

REFLECTION ON TEACHER EDUCATION CURRICULUM IN RELATION TO COMMITMENT AND COMPETENCIES

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Abstract

The present day teacher faces more challenges that he faced in earlier times. Rapid explosion of knowledge, demands creation of qualitative teacher who in turn will help to strengthen a knowledge society to meet the challenges of globalization and mould the society keeping in view the values and traditions. Hence, there is a great need of committed and competent teachers to meet the ever changing demand of the present society. Teaching, for which teacher is recognized, is regarded as one of the noblest profession in the world and to prove it so forever, the teacher commitment and teaching competencies of the should be developed. Keeping this in view, the present topic tries to give a bird's eye view of that if we want that Teacher Preparation Programme (TPP) generate committed, competence and performance based teacher trainees then competency, commitment and performance area, of the existing curriculum needs to be analysed.

Keywords: Teacher Education, Commitment, Competencies

Introduction

No innovation or change can be implemented without teachers' awareness, involvement and commitment (NCTE, 1998 P. 65). The quality and efficiency of education and its contribution to national development squarely rests on the quality and competence of the teachers and the quality of teachers depends to a large extent on quality of teacher's education received by him/her. The education commission (1964-66) has echoed in its report: a sound programme of professional education of teachers is essential for the qualitative improvement of education. Since independence, several committees, commissions and other regulatory bodies have made strenuous effort for the enhancement of the Teacher Preparation Programme (TPP).

Teacher education is not only meant for teaching the teacher, how to teach but also to kindle his initiative to keep it alive to minimise evils of the "Hit and Miss" process and to save time, energy and money of the teachers and the taught. It would help the teacher to minimize his/her trouble and to discharge his/her responsibilities with efficiency and effectiveness. Teacher education is no longer a training process but an education strategy for enabling teachers to teach and concern for their well-being. So, the progress of a country depends upon the quality of its teachers and for this reason, teaching is the noblest among all profession and the teacher are called the nation builders.

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Teacher Education in India: An Overview and claims by TPP in respect of Commitment and Competencies

The existing teacher education system covers more than 2,200 primary teacher education institutions and secondary teacher education institutions, and 225 university departments of education. There is also a chain of centrally sponsored bio-modal teacher education institutions like District Institutes of Education and Training (DIETs) (500), Colleges of Teacher Education (CTEs) (87), Institutes of Advanced Studies in Education (IASEs) (38) and State Councils of Educational Research and Training (SCERTs) (32). There are around 35,000 teacher educators working in these institutions. The teaching force is about 5 million, among which nearly three million are employed at the elementary level. The percentage of trained teachers is assumed to be 90 percent, though in some of the regions, there is significant number of teachers. All the above said Teacher Education Programme claims that they are preparing teacher on two most important aspects which are necessary for the capacity building of teachers. They are:

- a) Commitment
- b) Competence

a) Commitment

It develops following aspects of commitment:

- Love for learning and learner
- Impact of teachers work on changing society
- Professional ethics
- Excellence inside and outside the class, school/ institutions and outside the institution.
- Human values- honesty, loyalty to nation, and objectivity.

b) Competencies

A teacher must be proficient and efficient. These competencies are required for a successful teacher. TPP claiming that they are trying to develop required competencies among teacher trainers. They are:

- Contextual
- Conceptual (curricular, content and learning)
- Competency in teaching-learning material
- Competency in ICT, technology and industry resources
- Evaluation
- Management
- Societal or community contact

Different levels of Teacher Preparation Programme (TPP)

Teacher Education for Early Childhood Stage

It is considered as a preparatory stage for the realisation of Univerzalisation of Elementary Education. In order to provide healthy and enriched childhood to young learners, a new type of teacher specifically sensitized about the perspectives of child development will be required.

The enrichment programmes for early childhood education have been launched

under Integrated Child Development Scheme through Anganwadis, Day Care Centres, Balwadies, Pre-primary Schools run by the State Governments, Municipal Corporations, Voluntary Agencies and Private Agencies. All such efforts, though not adequately provided for, are continuing with diverse approaches without making a synergic impact. Concerted efforts are needed for organising early childhood education in a planned manner. It presupposes pooling of resources by the community as well as the concerned agencies.

In order that early childhood education becomes a reality, in terms of its organisation and accessibility, one of the significant inputs in making a success story of it is that of a professionally trained and committed teacher.

Elementary Teacher Education Stage

The constitutional provision of providing free and compulsory education to all children upto 14 years of age includes both the lower primary and upper primary classes, that is from class I to class VIII. There seems to be a compelling need for having multiple models for preparing teachers - for primary and upper primary classes. Incidentally, in a number of Elementary Teacher Education Institutions (ETEIs) in the country, the nomenclature of the training programme from pre-service training of primary school teachers has been changed to pre-service training of elementary school teachers.

Teacher Education for Secondary Stage

For teaching at secondary stage, the qualification most sought after is one year B. Ed. which is in fact B. Ed. for secondary stage. However, at present, there are several variations for first degree level qualification which are also available. These include B. Ed. (Elementary); B. Ed. (Special Education); which too are programmes of one year duration; B. Ed. through correspondence or distance education mode which is now of two years duration. There are certain other variations in the form of vacation courses or part-time courses which were available before NCTE norms came into force. In addition, there are four-year integrated courses for elementary stage and also for secondary stage.

Teacher education programme at this stage, like at all other stages, will include the theory, practice teaching in schools, and practical work in the light of contexts, concerns, profile of teachers and general and specific objectives.

Types of Commitment and Competencies required for present teachers at each level

Curriculum frameworks intend to have made significant recommendation for preparing committed and competent teachers at each level. The competency-based, commitment-oriented curricular framework proposed by Prof. R.H. Dave (NCTE, 1998). The proposed framework includes three inter-related and interactive dimensions - competency areas, commitment areas and performance areas.

Dave's commitment elements subsume the value dimensions of peace and human rights education with the broader framework of preparing competent and better-performed teachers. Not only the objectives but also courses offered in teacher education curriculum have some direct bearing on human rights, fundamental duties and rights of the child.

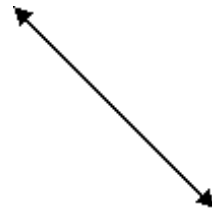
Competency Areas (Ten)

- Contextual Competencies - to provide a wider view of the development of education in society and teachers role in it
- Conceptual competencies - the concepts of education and learning psychological, sociological and neuro-physiological aspects of education, etc.
- Curricular and content competencies - according to specific stage of education such as primary, upper primary and secondary
- Transactional Competencies- General, subject wise and stage wise
- Competencies in other Educational Activities - such as planning and organizing morning assembly, etc.
- Competencies related to Teaching-Learning Material-Classical TLM, New Educational Technology, and Local Resource, etc.
- Evaluation Competencies
- Management Competencies
- Competencies related to Parental Contact and Cooperation
- Competencies related to Community Contact and Cooperation



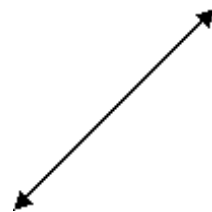
Commitment Areas (Five)

- Learners - love for the learners, readiness to help learners concern for their all round development, etc.
- Society - awareness and concern about the impact of teachers work on the degree of advancement of families, community and the nation
- Profession - internal acceptance of the role and responsibility of the teachers' profession, no matter under what circumstances one entered in it
- Excellence - care and concern for doing everything in the classroom, in the school and in the community in the best possible manner - whatever you



Performance Areas (Five)

- Performance in classroom including teaching and learning process, evaluation techniques and classroom management
- School level performance, including organization of morning assembly, celebration of national, social and cultural events and participation in school-level management
- Performance in Out-of-School Activities including such educational activities as field visits of learners, observation, tours, etc.
- Performance related to Parental Contact including such matters as enrolment and retention, regularity in attendance, discussion, progress reports, improving quality of achievement, etc.
- Performance related to community contact and cooperation including such issues as joint celebration of certain events by the community, eliciting community support in the development of the school, etc.



do, do-itwell. The do-it-well attitude
· Basic Human Values - Genuine
practice of professional values, such
as impartiality, objectivity intellectual
honesty, national loyalty, etc. with
consistency. The role model aspect

Competency based commitment oriented curricular framework - (Dave, 1998)

Limitation of TPP in respect of Commitment and Competencies

Very few research studies have been conducted on teacher educators and their characteristics. A brief account of these studies is provided here:

Baugh & Roberts (1994) studied professional and organizational commitment among engineers in relation to job performance and satisfaction and revealed that individuals high on both forms of commitment were also high on level of satisfaction and performance. Hung & Liu (1999) depicted that stay-back is the factor which is most highly and significantly related to commitment. Apart from this, the other factors like marital status, age and tenure were also found to be significantly related to commitment. Bogler & Somech (2004) examined the distinctive relationship of teachers' professional and organizational commitment with participation in decision making and with organizational citizenship behaviour. It was inferred that participation in managerial domain was positively associated with both the professional and organizational commitment, whereas; participation in the technical domain was positively related with only teachers' professional commitment. Choudhury (2007) indicated that no significant relationship exists between professional awareness and job satisfaction of college teachers. The factors like type of institution and educational qualification of teachers at higher level did not seem to have any bearing on relationship between professional awareness and job satisfaction. Usha & Sasikumar (2007) revealed that teacher commitment is the best predictor of job satisfaction among school teachers. Shukla (2009) demonstrated a high positive relation between professional commitment and job satisfaction but the relation between teaching competence and job satisfaction came to be positively very low for most of the dimensions and for some of the dimensions, negative relation was observed. Sylvester (2010) held that the factors like gender, location of institute, educational qualification and years of teaching experience of teacher educators have no impact on their attitude towards teaching profession as well as level of job satisfaction.

From the aforesaid discussion, it is clear that there is acute shortage of studies related to professional commitment of teacher educators while studies on attitude towards teaching, job satisfaction level and other socio-psychological characteristics are abundant in number both in India and abroad but most of such studies have been carried out either on secondary school teachers or college teachers. None of the studies have been carried out on professional commitment of "teachers of teachers". Hence, the present study was undertaken to find out different factors that influence professional commitment of teacher trainees. Commitment was presumed to be a natural ingredient of teaching from its very beginning.

NCTE (1998) emphasised the need for quality teacher education in terms of competency based and commitment oriented teacher education. It is presumed

that if teachers acquire professional competencies and commitment, it will result in sound teacher performance. In the functional sense, professional commitment on the part of teacher-educators essentially consists not only in doing their best for introducing teacher-trainees to the competencies that they would need as teachers in school, but also practically inspiring them to inculcate values of the teaching profession.

According to above research reviews and NCTE (1998) one-year B. Ed. model has been in existence for many years in our country, needless to say, it does suffer from many lacunas, which need immediate improvement. The existing one-year B. Ed. model has the following shortcoming:

- a. Duration of one academic year is inadequate to meet the challenges of new thinking in teacher education.
- b. Teaching practice/ Internship in Teaching provided is not sufficient to inculcate all teaching skills.
- c. Theoretical and practical orientation offered is insufficient to meet the challenges of professional preparation.
- d. Research component is sadly and badly missing in the field of teacher education.

Overhauling and Revamping of TPP

If we want that TPP generate committed, competence and performance based teacher trainees then competency, commitment and performance area, of the existing curriculum needs to be analyzed. Whenever certain unit of curriculum is taken up for transaction, its relationship to commitment and performance has to be examined. Such an approach would provide an opportunity to the training institutions to prepare teachers who are not only competent but also committed and both these aspects are reflected in their performance leading to higher learning attainments by all children. For this type of development we require to stress on the following points:

a) Enhancing the Quality of Practice Teaching

Practice teaching has been conceived as the most powerful intervention in the teachers' professional preparation. At present practice teaching is neither taken seriously nor is it supervised sincerely and systematically (Chaudary, 2002). The most commonly accepted factors responsible for the degradation of quality of practice teaching are indifferent attitude of the supervisors towards supervision of the lesson; lack of cooperation and support from practice schools; the departments being run with skeleton staff and hence a greater reliance on visiting or guest faculty; wider variation in teaching practice from institute to institute; disagreement among teacher educator on different issues (Nagpal, 1999).

The above discussion implies that a few measures like organizing practice teaching after sufficient orientation; development of teaching skills through microteaching; orientation in peer group observation programme; freedom to experiment with innovative techniques; systematic supervision of practice teaching through observational schedule; follow-up discussion with the pupil teachers; and writing objectives comments are required.

B) Increasing Duration of Teacher Education Programme

The existing duration of teacher education programme for elementary and secondary stages is inadequate for producing quality teachers. The short span of the teacher preparation programme does not allow teacher trainees to understand and realize the full significance of the theoretical and practical aspects of the course. Since the last fifty years, several committees and commissions and research studies have been recommending increasing the duration of elementary and secondary teacher education programmes. The NCERT has been implementing a four-year integrated teacher education programme in four RIEs since 1960; Delhi University has introduced a four-year programme B.EL.ED (Bachelor of Elementary Education) in its six colleges as per the recommendation of the Yash Pal Committee. The NCERT has also introduced a two-year B. Ed programme in its four RIEs since 2000. Furthermore, research conducted by Sen Gupta et. Al(2002) revealed that the two-year B. Ed programme would provide more effective training than the one at present and also help pupil teachers to gain proficiency in content and methodology. NCTE has also finalized the syllabus and calendar of activities of two-year B. Ed programme (2006).

Thus, there is a dire need that regulatory bodies in the field of teacher education like NCTE should introduce two-year B. Ed and four-year B.EL.ED. programme for without further delay and affiliating universities should strictly initiate steps to enforce rules and regulations especially which are related to welfare of teacher-trainees. This initiation will be a great boon and boost for enhancing the professional commitment and competencies among teacher- trainees.

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