementary education, besides school education as a whole. Interactions with these bodies would become necessary for proper development of the school and growth of its resources as well as its activities. Teacher education shall have to give this issue its due place and weightage.

Interaction of these performance areas would determine the cognitive aspects that are given in terms of theory in teacher education. A close relationship of the theory with the performance should ensure greater magnitude of achieving what has been planned in policies.

Competency Based and Commitment Oriented Teacher Education for Quality School Education		
Competencies	Commitments	Performances
☞ Contextual	☞ To the Learner	☞ Classroom
☞ Conceptual	☞ To the Society	☞ School Level
☞ Content	☞ To the Profession	☞ Out of School
☞ Transactional	☞ To Excellence	☞ Parents related
☞ Related to other educational activities	☞ To Basic Values	☞ Community related
☞ Developing teaching-learning material		
☞ Evaluation		
☞ Management		
☞ Working with parents		
☞ Working with community and other agencies		

Teacher education in this light becomes a process of transformation. Pre-service education by definition is a process of transformation of a lay person into a competent and committed professional educator, while in-service education continuously and consistently renews competencies and enhances commitment of the teacher towards the profession. The competency based approach in teacher education, on its being translated into actual practice, would go a long way in improving not only the performance of teachers but would also help them raise their status in society.

Chapter 6

Implementation Strategy

6.1 Institutional involvement

A large network of teacher education institutions has emerged in India. NCTE provides framework and guidelines for developing curricula of teacher education. With these guidelines in view, the State Councils of Educational Research and Training or State Boards of Teacher Education develop curriculum of teacher education which is followed by elementary teacher education institutions in respective States. University faculties of education perform similar functions with respect to the secondary level.

In keeping with this practice, NCTE will make this initial document available to all the teacher education institutions for their consideration and implementation. The document will be got translated into regional languages to facilitate the process. Thus, the collaborative consultations started in the past 2-3 years will materialise into actions to reach their natural culmination point.

6.2 Development of training material

Another process, namely, the process of development of training materials will start simultaneously to facilitate further the process of orientation and implementation. Since the teacher education programme

is very comprehensive with its four target groups, and since the task is very gigantic with institutions at elementary and secondary levels and with teachers of both the types of schools, simultaneous preparation becomes quite imperative.

The modes of orientation of teachers and teacher educators would be varied in nature. Face-to-face interactions will be needed for the initial stage. This will be supplemented by distance education mode, followed by a few contact sessions for guidance.

The orientation strategies during face-to-face and contact sessions may include lectures, workshops, discussions, demonstrations, etc. Written handouts, audio-video materials, illustrative materials to be used in schools etc. would be necessary for such sessions.

Distance education mode may require supplementary reading materials, self-learning modules, audio-video tapes, etc.

These training materials will have to be developed/translated before and during orientation workshops to be organised for various personnel working at different levels.

6.3 Major steps

There will always be variations in implementation of any scheme in a democratic country of the size of India. For example, identification of competencies might be different in States to accommodate specific local needs and considerations. However, at the same time, there would be commonalities when the same approach and the same guidelines are followed throughout the country. Keeping these facts in view, a suggestive list of the steps to be followed is given below:

- (i) Identification of resource persons for different types of work to be done at different levels and places. This identification can be done during consultations to be held and workshops to be conducted at the national, state and district levels;
- (ii) Conducting and planning workshops for charting out orientation programmes for different target groups at different stages and different places;

- (iii) Holding workshops for development of illustrative training materials of various types;
- (iv) Providing adequate time and assistance to different agencies and institutions for the development of training material;
- (v) Conducting initial orientation programmes;
- (vi) Providing suitable self-learning distance education material for reinforcement and enrichment; and
- (vii) Conducting contact sessions for consultations and counselling of distance mode and self-directed learners.

The process of implementation will continue for some years, considering the present number of teachers and teacher educators, as well as those who will join the ranks in the near future.

The present approach provides an opportunity to the teacher educators to achieve the change on their own within the existing conditions. This is a chance for progressive and positive change and could be utilised. The teacher educators in elementary teacher education institutions may begin to re-examine their textual materials and curricular contents from the universe of identified competencies, commitments and performances. They could also consider removing inappropriate or introducing appropriate units and items that would help student teachers acquire the requisite competencies. Institutions working at the national and professional levels should prepare resource persons for this task. As and when feasible, training materials could be prepared by these resource persons and made available to the teacher educators.

The strategy could also be utilised, with appropriate modifications, for in-service teachers. The moment major revisions of the curriculum are to take place, they could take due note of competencies and qualities expected to be acquired by each and every student teacher. The expected outcomes would be a reduced curriculum load, participatory learning, enhanced relevance of training, more self-confidence amongst the trainees and clear possibility of putting into practice in schools what has been learnt in the training institutions. Eventually, this would lead to a dynamic teacher education system with a visible quality enhancement.

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