CHAPTER I

INTRODUCTION

1.1 PROLOGUE

*Teaching is the one profession that creates all other professions.*

*Anonymous*

Teachers are an extremely important facet of any society for a number of reasons. Teachers educate the youth of society who in turn become the leaders of the next generation of people. Teachers teach and impart knowledge upon children in their most impressionable years. They are children’s first guides to learning and lead them gently into the world of learning. Experience says that children learn from their teachers at a young age, and it often stays with them in some aspect for the rest of their lives. So, teachers certainly play an important role & have a significant mark on the development of students of all age groups. Teachers teach students and help them to develop their knowledge and skills so that they can go on in life and be responsible and productive members of society.

Education is the ability to meet life’s situation, it is a character building process, enhancing one’s personality and making him/her rational, capable, responsive and intelligent.

The right of every child to quality education that enables him or her to fulfil his or her potential, realize opportunities for employment and develop life skills is enshrined in the Education for All policy framework for international commitment to education. First set out in Jomtien in 1990, this commitment was renewed ten years later in Dakar (April 2000), with the pledge to achieve six EFA goals in 2015.
15 years back global leaders committed themselves to the UN Millennium Goals in order to eradicate poverty. One of the goals is to achieve Universal primary education. The present UN report states that, Ninety per cent of children in developing regions now enjoy primary education, and disparities between boys and girls in enrolment have narrowed. Yet the job is unfinished for millions of people – we need to go the last mile on ending hunger, achieving full gender equality, improving health services and getting every child into school. Now we must shift the world onto a sustainable path.

The January 2009 Document of The World Bank on Secondary Education In India: Universalizing Opportunity by Human Development Unit South Asia Region in its conclusion states, the number of Grade 8 graduates is projected to increase from 16 to 22 million per year between 2007 – 2017, and that the total number of secondary students (grades 9 – 12) is projected to increase from roughly 40 to 60 million over the same period, the way forward must be planned. By 2020 India is to be the largest populated country of 21 years olds – They are in school today.

Thus along with elementary education, India needs to also focus on secondary school education. The next four to five years will be the critical period to make the necessary long-lead time investments—in curriculum and textbook development; teacher education and training; educational technology development; improved teacher management and accountability; student assessment and examination reform; and enhanced quality assurance mechanisms – that are needed in order to strengthen the foundation for more rapid expansion of secondary education.” (Document of the World Bank, January 2009, Secondary Education in India: Universalizing Opportunity pg.9 & 18)

There is a growing demand from society at large for schools and teachers to become more accountable for student achievement, student safety and well-being. Capacity building of
Teachers, Principals and also that of School as an organization is required. Proper Human resource management and development interventions are necessary. Thus, a new competency-based, accountability-driven system of education is needed. The need to address the ‘capacity’ of schools to lead themselves and become self-developing forces is now.

Qualified and motivated school teachers are critical to the success of reforms of education. No educational reform has achieved success without teachers committing themselves to it.

As the saying goes “Destiny of a nation is determined in the classroom”, it is time to realize that the destiny of the classroom is determined by the teacher”. Teacher effectiveness depends on how well a teacher performs in the classroom, and this is dependent on how competent the teacher is. The literature (Chapman and Mählck, 1997, Kanu, 1996, Châu, 1996) emphasises the importance to the performance of the pupils of the quality of teacher who has well developed subject knowledge, pedagogical content knowledge and curriculum knowledge, thus imperative is the teacher competency.

Competence is usually associated with highly professional performance and there is a direct link in the field of education between a teacher’s professional competence and pupil performance.

Competency of teachers who are expected to produce students of high calibre assumes a lot of importance in the era of knowledge society. Competencies are characteristics, skills, abilities & knowledge an individual requires that impact performance & success in the job. Competencies are not “fixed”-they can be developed with effort and support. Because different jobs have different demands, the competencies that contribute to outstanding performance differ as well. Successful Organisations have HRD practices that are centred on competencies.
This is gaining importance in the education sector too. For e.g. the teaching competency model forms the bedrock of Singapore’s Enhanced Performance Management System (EPMS) which is considered one of the success factors of Singapore’s educational programs worldwide. (By Lucy Steiner, June 2010, *The Singapore Model: Using Competency-Based Evaluation to Drive Teacher Excellence lessons from Singapore.*)

Amongst the many factors influencing education quality, it is widely recognized that teachers play a crucial role, and some even argue that teacher quality is the most influential school-based factor affecting student achievement. Researchers, policy makers, programme designers and evaluators, therefore, are looking for ways of understanding teacher quality and learning and promising teacher improvement programmes.

1.2 TEACHER EDUCATION IN INDIA

Teacher education was largely in the public sector and teacher education institutions were regularly monitored for maintaining quality. With privatization and liberalization in the field of education, the share of self-financing teacher education institutions in the sector of teacher education institution has become disproportionately large.

The unprecedented expansion of teacher education institutions and programmes during the past few years characterizes the teacher education scenario of today. With the demand for competent teachers far exceeding supply, market forces have taken over causing unprecedented rise in the number of teacher education institutions in most parts of the country. It has also led to a large scale mushrooming of teacher education institutions. (NCFTE 2009, Pg. 5)

According to the Justice Varma commission report, the NCTE, even as a statutory body, has not been able to control the proliferation of sub-standard teacher education institutions due to its inability to enforce the prescribed norms and also inability to continuously supervise the
institutions recognised by it. This has led to commercialization of teacher education in the country, thereby adversely affecting the quality of teacher education. (http://www.teindia.nic.in/)

It has been accepted that, Teacher education as a whole needs urgent and comprehensive reform. There is need to bring greater convergence between professional preparation and continuing professional development of teachers at all stages of schooling in terms of level, duration and structure.

Along with EFA and UN Millennium Goals, two significant developments particularly, the National Curriculum Framework 2005 and the Right of Children to Free and Compulsory Education Act 2009 as well as the fundamental tenets enshrined in the Constitution of India have guided the development of the NCFTE 2009 Framework. The RTE 2009 has propelled us to accept that there is a need to focus on teachers’ competencies and competence standards and that, if teachers’ competencies are enhanced, quality of education will improve.

The country has to address the need of supplying well qualified and professionally trained teachers in larger numbers in the coming years. At the same time, the demand for quality secondary education is steadily increasing. It is recommended that the aim should be to reach universal secondary education within a maximum of ten years. Given the problems of inadequate quality in most secondary schools and poorly equipped teachers, the need for addressing the professional education of secondary teachers acquires great importance. (NCFTE 2009, pg. 1)

It is accepted that, if teacher education institutions could be organized on right lines and become dynamic centres of progressive educational movements, the whole task of educational reconstruction would be greatly facilitated.
Justice Verma Commission undertook an in-depth study of Teacher education institutions in India and made the following recommendations:

1) Current teacher education programmes (TEPs) may be re designed keeping in view the recommendations in the National Curriculum Framework for Teacher Education (NCFTE, 2009-10) and other relevant material. Every pre-service teacher education institution may have a dedicated school attached to it as a laboratory where student teachers get opportunities to experiment with new ideas and hone their capacities and skills to become reflective practitioners.

2) All existing teacher training institutions imparting in service teacher education need to be strengthened. In particular, the decentralized structures of BRCs and CRCs be strengthened with provisions for human and physical resources to enable them There is an urgent need to develop comprehensive programmes for continuing professional development of secondary school teachers. Towards this, existing institutions arrangements have to be significantly enhanced, along with strengthening of CTEs and IASEs. Besides, some post graduate colleges and Department of Universities may also function as training centres, especially for secondary school teachers, as well as for educational planners and administrators to perform effectively. Similarly, the DIETs and SCERTs also require strengthening.

Thus, teacher preparation and development system in India requires substantial strengthening to meet the urgent demand for large numbers of qualified teachers in elementary and secondary education in order to meet the 21st century learning requirements.

Many nations around the world have undertaken a wide range of reforms of curriculum, instruction, and assessments with the intention of better preparing all children for the higher educational demands of life and work in the 21st century.
The 21st century skills are a set of abilities that students need to develop in order to succeed in the information age. Table 1.1 indicates 3 categories of skills students require to develop

**TABLE 1.1: 21ST CENTURY SKILLS FOR STUDENTS**

<table>
<thead>
<tr>
<th>Learning skills</th>
<th>Literacy Skills</th>
<th>Life Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Thinking</td>
<td>Information Literacy</td>
<td>Flexibility (in thought &amp; action)</td>
</tr>
<tr>
<td>Creative Thinking</td>
<td>Media Literacy</td>
<td>Initiative</td>
</tr>
<tr>
<td>Collaborating</td>
<td>Technology Literacy</td>
<td>Social Skills</td>
</tr>
<tr>
<td>Communicating</td>
<td></td>
<td>Productivity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Leadership</td>
</tr>
</tbody>
</table>

(Retrieved from http://thoughtfullearning.com/resources/what-are-21st-century-skills)

The above mentioned 21st century skills requirements of students gives rise to the question, ‘What teacher preparation programs are needed to prepare teachers who are ready to teach well in a 21st century classroom?’

Various frameworks have been developed to systematize the skills that young people need to be successful in this rapidly changing world and to identify the competencies which teachers need, in turn, to effectively teach those skills to their students. Most educationally developed countries are working continually to set teachers competency framework and/or standards. Competence standards been said to either work as a control mechanism, or as an empowerment tool.
1.3 TOWARDS COMPETENCY BASED TEACHER EDUCATION (CBTE)

Changing trends in HR & Education, theoretical and conceptual frameworks of teacher education- both pre-service and in-service, the 21st century learning needs of students and the concept of schools as learning organisations, show that teachers need continual professional development.

USAID paper clearly indicates the time for competency based capacity building programs for teachers has come. The time has come for India to adopt competency based teacher training & development & evaluation.

The teacher education system through its initial and continuing professional development programmes is expected to ensure an adequate supply of professionally competent teachers to run the nation’s schools. Initial teacher education especially, has a major part to play in the making of a teacher. It marks the initiation of the novice entrant to the calling and as such has tremendous potential to imbue the would-be teacher with the aspirations, knowledge-base, repertoire of pedagogic capacities and humane attitudes.

It is found that, teachers teach the way they do, not just because of the skills they have or have not learnt, but because how they teach is also rooted in their background, attitude, value system, and belief-the kind of persons they are.

At the heart of teacher education is the question ‘What value does teacher education add to the prospective teacher’s ability to face challenges of facilitating the development of critical and creative students and subsequently adults?’ Teachers need to be prepared to care for children, enjoy to be with them, seek knowledge, own responsibility towards society and work to build a better world, develop sensitivity to the problems of the learners, commitment to justice and zeal for social reconstruction. Teachers need to view learners as active participants in their own
learning and not as mere recipients of knowledge; need to encourage their capacity to construct knowledge; ensure that learning shifts away from rote methods. Learning is to be viewed as a search for meaning out of personal experiences and knowledge generation as a continuously evolving process of reflective learning.

The demands placed on teachers in the 21st century are high: Teachers need to be well-versed in the subjects they teach in order to be adept at using different methods and, if necessary, changing their approaches to optimize learning. They need a rich repertoire of teaching strategies, the ability to combine approaches, and the knowledge of how and when to use certain methods and strategies. Such strategies should include direct, whole-group teaching, guided discovery, group work, and the facilitation of self-study and individual discovery. They should also include personalized feedback.

Importantly, teachers also need to have a deep understanding of how learning happens, in general, and of individual students’ motivations, emotions and lives outside the classroom, in particular. Teachers need to be able to work in highly collaborative ways, working with other teachers, professionals and para-professionals within the same organization, or with individuals in other organizations, networks of professional communities and different partnership arrangements, which may include mentoring other teachers. Last, but not least, teachers need to acquire strong skills in technology and the use of technology as an effective teaching tool, to both optimize the use of digital resources in their teaching and use information-management systems to track student learning.

Thus teachers need training and development programs that are holistic in nature, incorporating personal and professional competencies.

Teachers matter both, to students and school’s development. To study this further, the Researcher developed OD intervention strategies that help to enhance the abilities, skills &
knowledge of teachers (HR) and take a step forward in a competency based teacher development program.

1.4 NEED OF THE STUDY

The demand for quality secondary education is steadily increasing. It is recommended that the aim should be to reach universal secondary education within a maximum of ten years. Given the problems of inadequate quality in most secondary schools due to poor infrastructure and insufficient and poorly equipped teachers, the need for addressing the professional education of secondary teachers acquires great importance. (NCFTE 2010)

From the number of studies reviewed, it is evident that the major thrust is on conducting competency based teacher training programs in order to improve their performance. The review of related literature brought out the following needs and requirements:

- The field of OD in Industry encapsulates a number of established interventions each with its unique foci and potential value add, none were found to sufficiently address teachers’ competencies / HRD in the field of education. This gap in the OD literature and practice signifies the need for HR intervention in schools as organisations.
- Pre-service teacher education institutions vary in quality and so does competency development of teachers who graduate as it ranges from poor to excellent.
- Teachers have a critical role in ensuring better outcomes for student learning. Good teacher preparation enables the teacher to develop an effective style of instruction, based on the pupil's background knowledge, experience, and environment, as well as learning goals set by the student and teacher. Also, developing teachers into effective instructors requires addressing pre-service and in-service training as a continuum.
• Teachers want to have some say for their own professional learning, i.e. project their own self-development needs; and also feel the need to experience one professional development programme at a time. Teachers want to have sufficient support after in-service training and/or CPD programs in the form of follow-up sessions to ensure that changes in teaching practice are best sustained.

• A holistic approach to training & development that includes follow up in terms of classroom observations and quality circles with teachers to verify effectiveness on field (school)

• Research has shown that Incompetence in teaching involves one or more of the following factors: Poor classroom organization, Lack of knowledge of the subject-matter, Poor methodological competencies, Ineffective use of languages, Poor planning and preparation of lesson plan, Lack of motivation competencies, Poor material utilization competencies, Poor construction and employment of various evaluation techniques and Lack of interaction competencies.

• In-service programmes have to be redesigned to provide classroom support to teachers and to conduct interactive sessions based on teachers’ needs and concerns.

• School managements have to consider improving the alignment between school development plans and a teacher’s individual goals as they, the teachers felt that their personal development needs are not adequately met. It was found that individual researchers have covered personal effectiveness and efficacy competencies through teacher training programmes both at the pre-service and in-service stage. The results show that it positively affects classroom management and student performance and it affects teachers’
job productivity. Yet, these competencies do not get integrated into annual training programmes.

The researcher had undertaken a quality improvement programme in the year 2005, which was executed over a period of 4 years, with an aim to supporting a rural organization to build characteristics of a learning organization.

A number of and varied types of activities and interventions were introduced. There was a considerable amount of progress made in various projects and activities. The success of these was seen in qualitative and quantitative terms. Although a top down approach of Human resource management and development was adopted, the OD interventions were not specifically based on competencies. But, the small successes that the researcher and the organisation experienced convinced the researcher of the need to develop research based interventions that would stand the test of time.

More experimental research is needed to shed light on the nature and process of ongoing teacher learning, school improvement and student learning. The old saying that teachers are born and not made cannot be accepted at the present time. As a modern, well – trained teacher one must first learn what and how to teach each child, one has to develop the professional competencies needed for teaching.

1.5 RESEARCH QUESTIONS

A) Human Resource Practices in schools

1. What are the present Human Resource practices in schools in terms of:-

   a) Recruitment

   b) Orientation & induction programs
c) Routine staff management methods

d) Training& development programs

B) Need Analysis

1. What personal & professional competencies are perceived by teachers as developed through pre-service training programmes?

2. What personal & professional competencies are perceived by Principals as developed through pre-service training programmes?

3. What personal & professional competencies are perceived by teachers as developed through in-service training programmes?

4. What personal & professional competencies are perceived by principals as developed through in-service training programmes?

5. To what extent do teachers perceive personal & professional competencies as being developed through in-service professional development programs

6. What were the topics covered through in-service programs in the last 2 years?

7. What competencies do teachers perceive as need to be developed through pre-service and in-service training programmes?

8. What competencies do principals perceive as being significant and need to be developed through in-service programmes?

C) Personal competencies

1. Does the Competency based teacher training program help teachers to enhance their competencies of Self-awareness and help them to identify their strengths, weakness, opportunities & challenges along with an action plan for self-improvement?

2. Does the Competency based teacher training program help teachers to enhance their competencies to manage time effectively?
3. Does the Competency based teacher training program help teachers to enhance their competencies to manage change and participate in new initiatives?

D) Professional competencies

Does the Competency based teacher training program enhance the following competencies of teachers:

1. To manage students’ behaviour & learning
2. To plan and manage resources in order to achieve expected learning outcomes
3. To manage interpersonal relationships with colleagues, students and parents
4. Of framing questions & questioning techniques in order to stimulate higher order thinking skills in students
5. To provide specific and precise feedback to students, colleagues and parents in order to enhance student development

1.6 STATEMENT OF THE PROBLEM

Teachers are considered as the key resource persons in school, responsible for students’ learning outcomes and are also responsible for making schools as learning centres. If this is accepted universally by all, then, how can we enhance HR practices in school in terms of teachers’ training & development? Can this be done by focusing on teachers’ personal & professional development needs through competency based capacity building training programs? Will these well planned & implemented training programs facilitate Organisational development? If yes, how can in-service competency based teacher training programs be conceptualised and implemented effectively so that they come to be regarded as OD intervention strategies?
Research questions, the review of literature and the above concerns led to the statement of problem for the present study: “Enhancing Human Resource practices in Schools through an Organisational Development Intervention Strategy.”

1.7 VARIABLES OF THE STUDY

For the present study, following variables will be considered:

**Dependent variable:**

I. Personal Competencies in terms of Personal effectiveness which includes Self-awareness, Time management and Change management.

II. Professional Competencies in terms of Classroom Management which includes Student Management, Resource Management, & Communication.

**Independent variable:** OD intervention programs. (Competency based programs).

1.8 OPERATIONAL DEFINITIONS OF THE TERMS

1) **Human Resource Practice:** For the present study Human Resource Practices are defined as the procedures followed by an organisation for planning and implementation of teacher training programme for the development of teaching staff.

2) **OD Intervention program:** It is defined as the competency based program in terms of personal and professional competencies of teachers, so as to enhance the performance of teachers in an institution.

3) **Competencies:** Competencies are defined as skills, knowledge and behaviour which a teacher requires to perform his or her job that makes them effective. For the present study
two competencies have been identified—Personal in terms of Personal effectiveness and Professional in terms of Classroom Management.

4) **Personal competencies**: It is defined as the extent of teachers’ self-awareness time management and change management skills.

   a) **Self-awareness** of Teachers is defined as the extent to which one identifies his/her strengths & areas of improvement and takes appropriate action to learn and grow.

   b) **Time Management** is defined as the teacher’s ability to plan & organise available time and complete tasks related to teaching-learning process effectively.

   c) **Change management** is defined as one’s ability to accept new policies, regulations and practices, willingness to participate in new activities & respond to changes effectively.

5) **Professional competencies** are considered in terms of the ability of a teacher to manage students, resources and communicate effectively.

   a) **Student management** is defined as teacher’s ability to create groups and group learning plans; set expected standards of behaviour; to monitor the students, pay attention to classroom arrangement and display so as to create a healthy learning environment.

   b) **Resource management** is operationalized in terms of a teacher’s ability of lesson planning, create required learning sheets, audio-video aids or adapt/adopt existing ones to enable achievement of learning outcomes.
c) **Communication competencies** are operationalized in terms of teacher’s Questioning, Feedback and Interpersonal competence to be measured through performance appraisals and observation and feedback.

d) **Questioning competence** is defined as the ability of a teacher to use Questions to stimulate students, to process & reflect on content, think critically about the content & use the content in solving problems,

e) **Feedback competence** is the ability of teacher to give precise inputs to parents regarding their ward’s progress; to provide precise inputs to students, for improvement and to give accurate inputs to colleagues to enhance student development.

f) **Interpersonal competence** is defined as a teacher’s ability to listens to others, sets a dialogue and respects the other’s opinion, Use appropriate language when addressing students, parents, or colleagues and respect the rules of written language in documentation.

1.9 **AIMS OF THE STUDY**

- To study Human Resource practices in school.
- To study the discrepancy in the expected and developed competencies through pre-service teacher education programme as perceived by principals and teachers.
- To study the discrepancy in the expected and developed competencies through in-service teacher education programme as perceived by principals and teachers.
- To develop Organization Development intervention programs.
- To study the effectiveness of Organization Development intervention programs on teachers in terms of personal and professional competencies.

1.10 **OBJECTIVES OF THE STUDY**
• To study Human Resource practices in terms of:
  
  a) Orientation & induction programs
  
  b) Routine staff management methods
  
  c) Training & development programs

• To study the discrepancy in the expected and developed personal competencies namely; Self-awareness, Time management, Change management, through pre-service and in-service training programmes as perceived by principals and teachers.

• To study the discrepancy in the expected and developed professional competencies namely; Student management, Resource management, Interpersonal competence, Questioning, and feedback competence through pre-service and in-service training programmes as perceived by principals and teachers.

• To develop OD intervention programs for personal competencies and professional competencies of teachers.

• To study the effectiveness of OD intervention programs on personal competencies in terms of: a) Self-awareness b) Time management c) Change management

• To study the effectiveness of OD intervention programs on professional competencies in terms of a) Student management b) Resource management c) Communication competencies which includes questioning, interpersonal and feedback competence of teachers.

• To study the teachers’ reflections on OD intervention programme.

• To study the change in teachers classroom behaviour.
1.11 TESTING THE HYPOTHESES OF THE STUDY

To study the Effectiveness of the OD intervention programs quantitatively, the following hypotheses were formulated.

H1: There is significant development in teachers’ personal competencies in terms of a) Self-awareness, b) Time management and c) Change management after the OD intervention programme.

H0: There is no significant difference in the pre and post test scores on personal competencies of teachers in terms of a) Self-awareness b) Time management and c) Change management of teacher after the OD intervention programs.

H1: There is a significant development in teachers’ professional competencies in terms of a) Student management b) Resource management c) Interpersonal competence d) Questioning and e) Feedback competence after the OD intervention programme.

H0: There is no significant difference in the pre and post test scores of professional competencies of teachers in terms of a) Student management b) Resource management c) Interpersonal d) Questioning e) Feedback competence of teachers after the OD intervention programs.

1.12 SCOPE AND DELIMITATIONS OF THE STUDY

- The present study has been restricted only to the schools in Mumbai affiliated to Maharashtra State Board.

- The present study has been conducted only with secondary school teachers
The present study focuses on only one of the many HR practices as on organisation development interventions program i.e. Training & Development of teaching staff.

It deals with Personal Competencies which includes Self-Awareness, Time Management & Change Management. The other Personal Competencies of initiative, integrity, understanding environment, social responsibility, resilience etc. are not considered for the present study.

The present study focuses only on professional competencies of student management, resource management & communication skills. Other professional competencies like subject mastery, technology, innovation, teamwork ability etc. are not considered.

1.13 SIGNIFICANCE OF THE STUDY

The present study contributes towards developing training programs that will support inclusive growth and development of an institution/school. It will provide School Managements with an insight into the importance of Human Resource practices for Organizational Development.

The findings will also helpful to various regulatory bodies like State Board, MPSP, SCERT & semi-government bodies like YASHADA who organise in-service training programs for teachers under SSA or RMSA. The study will put forth the need to develop competency based training programs. The findings of the study shall highlight need to identify and map teacher competencies.

It will also help Principals and Managements of schools to organise similar HR based intervention of competency based in-service training & development for OD.

The study will be helpful to curriculum designers, so that, Pre-service education programs can also incorporate competency based interventions for development & improvement of student teachers & enhance their performance.