Chapter-1

INTRODUCTION
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1.1 SECONDARY TEACHER EDUCATION

The first citizen of India, Dr. A.P.J. Abdul Kalam, while envisioning India of 2020, observed - “Spirit of inquiry, creativity, entrepreneurial and moral leadership are the capabilities central to nation building in a democracy. Educators should develop in our children these capacities and make them autonomous learners who are self directed and self controlled.”

The need of proper teacher education is now universally recognised and strongly emphasised all over the world. Globally, there is overwhelming concern regarding the quality and relevance of education. Undoubtedly, the quality of school education is the direct consequence and outcome of the quality of teachers and the teacher education system. In this context, the importance of the quality of teachers in improving the quality of education is far beyond question. Therefore, quality improvement of our teacher education programme is one of the indispensable aspects of educational reforms.

The beginning in this connection was made from the times of Johann Heinrich Pestalozzi (1746-1827) who as a teacher and as an educational thinker, beamed out with the idea that teaching must be recognised as a profession. The history of educational thought and reports of Education Commission (1964-66), show that it did take sometime for teachers and educationists, almost all over the world, to realise the essential importance of pestalozzi’s view.

The history of emergence of different professions, reveals that once an area of work begins to be recognised as a profession, the need of
specialised training and courses for its work also begins to be emphasised and highlighted. This kind of development also took place, naturally, rightly and inevitably, in the field of education particularly at the school level. As years after years rolled past, teacher institutes began to be established. The 20th century saw a phenomenal development of such institutes in most of the countries of the world and particularly in countries that have attained the status of developed Nations. In India, teacher training institutes, now named as colleges of education, came to be established almost everywhere during the course of the 20th and the beginning of 21st century. In the state of Punjab there is hardly any district, which does not have institutes or colleges of teacher education.

Undoubtedly for improving the quality of education in schools, establishment of institutes or colleges of education is the first prerequisite. But establishing such institutions in itself is not enough. What essentially matters is the quality of education that is imparted to teacher trainees in these institutions. Further, the quality of school education is indispensably linked to the quality of teacher education. From this angle the paramount need is to constantly improve the quality of teacher education keeping in mind the changing educational needs of the society. If teacher education has to be of high quality it will have to be kept congruent with the educational needs and aspirations of the society. We can hope to have teachers in our schools who can ensure the fulfilment of the needs of quality education and qualitative aspects of school education at all its levels.

The Education Commission (1964-66) stressed that in a world based on science and technology it is the education that determines the level of prosperity, welfare and security of the people, and that a sound programme of professional education of teachers is essential for qualitative improvement of education. It is aptly said that no society can go higher than the level of teachers. The Education Commission emphatically held “the quality, competence and character of teachers to be
the most significant factor influencing the quality of education and its contribution to national development”.

In institutes or colleges of education, the trainees get introduced, along with many other things, to sundry teacher competencies required for working with optimum proficiency and dedication in schools. Further, they obtain not only the knowledge of the ingredients of these competencies but also have opportunities to develop and exercise them in schools particularly during days of practice of skill-in-teaching. In institutes and colleges of education, teacher trainees also have the opportunity to get them sufficiently acquainted with the implications of basic values of life. They also have the opportunities for first hand experiences of various performance areas with which teachers operating in schools have to grapple.

In recent years, the whole edifice of quality school education has crumbled concurring with the deterioration of Teaching, Teachers and Teacher Education. The contemporary model of teacher education though has grown manifold over the decades but is overshadowed by severe criticism for being static and unresponsive to the emerging challenges of the present time. There is a growing feeling that teacher education is not effective in turning out efficient teachers and this concern is adequately reflected in the National Policy of Education (1986) and the Programme of Action (1992). The knowledge, skills and methodologies propagated by the system remain alien and never get assimilated in the school system. Teacher education continues to be viewed in isolation, disconnected from other factors that shape the role and performance of a teacher.

Secondary Education occupies a very critical place in education, not only because the children become more mature and develop additional psychological characteristics but also because of its special educational functions. Its curriculum becomes enrich and stands in the mid-way of elementary and senior secondary schools. Further it is an independent stage of education for the majority of students who prefer to enter into life.
The teachers are expected to play somewhat different role and prepare students who prefer to enter into life. The National Council for Teacher Education in its document of 2004/77 enumerated that this transformation requires teacher education rich in content to realise the following objectives:

- To empower the pre-service teachers to adopt disciplinary approach in teaching and to develop among students interest in such studies.
- To enable them to understand the implications of liberalisation, privatisation, globalisation (LPG) free market, WTO and Outsourcing on education and adopt precautionary measures against their unhealthy effects on India.
- To train them in the use of ICT (Information Communication Technology) and its advantages and disadvantages.
- To curtail the educational and cultural gap between the rich and the poor and the schools meant for them by adopting suitable educational approaches.
- To develop among the pre-service teachers love for Indian culture, and its contribution to the world and thus to strengthen a sense of national pride and identity.
- To enhance their professional commitments, teaching competencies and performance skills for the subjects they have to teach, using appropriate aids including ICT, organise supplementary educational activities and elicit community cooperation.
- To empower student teachers not only to understand the nature of subjects but also the unity and integrity of knowledge.
- To prepare them for the development of personality, inculcation of values, fostering the spirit of citizenship and patriotic feeling.
- To enable the pre-service teachers to orient and sensitise the students with care and caution about Life Skill education, HIV / AIDS preventive education, reproductive health etc.
- To develop among them the capacity for undertaking action research for improving the quality of education for the solution of its problems and to evolve the culture specific and community oriented pedagogy.
➢ To help them build happy and healthy school and community relationship and promote interest in life long learning.
➢ To make them understand the main thrust of the curriculum and develop transactional and evaluational strategies for the same.
➢ To enable them to integrate yogic, health, physical, aesthetic and inclusive education with other educational activities.
➢ To acquaint them with India’s ‘unity and diversity’ and adopt curriculum development practices to strengthen them.

Further, the curriculum for the Secondary School teacher education course has to be developed keeping in view the considerations of, objectives of secondary education / teacher education, curriculum, syllabus and availability of teaching - learning materials including ICT, requirements of the regional conditions and the main stream of nation’s, necessity to improve the standard and quality of school education, and. utilisation of the locally available resources.

Teacher - trainees will not only acquire proficiency in the planning of lessons and their delivery but also learn the practical management of the class to arrange and organise school assemblies, prayers, observe cleanliness of the students and the school premises, proper sitting arrangement for students.

1.2 QUALITY TEACHER EDUCATION AT SECONDARY LEVEL

The Kothari Commission (1964-66) pointed out "The essence of a programme of teacher education is” quality" and in its absence, teacher education becomes not only a financial waste but a source of over all deterioration in educational standards." A programme of highest importance therefore is to improve the quality of teacher education, which can be done through contents of courses of using improved methods of teaching which have greater scope for self study and discussion, and improved methods of evaluation which include continuous internal
assessment of practical and sessional work as well as practice teaching. Hence, it is rightly said and believed that the quality of teachers determines the quality of education, which in turn transforms the society and its future too, because pupils of today are the future leaders and guardians of the society and humanity.

Quality is elusive to define; it has been described as a degree of excellence and superiority in kind. Depending upon the viewpoint of the stakeholders in education, quality is viewed in terms of highest standards, consistency, fitness for purpose and value of money (Green and Harvey 1993).

Quality assessment is the evaluation of teaching and research in a specific subject, Caldor (1994). However, it is often used in a sense of evaluation of an institution for overall performance using both internal and external procedures. For effective quality assurance, it is necessary to devise internal mechanism to monitor activities, identify drawbacks and undertake measures that will improve performance.

Ideally, an investment in teacher quality starts at the preparatory and earliest stages of a teacher's career and it has to be continuous throughout a professional lifetime. The time has come for break set by coming together to build a comprehensive model of teacher development that begins in pre-service and continues throughout a teacher's entire career by establishing system-wide norms and practices of professionalism, career-long learning, and inquiry into the practice of teaching... Ellen Moir & Janet Gless (2001).

Thus quality teacher education programmes act as a catalyst for and improving the preparation and training of teachers. Powerful new models of teacher education offer points of intersection where educators of the teachers and prospective teachers learn together as they reinvent the way teachers interact with one another. This kind of shared learning and collaboration is contagious. Hand in hand, which the prospective teachers
can transfer such culture to schools in providing high quality and equitable instruction for all students.

The need of the hour today is to focus on the quality of education in the country. But a consensus of some type if not exact on the definition of quality education has to be achieved first. One could define quality education, states Berlia, Chairperson - FICCI Education Committee (December, 2004), as the development of human potential through a continuous supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they will be required throughout their life times and to apply them with confidence, creativity and enjoyment in all roles, circumstances and environments. It constitutes the ability to think logically and analytically, to eke out an honourable living, to realize one's potential for self development through educational experience; and to acquire a discriminatory capability to appreciate and imbibe the emerging values of our times such as concern for ecology, equality, civility, harmony and cultural pluralism.

Looking at the issue of bench marking for quality in education, the opportunities will not convert into playgrounds of action unless the qualitative value is offered. It is not possible only for a handful of accreditation agencies like the NAAC and NBA in India, for example, to solely oversee the quality standards in education system adequately. Moreover, any quality system should involve the representation of all stakeholders. The concept of TQM in education in this context is important. It conceives of quality as dynamic, comprehensive, continuous process, directed to vision / mission / goals encompassing all the aspects (both vertically and horizontally) of the education process and all skate holders. From the various descriptions and discussions of quality, according to Mukhopadhyay (2001) the concept of quality and its meaning may be explained on the following basis
In terms of the perception of the consumer or the client.

In terms of manifest quality i.e., the product and process i.e., the intrinsic support.

In operational terms quality implies something special or a cut-off point.

In terms of an identified specification to be met absolutely.

In terms of meeting specified intentions.

In terms of value for money.

In terms of a qualitative change or continuous improvement.

The consumer is ultimately the best judge of a service. It is perhaps in this background that certification systems like CMM (Capability Maturity Model) in software industry and the ISO 9000 certificate in the manufacturing industry have been highly successful in self-regulation of quality that does not impose uniformity nor impinges on autonomy, nor these act as a disincentive for creativity. Similar models of quality assurance, self-regulation and total quality management (TQM) present in different sectors, could be looked into, adapted and adopted. The old traditional model where content was pre-eminent and the student was generally the passive recipient in the teaching learning process needs to be discarded. The very purpose of the teaching-learning process is to design opportunities so that each student can construct his / her own learning according to the individual's own world-view, learning-styles and capabilities. Hence the teacher's primary role should be to provide a meaningful opportunity for constructive learning. Instead of providing ready-made solutions to problems, teacher's role should be to create a series of questions in the students' mind so that they, individually or collectively, search for the solution. This constructivist approach will make each student a self-regulated learner. … (Berlia 2004).

To quote UNESCO, (1968)

"Education should provide the skills for 'learning to know, learning to do, learning to live together and leaning to be'. Thus education is the primary agent of transformation towards sustainable development and increasing
people's capacities to transform their visions for society into reality. Education not only provides scientific and technical skills, it also provides for the motivation, justification, and social support for pursuing and applying them. We need to foster through education the values, behaviour and life styles required for a sustainable future. Education for sustainable development has come to be seen as a process of learning how to make decisions that consider the long-term future of economy, ecology and equity of all communities. Building the capacity for such futures - oriented thinking is a key task of education.

At the international level further the UNESCO document "Learning: The Treasure Within" (1996) has taken a critical look at the total educational scenario of the worlds and made long range and meaningful suggestions. Teacher education under this dynamic, multi-cultural and universal background has to be revamped and reconstructed to meet the new challenges of the twenty first century and to play its role more effectively.

The latest report of the UNESCO entitled "Learning: Treasure Within" seems to have been based on an Indian dictum "Know Thyself" or know yourself (Atmanobiddhi). There is treasure capability in everybody, which needs to be explored and unfolded. This dictum has also been reiterated over the centuries through various works of the saints and seers, artists and poets of the country. The Chairman of the International Commission, which developed this document, is Jacques Delors and the entire report offers Learning to Know, Learning to Do, Learning to Live Together and Learning to Be. It also remind us about the Janayoga, Karmayoga and Tattwomasi and underlies the principles and perception of rishis and gurus of the ancient times who said Sahana Bhnaktu, Sahana Bhabantu. Our Vadic Culture also tells that one should know oneself as well as get noble thoughts from all sources (Ano-bhadra Kratu biswatah ). The UNESCO Report thus reinforces the Indian Vedic concept of self-knowing, self-learning, self-doing and learning to live together. The report states (P 194) to strive for excellence in education means to strive for richer curriculum, based on verifying talents and needs of the students, the realisation of each
student potential and nurturing of outstanding talent. It is also most important to ensure that teacher receive better training in how to teach such high level curricula.

1.3 CURRICULUM

The effectiveness of education to a large extent depends upon the manner in which it is imparted. A planned manner of education makes it more effective. This evinces or exhibits the importance of Curriculum in education. The term curriculum is derived from Latin word 'currere' that means 'to run'. The Readers Digest Universal Dictionary (1988) states that curriculum means all courses of study offered by an educational Institution. The Educationists have given different definitions to the term curriculum based on the emphasis placed by them on different features of ‘curriculum’.

The earliest efforts towards a systematic, logical explication of teaching-learning process, perhaps, were that of Herbart (1776-1841). His contribution is invaluable as he, for the first time, demonstrated through his practice that educational thought can be rendered into practice. This marked the beginning of discernment of teaching methodology as pedagogy.

Concept of Curriculum as a life related process can be traced as back as to John Dewey (1933) who furnished a theoretical framework to see teaching as a life related process. For him, the major criterion to emphasize in teaching was ‘to prepare students for effective social life’.

Curriculum was visualized from the point of view of children's experiences by Campbell (1930), who states that Curriculum is all experiences children have under the guidance of teachers. This view has been further endorsed by Ornstein & Hunkins (1988), who state that, "Curriculum can, however, be defined broadly as dealing with the
experiences of the learner. This view considers almost any thing in school, even outside school (as long as it is planned) as part of the curriculum."

Dave (1976) looks at curriculum from the point of Learning (behavioural) outcome and experiences. For him, “Curriculum consists of (a) objectives defined in terms of learning (behavioural) outcomes either process centred or product centred, (b) sequentially arranged content, (c) appropriate learning experiences and (d) tools and techniques of assessment and evaluation.” The most important point about curriculum is that it is a totality, a unity and not a bundle of separate components. The stepwise process is depicted below

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<th>Objectives</th>
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<td>Content</td>
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<td>Learning experiences</td>
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<td>Evaluation</td>
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The Curriculum is viewed by the NCERT from the point of planning and experiences. In its publication "Curriculum for the Ten Year School" (1975) it states, "Curriculum may be regarded as the sum total of all the deliberately planned set of educational experiences provided to the child by the school".

Curriculum according to Skilbech (1984) “refers to the learning experiences of the students, insofar as they are expressed or anticipated in educational goals and objectives, plans and designs for learning and the implementation of these plans and designs in school environment.”

These definitions point out a few significant features of curriculum despite their being different in respect of the emphasis each places. There is more planned experience provided to students than instructional process. These stress the 'plan', the 'programme', pointing to the pre-decisions involved. Some focus on the subject matter as basis of experiences, as subject matter based curriculum is the most tangibly discernible. Another feature
indicates a close link of learner with the curriculum as learning experiences are meant for the learner. This further suggests the links of learner and curriculum with the one that 'designs' the curriculum in most cases, the teacher.

The various aspects of curriculum can be discerned from these definitions. They are selection of learning experiences appropriate to the instructional objectives, implementing them as per a 'plan of action' as well as assessing the effectiveness. Thus the curricular details that a teacher decides refer to the nature, form and quantum of LEs and the modes of their transaction. These have to be dovetailed with the individual learner needs, on the one hand, and the macro goals of education and of the society, on the other. (NCTE publication 2003 / 76.)

Preparation of the third "National Curriculum Framework for School Education" was undertaken by the NCERT. This was undertaken mainly because of its concerns expressed for making necessary changes in the curriculum by the Programme of Action (POA) - 1992 and the Ninth Five Year Plan document (1997 - 2000) and secondly the professional view that a curriculum should be reviewed periodically to make it more responsive to developmental needs (National Curriculum Framework for School Education, 2000)

Curriculum, therefore, is taken in NCTE document 'CONCEPTUAL INPUTS FOR SECONDARY TEACHER EDUCATION THE INSTRUCITONAL ROLE' (2003/76) not static in terms of either its processes or its substance. It is viewed as dynamic and evolutionary. In safeguarding these features of curriculum certain documents and institutional structures acquire significant role, viz., National Policy on Education - 1968, 1986 and 1992 (revised), National Curriculum Frameworks of School Education (1975, 1988 and 2000) and the Constitution of India (1950).
Curriculum comprises of three broad phases, namely Curriculum development, Curriculum Transaction or its implementation, and Curriculum appraisal and review.

*Curriculum development* involves careful scrutiny of expectations and formulation of feasible and significant psychological, sociological and philosophical considerations into meaningful learning expectations for specific programmes.

*Curriculum Transaction or its implementation* is essentially the operational aspect. It involves all efforts to actually carry out curriculum decisions. In doing so, Nuthall & Snook (1973) have identified three distinct models: The behaviour - control or Behaviour modification model, the discovery learning model and the rational model.

The behaviour control model, which is also called stimulus - response view of teaching, consists of that set of concepts which controls the behaviour of the students and the conditions of learning. The discovery-learning model of teaching puts emphasis on the self-directed activities of learners. Discovery is a type of thinking in which the individual discoverer goes beyond the information given to new insights and generalisation. Discovery learning is viewed as the most powerful and effective kind of learning by Taba (1964) and Bruner (1966). The rational model is a non-psychological model, which stresses that the practices of teaching must be concerned with rationality and that these practices must be influenced by the logic of argument and justification.

The principal instructional modes that may be used in carrying on learning activities with students in a school situation include: Lecture and verbal presentation mode, Discussion cum questioning mode, Practice and drill mode, Viewing - listening - answering modes, Problem solving, Heuristic and discovery modes, and Laboratory and inquiry modes.
Curriculum appraisal and its review is a natural sequel to the other two, as the feedback obtained through assessment and review is of immense value in the further curricular decisions to be made. Seriven (1967) has introduced the concepts of formative and summative evaluation. Formative evaluation involves the improvement of educational programmes or products through the use of empirical research methodology for feedback to both the teacher and the learner whereas summative evaluation is concerned with evaluating the overall programme after it has been in operation. The summative evaluation is often based on tests of various sorts, student reaction to the instruction, and teacher's view concerning the effectiveness of instruction. In this regard National Policy Education (1986) postulated that there should be continuous and comprehensive evaluation that incorporates both scholastic and non-scholastic aspects of education, spread over the total span of instructional time.

In brief states NCTE's (2003) curriculum is a more comprehensive but operational formulation of the whole educative process and represents streamlining, selection, organisational and putting into practice several decisions, mobilising resources for these and continually ascertaining their relevance vis-a-vis societal expectations. Though the teacher works within the larger framework, this makes his curricular decisions most significant for achieving the educational goals.

In the present study the curriculum framework prepared by NCTE Curriculum (1998/36) has been extensively used. In fact, the study has been based on its two essential features of teacher's profile, namely competency and commitment.
1.3.1 NCTE's Teacher Education Curriculum Framework at Secondary level

This framework was prepared by NCTE Committee of experts in teacher education and later on approved by Joint Session of the UGC panel on Teacher Education and relevant committees of the NCTE. This committee observed that although nomenclatures have changed such as "Education" instead of "Training", the system in practice has by and large remained unchanged. The existing system is static and rigid and cannot cope with the new national goals. It provides the student-teacher very little awareness of the role education can play in transforming the present Indian society into a truly democratic socialist and secular society that we wish to build up in the country. Vitality and realism were lacking in the curricula and the programme of work continued to be largely traditional. The teacher-educator fails to impress upon the trainee about their usefulness and applicability even in a limited area like methods of teaching as he himself rarely uses any method other than "talk and chalk" method. Regardless of the nature of the subject matter and the objectives to be achieved in terms of behavioural changes set patterns of lesson planning and rigid techniques of teaching are followed in practice teaching. Evaluation procedures followed for assessing the competencies of would-be teachers, are by and large subjective and unscientific seeking to find out mainly how successfully factual knowledge has been memorised.

The curriculum framework given by NCTE (98/36) is rooted in Indian reality and culture and promotes mutually supported system of teaching education, its objectives are context based, its transactional strategies are stage specific, it introduces the concept of pedagogical analysis in a focused perspectives, has been developed on the foundations of trust, autonomy, flexibility and accountability, highlights the need for value inculcation, the objectives is to generate fresh thinking and action, and aims at preparing competent, commited and willing to perform teachers
with scientific temper who are able to sustain spirit inquiry, excellence in all spheres of life. States the curriculum framework:

"Teacher education can no longer remain conventional and static but should transfer itself to a progressive, dynamic and responsive system."

The basic concerns of the framework include

- Gradual change from convention to integrated courses.
- Stage specific theoretical and practical components, transactional strategies and evaluation.
- Being flexible and pragmatic.

The framework visualises a transformation of (a) traditional tenants of head, heart and hand into information highways website and internet, and (b) teachers profile that includes

- Competency, Commitment and Ethics; and
- Proficiency of
  (a) Restructuring knowledge.
  (b) Organising learning experiences.
  (c) Transacting curriculum.
  (d) Using appropriate technology conducting research.
  (e) Counselling for personality development.
  (f) Inculcating sense of value judgments.
  (g) Responsiveness to changes.

Salient recommendations of this framework are as follows

1. **Relevance of the Curriculum to the personal and social needs of children and schools** It is observed that education has to become an
effective instrument of social change and the teacher has to be an agent for this transformation. If the education imparted should have relevance to the personal and social life and needs and aspirations of the people, the relevance of teacher education curriculum should correspond between the school curriculum and teacher education curriculum. The pedagogical theory should reflect national ideology and the problems and issues that society is facing today.

2. **Flexibility within the Frame Work of Acceptable National Goals and Values** Again if teacher education has to be relevant to the life needs and aspirations of the children and the community to which they belong, it should become flexible. The rigid and unrelated programmes of teacher training existing at various levels of education, specially the secondary level under the control of different agencies should be changed.

3. **Flexibility for Relevance** It should be possible to develop multiple teacher education modules, catering to the needs of the states and local communities within each state. Flexibility for relevance acquires greater significance, when one thinks of teaching modes and methods specifically for non formal education and of providing variety of learning experiences to teacher trainees in order to enable them to initiate social action for the necessary transformation of the society.

4. **Flexibility for Continuing Education** There is a need to refresh the content and methodology the teachers use from time to time. Effective ways and means and efficient organisation for attaining this goal have yet to be found. There is an urgent need to develop a system so flexible that the continuity between pre and in-service is maintained properly.

5. **Flexibility for Mobility** The curriculum for different stages of teacher education should be organised to permit mobility of the trainee both horizontal and vertical.
6. Education as a Discipline  In India, the general trend has been to identify education with pedagogy. It has been taught mostly in training institutions and is studied only by those who decide to enter teaching profession, after such a decision has been made. In the educationally advanced countries, however, education had developed considerably as a social science and a separate academic discipline. The realisation that education is an instrument of change-social, political and economic having far reaching implications, not only for education as an intellectual discipline of great scientific and philosophic import, but for other disciplines as well, 'education' should be recognised as a social science or an independent discipline." Education Commission (1964-66) had already recognised the potential of education to develop into a discipline as well as pedagogy.

7. Task-oriented Teacher Education  Teacher education has to be task oriented and performance based. The nature of teacher education, its study and practice, until now, demanded that it be treated more as an exercise of training a teacher for handling a variety of tasks inside and outside the classroom, such as identifying the objectives of teaching of a given subject matter, communicating an idea, demonstrating an experiment, making a film script, taking the children on a field trip, guiding an emotionally disturbed child, playing the role of leadership in tackling problems relating to family planning, pollution, delinquency, and so on.

8. Practice Teaching/ Internship  The internship is a more comprehensive concept and its introduction in teacher education is aimed at enlarging the scope of experience needed to prepare a more competent teacher. It was realised that in realistic situation such experiences would facilitate, if not accelerate, the process of socialization of a teacher and minimise the time, energy, and efforts spent in on-the-job learning. For developing a task-oriented teacher education system, practice teaching should be more realistic and suited to the actual classroom situations. Teacher educators should
themselves participate in classroom teaching in cooperating schools to have first-hand experience of the actual conditions prevailing in the schools. This would demonstrate a good teaching practice for the benefit of the trainee.

9. **Evaluation** A reliable and valid internal system of evaluation should be developed for the development of the socio-emotional characteristics of the teacher trainee and performance-based teacher education. The focus has to change from assessing to 'guiding'. Assessment should remain a means to check whether a desirable development has taken place in the teacher-trainee, evaluation has to become continuous. A variety of modes and means of collecting reliable and valid information regarding the comprehensive growth and development of the teacher-trainee should be adopted. Formal tests and examinations may be given due place but more emphasis should be placed on observation of evidence of growth during the process of education.

10. **Experiments, Innovations and Research for Development** The researchers should now identify urgent problems and develop original theories, concepts, measuring instruments and appropriate evaluation techniques, to indigenously develop, empirically validate modules and models of teacher education. In order to develop indigenous theories of teacher education it is essential that the kind of experiences and training to be provided for researchers should be made available from pre-school stage.

1.3.2 **Competency based and commitment oriented curriculum**

Competencies and commitments in professional areas of life are supposed to be intimately related. In this regard teaching profession is no exception. The nature of goals in this area specially necessitates functional relationship between teacher competencies and teacher commitments.
Indeed unacceptable are the educational situations in which competencies and commitments of teacher do not converge on the same lifeline.

If commitments to a field of professional work are lacking or are out of tune with the competencies required in that area, the use of the competencies is bound to remain half hearted and unsatisfying in terms of actual results whatever the area of work, competencies tend to wilt in terms of their functional shine or operational potency in the absence of required commitments. Obviously prudence and wisdom lie in avoiding in emergence of such situations. The desired results in a field of work of a professional nature can be achieved only if the needed commitments are developed along with the relevant competencies.

When commitments of teachers are genuinely strong, they find themselves over motivated to use their competencies and psychological assets effectively. Commitments are the movers of competencies in every area of work - professional or non-professional. The impulse for putting competencies in concentrated action comes from the strength of commitments. Using a phrase from Bergson's writings (1859 -1941) one can say that commitments play the role of ELAN VITAL for competency.

It also needs to be stated that the significance of the bearing of the competencies over commitments can never be overlooked. Commitments are verily meaningful if these go along with essential competencies for performance in any area of work. In the absence of competencies for executing specialised work, commitments would mean absolutely nothing.

In teacher-training programmes, teacher-educators need to develop both teacher competencies and teacher commitments. It is for this reason that NCTE in its document (1998 / 36) highlighted the need to make curriculum of teacher education competencies based as well as commitment oriented. The present study is an attempt in this direction.
1.4 APPROACHES FOR IMPLEMENTATION OF CURRICULUM

Various approaches, which are helpful in implementing the curriculum, have been evolved and practised. In order to have a better understanding of modular approach of preparing the instructional material in this study to curriculum, some of the important approaches are also given in brief in this section.

1.4.1 The Traditional or subject oriented Approach

It is a method in which the teacher is the centre of classroom activities of teaching - learning process. In this approach teacher or textbook is more important than the pupil. The pupil remains in the background. The scheme of study is determined by the teacher who presents the entire content to be learnt in the final form and the student does not make any independent discoveries. The usual verbal instruction of the lecture hall exemplifies traditional teaching. Expository, conventional and lecture method are the terms connected with traditional approach and convey almost the same meaning. Most of the researchers have taken traditional teaching in their studies as it still exists in the classroom today. In this approach, least importance is given to planning of lessons, statement of objectives in behavioural terms and step - wise evaluation of students.

1.4.2 The Problem solving Approach

It promotes learning through confronting students with a distinct problem that requires a solution. It is dynamic approach that recognises problems pertinent to the interest of students. In this approach steps involved are recognition of a problem, defining a problem, examination of the various components of the system, proposed hypotheses and their testing, collection of data and a solution that may be accepted or rejected.

1.4.3 The Programmed Learning Approach

It ensures effective, systematic and complete mastery over the subject matter. Auto-elucidatory programmes of linear and branching varieties are
evolved by a team of subject experts, which may replace the routine lectures. Ryan's (1969) postulate is based on the theory that teacher's behaviour is modifiable with the help of innovations and current practices in colleges of education while following certain devices. Some of these devices include: (1) Simulated Social Skill Training (SSST), a mechanism of feedback device to induce certain desirable behaviours among pupil-teachers by playing the role of teacher in their own group as an artificial situation of classroom teaching, (2) Programmed Instructions, (3) Team Teaching and, (4) T. Group Training.

1.4.4 The Micro Teaching Approach

It provides a simplified situation of a class to practice and attain mastery in respect of a specific teaching skill by way of four components namely, modelling, setting, feedback and integration. The application of this approach occurs in three well-defined phases - Knowledge Acquisition phase, Skill Acquisition phase and Skill Transfer phase. It is a, " teacher training procedure which reduces the teaching situation to simpler and more controlled encounter achieved by limiting the practice teaching to a specific skill and reducing teaching time and class size." (Clift and Others 1976)

1.4.5 The System approach

"System approach is one of the techniques which aims at finding the most efficient and economically intelligent methods for solving the problems of education scientifically." (Keshaw and Michean 1959)

The purpose of the system analysis is to get the " Best environment in the best place for the best people at the best time and in the best price." It provides a framework for visualising internal and external environmental factors as an integrated whole. It involves systematic analysis for identifying goals of any system of education and scientifically working out different steps to achieve the said goals. It can be effectively used for development of educational administration and organisation, examination
system. Robb (1974) has analysed an instructional system and suggested that an instructional system can be employed into three phases: Planning, Execution and Evaluation.

1.4.6 The Modular Approach

It is the structured method of learning that represents one of the specific forms of instructional material. This approach has derived its origin from the methods of programming; hence it has similarities with programmed learning material in behavioural objective, learning experience and evaluation. Module is different from programmed learning material for its highly structured form. Modular approach is more comprehensive way of organising instructions that cover a wide range of objectives like knowledge, skill and application.

Modular approach involves dividing the educational process into basic units in order to create more flexible structures and to put an end to the traditional division of educational content in schools. This approach increases the flexibility of educational system (UNESCO 1989), has been introduced with great success into industrial training courses and has begun to find its way into schools, because of its advantages basically in three closely related areas - pupil motivation, course design and curriculum development (Warwick 1987). Modular approach has been found effective by a number of researchers at school level as well as at college level (Anderson 1975; Amien 1979; Pankiewiez 1984; Dhamija 1985; Quackenbush 1986; Shukla 1990; Mishra 1995; Kumar 1997; Khururia 1999 and Kholi 1999).

Mavi (1988) opines that modular approach is also very useful in teacher education programmes because self-teaching modules can be prepared for those subject areas / topics which are not easily programmable. Modular approach according to Goldschmid (1972) allows students to advance at their own pace and leaves them free, first to choose themselves the
learning mode that suits them best, next, to identify their strengths and weaknesses, and lastly, to retain themselves by using remedial modules, repeating those they have already used or changing to other way of learning.

In modular approach, the teaching is done through self-learning modules. The term module is usually taken to mean a single unit, complete in itself regardless of the physical format of the individual module according to cyrs, (1975)

Is designed for a specific population of students

- Facilitates easy identification and management of each concept or procedure to be learned.
- Indicates specifically the objectives to be expected.
- Contains subject matter related to the achievement of the objectives.
- Provides remedial or enrichment of instruction depending upon a particular situation.
- Provides directions that students need to achieve the objectives.
- Provides directions to work individually and in small groups.
- Gives students opportunity to proceed with module at their own rate (self-pacing).
- Provides continuous reinforcement.
- Provides opportunities to practice the skill, principle or rule in a variety or different applications.
- Is based in its continuous evaluation on the criterion specified in the performance objectives and is in the form of tests.

Different researchers have given different ways of developing a module. Among them, the most prominent are Yadav and Govinda (1982), Mukhopadhayaya, Kathuria and Lorraine (1982) Shukla (1990), Mishra,(1995), Kumar ( 1997), Khajuria ( 1999), Kholi (1999), Sharma (2000) have also developed modules for their studies.
The very title of this study clearly implies that the curriculum of any subject or the curriculum of any educational institution as a whole can be converted not only into a competency based but also into commitment-oriented structure. No curriculum itself automatically assumes the shape of competency-based curriculum or commitment-oriented curriculum. These characteristics will have to be engendered into it by transacting or negotiating it through the adoption of appropriate teaching strategies. It is known that all teaching techniques with which a teacher is familiar since long and which are actually used for instructional purposes are by themselves not effective in transforming a given curriculum into a functional and dynamic whole from the standpoint of development of competencies and commitments.

Curriculum is recognised as the heart of all educational processes and activities. It is fairly well understood that only those strategies or approaches of teaching can make curriculum competency grounded and commitment geared that ensure active participation of the learners by setting out clear cut and feasible objectives relating to every part of the curriculum and by defining clearly the activity to be executed for obtaining the objectives. In the past several decades, several teaching approaches or strategies have been recommended for use by school teachers on the basis of their scope for greater active involvement and participation of pupils in the teaching learning process. Since the last decade of twentieth century, attentions have been gradually focused on the use of modular approach in teaching school subjects. Lately teacher educators have started thinking that modular approach can even be employed for making subjects of teacher education significantly more competency based and commitment oriented for quality school organisation.

This approach in teaching may be broadly defined as an approach, which requires a clear enunciation of educational objectives and of the activities to be undertaken for their realisation in connection with the learning of a given segment of curriculum. Each module constitutes a distinct learning
unit that make up a course of education. The merit of this approach for integrating the educational theory with educational practice and for ensuring active participation of pupils in the gamut of educational process is recognised and well established at the school level of education. By preparing modules from the curriculum of almost any school subject, its contents can be transformed into competency based and commitment tuned content components. With the passage of time in the last few years, thinking regarding the said merit of use of modular approach has now gone up beyond the school precincts and is ready for entry into the premises of all sorts of colleges and especially into the realm of colleges of education. In the present study also, the approach has been used to make the curriculum of School Organisation for respective teacher competency based and commitment oriented.

1.5 TEACHER COMPETENCIES

From the standpoint of teacher education, a teacher competency is a competency that the teacher educator seeks to inculcate in pupil teachers / teacher trainees with the aim of making them capable of discharging their professional responsibilities. Teacher educators can perform these responsibilities efficiently, if they are themselves

- Truly aware of the teacher competencies.
- Have developed these competencies themselves.
- Have the needed insights and skills to convert teacher education curriculum, programmes and activities into competency based functional courses.
- Have the motivation and commitment to provide to schools.
- Have professionally and intrinsically oriented them for rendering best possible service to their pupils.

The perusal of history of educational thought shows that right from the Greek time down to the contemporary period, educational thinkers and the theorists of Western and Eastern countries have been seriously discussing
and listing the qualities that the teachers in general should have and the professional duties and tasks they should discharge. However, these educational thoughts recorded so far, to the best information and material available to the investigator, does not make any explicit mention of teacher competencies of teacher educators and of the need to inculcate specific teacher competencies in the teacher trainees by making programmes of teacher education comprehensively competency based and commitment oriented.

The Universal Dictionary published by The Reader's Digest Association limited, London (1987) defines competency as "having adequate skill or ability; capable" There are four terms often treated as synonymous: teacher effectiveness, teaching behaviour, teacher performance, teacher competence and teacher competency.

In order to understand the term competency properly it will be better to briefly link and differentiate it from certain other terms such as teaching skills, teaching behaviour, teacher effectiveness, teacher performance, teacher competence which are quite often used similarly or synonymously to the term teaching competency.

**Teaching skills** A teaching skill is defined as a set of teacher behaviour, which are especially effective in bringing about desired changes in pupil-teachers. There are various teaching skills, which can be developed among pupil-teachers. Allen and Ryans (1969) suggested the fourteen teaching skills. Passi (1976) described the thirteen skills in his book "Becoming better Teacher". Writing instructional objectives, introduction to a lesson, fluency in questioning, probing questioning, explaining, illustrating with examples, stimulus variation, silence and non verbal cues, reinforcement to student participation, increasing pupil participation, using black board, achieving closer and recognising attending behaviour.

**Teaching behaviour** Behaviour of the teacher makes him to make a mark as a teacher, therefore, required type of behaviour is a must for an
effective and efficient teacher, hence there is a need to modify his original behaviour according to the needs and requirement of the profession.

The educationist and psychologists have made efforts to solve these problems. The behavioural technology has contributed significantly in this direction. The teaching process can only be developed and empowered when teacher-education institutions could prepare effective teachers.

The major assumption of training technology is that the effective-teachers are not only born but they can also be prepared by the use of feedback devices. It is the postulates of D.G. Ryan's theory of teacher-behaviour that teacher's-behaviour is modifiable. Flanders (1963,66) defines teaching behaviour as a set of systematic work in this area and classification of teaching behaviour has been systematically done by him as teacher talk (seven categories), Pupil talk (two categories) Silence or confusion (one category). He studied the classroom influence of a teacher on students achievement and thus developed ten category scale. Ober (1968) modified ten-category system and added nine more categories, which is called Reciprocal Category System. Brown, Ober and Soar (1968) also developed Taxonomy of Teacher Behaviour.

**Teacher effectiveness** The term teacher effectiveness is relative term. It consists of two words teacher and effectiveness. Teacher means a person who has teaching skills and possesses certain professional qualities of teaching. The word 'teacher' refers to a person who is truthful (T), energetic (E), affectionate (A), co-operative (C), humble (H), efficient (E) and resourceful (R).

The term effectiveness refers to some criteria. The effectiveness of a teacher can be ascertained by employing some criteria. Ryan (1969) says "Teaching is effective to the extent that the teacher acts in ways that are favourable to the development of basic skill, understanding, work habits, desirable attitude, value judgment and adequate personal adjustment of pupils." Teacher effectiveness has been described systematically by Mitzel

**Teacher performance** A system of teacher performance is bound to bring in rich dividends. This needs to be carried out in a systematic and phased manner without damage to teacher morale. The National Policy of Education (1986) emphasised on efforts aimed at developing the competence and effectiveness of teachers at all levels. A good teacher has necessarily to play a dynamic role in society not only by transferring his knowledge or skills to the community at large, but by active association with people in facing social challenges. In this respect, the responsibilities of technical teacher are particularly significant, since he can function as an effective medium for conveying the gifts of technology for the benefit of the people. Teaching performance is further reflected in student’s performance, viz., formative, summative and developmental.

**Teacher competence** A competent teacher can carry out all tasks effectively. The term competence refers to “a desired quality of job performance. The qualities of competence are enthusiasm, fluency, industry, neatness, originality, adaptability and thrift.” According to this statement, competence pertains to the ‘quality of doing’ something. That is, a competent person exhibits qualities listed with reference to the task at hand. To put it differently, competence enables one to perform any task more smoothly and efficiently. Teacher competence, then, pertain to the quality of performing teacher functions. Competence, thus, involves some knowledge component as well as skill component.

**Teacher Competency** "Teacher Competency” is defined by Rao (2001) as any single knowledge, skill for professional value, which (1) a teacher may be said to possess, and (2) the possession of which is believed to be relevant to the successful practice of teaching. This definition of competency implies two properties that need emphasis. One of them is, that competencies must be defined in terms of process, or what the teacher does, not in terms of product, or the effect on others, of what the teacher
does. "The ability to communicate effectively is not a competency because the term effectively has to do with outcomes. Teacher competence is defined in terms of repertoire! How competent a teacher is depends on the arbitrariness of the level at which individual competencies may be defined, there is some flexibility in the way that a particular level of competence may be specified. It is perfectly possible to say that teachers are "Competent to teach" if they have mastered one central competency if they can solve the professional problems that teachers encounter."

Such a definition is useful either for designing a programme to identify them. Clearly, competence must be defined differently to meet the demand of each situation, in terms of competencies that are specified at whatever level of detail we need in order to achieve our purpose. The major contribution that the competency based teacher education movement made to profession was the propagation of specific way of defining competence. The idea was not new; it was clearly stated and used by Joyce & Harootunian (1967) but the focus and specificity was afresh. Until this concept was adopted, teacher competence was generally regarded as some sort of unitary trait in terms of which teachers could be ranked uniquely. National Council for Teacher Education in its publications of Competency based and Commitment Oriented Teacher Education (1998) has resoundingly specified that all programmes of teacher education must revolve around teacher competencies and professional commitments.

The area of teaching competency has been explored and National Council of Teacher Education established as a statutory body by the Government of India in the year 1995 by an Act of Parliament, has been assigned regulatory and professional functions in all aspects of teacher education in the pursuit of this gigantic responsibility, it has given serious thought to the evolvement of strategies of quality enhancement in teacher education programmes – both Pre-service and In-service and to identify the competencies, commitments and performance areas which could emerge.
in totality from the curriculum and the programmes of teacher education as a whole.

Since its establishment NCTE has been specially emphasizing the need for comprehensively training teachers in competency based teaching – learning activities. Its efforts have gradually resulted in the development of competency based and commitment oriented teacher education programmes leading to the crystallisation and identification of ten competencies, five commitments and five performance areas (1998 /36).

The competency areas as recognised by National Council for Teacher Education and stated in the document no.98/36 are as under

1. Content Competencies.
2. Competencies related to other educational activities.
3. Management Competencies.
4. Competencies related to working with community and other agencies.
5. Competencies related to parental contact and cooperation.
6. Contextual Competencies.
7. Conceptual Competencies.
8. Transactional Competencies.
9. Competencies to develop teaching – learning material.
10. Evaluation Competencies.

1.5.1 Content competencies

NCTE recommends that the programmes of teacher education for preservice teacher education for secondary school level should be such that the pupil teachers are able to achieve mastery in the following content competencies

1. Identifying and focusing special attention on the content enrichment needs of children.
2. Identifying and correlating factors that contributes to joyful content learning both within and outside of the class.

3. Analysing children's learning difficulties and developing remedial teaching strategies to meet individual needs of every learner.

4. Conducting content analysis of the subject for meaningful teaching in the classroom.

5. Developing special instructional modules to enrich learner’s content in different subjects.

6. Analysing content of each subject into facts, concepts and principles.

7. Comparing the broad topics under content in syllabus of different subjects and their textual materials.

8. Comparing competency statement of different subjects and the syllabi standard - wise and prepare a list of key concepts corresponding to each of the competency statement.

9. Collecting required content from other sources to bridge the gap between the syllabi and textual material.

10. Developing habit of keeping oneself abreast of new information and knowledge in each of the content areas, through directed reading, interaction with colleagues and experts and through use of new habits.

11. Achieving perfect mastery over all the school subjects taught.

12. Achieving perfect mastery over various methods, techniques and strategies for teaching the contents.

1.5.2 Competencies related to other educational activities

NCTE has recommended that the programmes of pre-service teacher education for pupil teachers who are to teach in secondary schools should
be suitably focussed for the development of following competencies in them relating to other educational areas and activities

1. Understanding the importance of other educational activities for wholesome development of the learner, with special reference to skills, attitudes and values.

2. Participating and guiding effectively organizing different functions in the school such as Annual School Day, Republic Day etc.

3. Participating and helping in conducting various activities like School Assembly, Thought of the day, Debate etc. to identify and nourish talent in every child.

4. Understanding the importance of contribution made by national and international personalities to honour them in school functions.

5. Conducting and helping in conducting social welfare activities in the school such as relief camp, health camp, polio camp etc.

6. Participating actively in the process of preparation for the activities taken under charge.

7. Executing the plan and analysing one’s own behaviour in the light of feedback of the pupils, teachers, teacher educators and / or peers.

8. Developing such qualities as punctuality, regularity, initiation and leadership.

9. Developing such skills as communication, organisation and management and such values as working for a cause, working for service to the society, sacrifice for noble cause, democratic participation, service above all, etc.

10. Developing insight into self-concept and strengthen it to continued participation in such activities.
11. Participating actively and cooperating with organisers of various programmes at the school and locality level.

1.5.3 Management competencies

The problem of management primarily relates to areas like classroom, out of classroom activities, the institutional climate, school records, and human relations at individual and institutional level. It has been observed that trained teachers do not give much importance in management strategies and techniques in their day-to-day performance in schools. This tells heavily upon the quality of schooling and school initiatives. It is therefore important for pre-service teacher education to prepare itself to meet the needs of various specific area management competencies. Meeting these needs can contribute towards excellence in teaching and education at different levels of school education.

It goes without saying that the teachers who manage the classes effectively also contribute to meaningfully to school management and management of other activities and programmes within the institution as well as outside it. In view of ever increasing school population, teachers are required to understand the social and physical changes taking place in the learners as part of their teaching learning process. NCTE says that teacher education programme should be kept focused on the theoretical principles of managing actual classroom and other situations.

It is absolutely desirable and necessary that the teacher trainees undergo practical experience of managing the totality of activities in the totality of school plant. This can enable them to perform more efficiently the totality of their duties as regular schoolteachers. The NCTE claims that the area of management competency is of great importance for the total educational development and healthy growth of teacher trainees not only as competent
school teachers but also as human beings dedicated to the task of educational reconstruction in the local, national and global context.

Programmes of teacher education should be such as suggested by NCTE that after undergoing the regular course the teacher trainees become sufficiently well versed in the following management competencies

1. Understanding that management competency is the most important trait of a good teacher.

2. Learning various techniques and skills of management for classroom teaching, school management, institutional climate building and managing human relations at individual and institutional levels.

3. Achieving mastery in the techniques of handling overcrowded classes.

4. Managing and organising ‘other than classroom’ school activities effectively.

5. Budgeting time and syllabus for effective planning and-management of the learning process.

6. Understanding and managing collectively, different factors which contribute to building congenial atmosphere for learning.

7. Differentiating among those factors within the control of a teacher or outside the control of a teacher.

8. Appreciating and making proper arrangements for the use of library, laboratory, museum, field trips, playground etc., as resources for enriched learning experiences.

9. Understanding the regulatory role of administration at local, block and district levels for effective functioning of the schools.
10. Using competency based teaching learning materials for satisfying individualized needs of learners with various levels of intelligence and socio-economic background.

1.5.4 Competencies related to working with the community and other agencies

Almost all over the world, it is recognised that teachers have a great role to play in developing a wholesome relationship between the community and the school through their initiative and commitment. It is, therefore, very important that teacher education exposes teacher trainees, as part of their internship to situations in which they can learn to conduct surveys with the help of their pupils and to identify local problems of education and to become familiar with beliefs, traditions, customs, mores, festivals etc. As time goes on, gram panchayats, youth clubs, mahila mandals appear to be playing more and more pronounced and prominent role in the life of young people.

In view of this situation it is important for teachers to take due initiative to develop dynamic relationship between the school and the said agencies to improve the educational scenario in schools and teacher training institutions.

Inputs for the programmes of teacher education should be such that the pupil teachers are able to develop the following competencies

1. Understanding the importance of community and other agencies’ contribution for improvement of school education.

2. Developing wholesome relationship between the school and community for mutual benefit.

3. Exploring and exploiting community educational resources for overall school improvement and visa versa.
4. Acting as nodal individuals for bringing different educational agencies and the community together for overall school and community improvement.

1.5.5 Competencies related to working with parents

It is normally recognised that learning on the part of the children begins at home. It is often claimed that parents are the first teachers. When the child enters the school he tends to develop a kind of fear psychosis. Parents and teachers can co-operate with each other in helping the child to adjust himself to school situations without any sense of fear. Cooperation between parents and teachers is beneficial to the school and it contributes positively to the total growth of the child. Parent cooperation and parent teacher interaction can also play a significant role in meeting the developmental needs of children who may be naughty, weak and lacking in self confidence. Thus there is urgent need on the part of the teacher trainees to learn and develop competencies of interaction with parents to help children achieve proper growth in terms of their education and in terms of their personality development.

The pupil teachers can be exposed to learn the significance of parent teacher interaction through personal meetings, home visits and social gatherings.

As recommended by NCTE at the pre-service level the programmes of teacher education should be such that after undergoing the relevant course of training they are able to acquire the following competencies

1. Understanding the role of parents in the child’s learning and development.

2. Discussing with parents the problems of the child to develop strategies for total growth of the child.
3. Understanding the problems of special group children and developing special strategies to attend to their needs with full confidence and active cooperation of the parents.

4. Organising parent teachers meetings for mutual consultations to effect overall improvement in the school and in children's achievements.

5. Exploring and utilising educational resources of the parents for proper growth of the children.

Although all the competencies stated above are important, however, every researcher has to delimit the scope of the study within certain constraints such as time, resources etc. The researcher, while analysing the text of the subject, took from the said document only the first five competencies as mentioned above for preparing competency based and commitment oriented curriculum proposed to be used in the study. These five competency namely content competency which have their own sub categories are namely, content competencies (12 categories), competencies related to other educational activities (11 categories), management competencies (10 categories), Competencies related to working with community and other agencies (4 categories), and Competencies related to parental contact and cooperation. (5 categories).

Apart from these five competencies, NCTE document makes a mention and description of other competencies. These are also being summarized below so as to understand the first five competencies in proper contextual framework.

1.5.6 Contextual competencies

NCTE expects that the programmes of the pre-service teacher education all over the country should be so implemented that the teacher trainees

1. are able to understand the social and cultural systems in which teachers perform their functions.
2. are able to learn their role or functions in the total education system.
3. are able to acquire definite familiarity with national policies on education and with state level initiatives for quality education.
4. are able to become well versed with the factors responsible for problems of education at the secondary school level.
5. are able to understand constitutional provisions about education and the Right to Education.
6. are able to appreciate inevitability of multi-grade and multi-level teaching in the present context.
7. are able to appreciate the deeds of the committed teachers in the context of the learners, the society and basic democratic values. and
8. are able to develop understanding of the role of the teachers in promoting the quality of education.

1.5.7 Conceptual competencies

The NCTE has also laid significant emphasis on the need to inculcate definite conceptual competencies in the students of institutes or colleges of education. It expects that the teacher trainees by undergoing the course of pre-service teacher education for secondary school level should be able to acquire the following conceptual competencies

1. Competency to understand and analyse the needs of learners in terms of curricular and societal inputs.
2. Competency to understand the sociometry of pupils.
3. Competency to identify special needs of learners and devise teaching learning situations to enhance their achievements.
4. Competency to understand the process of globalisation.
5. Competency to understand the process of education as a socialising process.

6. Competency to appreciate and practice training techniques for improving, thinking and problem solving skills of learners.

7. Competency to understand how psychological factors can favourably or unfavourably influence the personality development of learners. And

8. Competency to find out from the history of education examples of social reformers who used education as an instrument of change.

1.5.8 Transactional competencies

With regard to the development of transactional competencies the NCTE has laid down that the programme of pre-service teacher education for secondary and higher secondary school should be such that these enable the teacher trainees

1. To understand the merits of different teaching methods and techniques to make classroom transaction qualitative.

2. To prepare a variety of lesson plans, to make classroom communication effective according to the level of the learners.

3. To understand new information technology to weave into transactional strategies.

4. To differentiate various teaching methods on purposes, nature of interaction between the teacher and pupils and the sequence of mutual behaviour patterns.

5. To understand the characteristics of the facilitation while observing transactional activities in a classroom.
6. To prepare plans of learning activities for bringing children to the mastery level who had failed to do so.

7. To analyse under the guidance of a school teacher or a teacher educator difficulty of learner who do not attain mastery level in stipulated time.

8. To analyse patterns of teachers’s and pupils’s interactions; and

9. To conduct different types of lessons with differing emphasis on the role of the learner during the learning process.

1.5.9 Competencies to develop teaching learning materials

For the development of these competencies too, NCTE has suggested that the programmes of teacher education for secondary and higher secondary school level should be such that after undergoing the course they are able to learn importance of text books and other learning teaching material for effective teaching, special sources like encyclopaedia, subject dictionaries for developing additional learning material and aids to update an innovative learning, orientation of learning materials as per specific needs of pupils, utilisation of the print mass media, such as news papers, magazines and other source books, internet, e-books etc. for teaching purposes for a variety of ways, efficient use of classical teaching material, selection of teaching learning material as per requirements of the unit of learning methods and techniques appropriate competency based improvised teaching learning material and cooperation with other teacher for the clustering of schools from the stand point of better teaching and education.
1.5.10 Evaluation competencies

NCTE is of the view that the programmes of pre-service teacher education for secondary and higher secondary schools should be such that after undergoing the necessary training the teacher trainees are able to

1. Understanding that evaluation in terms of marks on the basis of the cognitive achievement of the learners.

2. Knowing and practising different techniques and methods of continuous evaluation of the total development of the learner.

3. Identifying the weaknesses of the learners in content and other aspects of learning.

4. Knowing different types of tests for cumulative evaluation of achievement of pupils.

5. Developing self made evaluation tools for promoting better learning by pupils.

6. Differentiating between evaluation and examination.

Out of these competencies, the first five competencies namely, content competencies, competencies related to other educational activities, management competencies, competencies related to working with the community and other agencies and competencies related to working with parents were taken up for the present study. A brief summary of the sub-components of each of these five competencies is presented in the summary Table no.1.1 given below.
### TABLE SHOWING TEACHING COMPETENCIES

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>1.5.1 Content Competencies</th>
<th>1.5.2 Competencies related to other educational activities</th>
<th>1.5.3 Management Competencies</th>
<th>1.5.4 Competencies related to working with community and other agencies</th>
<th>1.5.5 Competencies related to parental contact &amp; cooperation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Content enrichment</td>
<td>Understanding other educational activities</td>
<td>Understanding management competency</td>
<td>Importance of community and other agencies'</td>
<td>Understanding the role of parents</td>
</tr>
<tr>
<td>2.</td>
<td>Joyful content learning</td>
<td>Organizing different functions</td>
<td>Learning various techniques and skills</td>
<td>Developing wholesome relationship</td>
<td>Discussing with parents the problems of the child</td>
</tr>
<tr>
<td>3.</td>
<td>Remedial teaching strategies</td>
<td>Conducting various activities</td>
<td>Achieving mastery</td>
<td>Exploring and exploiting community resources</td>
<td>Understanding the problems of special group</td>
</tr>
<tr>
<td>4.</td>
<td>Meaningful teaching</td>
<td>Understanding the importance of national and international personalities</td>
<td>Managing and organising</td>
<td>Acting as nodal individuals</td>
<td>Organising parent teachers meetings</td>
</tr>
<tr>
<td>5.</td>
<td>Enrich learner’s content</td>
<td>Conducting social welfare activities</td>
<td>Budgeting time</td>
<td></td>
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</tr>
<tr>
<td>6.</td>
<td>Analysing content</td>
<td>Participating actively</td>
<td>Managing collectively</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Comparing the broad topics</td>
<td>Analysing one’s behaviour</td>
<td>Differentiating factors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Comparing competency statement</td>
<td>Developing qualities</td>
<td>Making proper arrangements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Collecting required content</td>
<td>Developing skills</td>
<td>Understanding the role of administration</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

43
10. Keeping oneself abreast of new information

Developing insight

Using teaching learning materials

11. Achieving perfect mastery over subjects

Cooperating with organisers

12. Achieving perfect mastery over methods

Table 1.1

1.6 PROFESSIONAL COMMITMENTS OF TEACHERS

To think of teaching profession is to think of its essential requirements not only in terms of broad educational competencies and in terms of what are called teaching competencies and teacher competencies but also of the essential commitments, which teachers worth the name of the profession should handsomely develop.

Commitment ordinarily is defined as an engagement’, a ’liability’, ’pecuniary obligations’. It is committing of oneself or being committed to a particular course of conduct, etc. (The Oxford English Dictionary II Edition Vol.III 1989).

Commitment is fulfilling one’s task / work / duty etc. to the best of one’s ability and time and resources on priority basis

- doing duty with fullest capacity.
- taking up the responsibility given with devotion / dedication.
- fulfilling promise.
- willingness to work if given responsibility.
when involved with task, doing it with sense of responsibility to the extent of by ignoring other needs (such as physical etc.) till the task is completed.

Metaphysically speaking, human life is viewed as a commitment to live for others. This view is stoutly and persistently held by thinkers and religious reformers and sages of all ages. In modern times the concept of Professional Commitment has been increasingly assuming pragmatic importance. There is hardly any area of life in which the concept of Professional Commitment has not come into vogue and has not crystallized itself in one form or the other. Thus now it is common to speak of Professional Commitment of Engineers, of Lawyers, of Doctors, of Bureaucrats, and of people engaged in other areas of profession.

In the field of education, the concept of Professional Commitment of Teachers is now a frequently discussed topic. No one claims any absolute unanimity on the implications of Professional Commitment of teachers. However, there is a large measure of agreement among educational thinkers and working teachers with regard to the ingredients of Professional Commitment.

Fundamentally Professional Commitment on the part of teachers implies a lifestyle that activates them to so wheel out the educational process that their pupils succeed in developing their potentialities to the maximum possible extent. In the context of conditions of life that dynamically surround them, Professionally Committed teachers are expected to teach creatively and with a clear vision of the future of mankind. They are expected to be constant students of their subjects, of their students, of themselves and of the environment in which they have to operate. This search for more and more effective and creative methods of teaching knows no ceasing. Teaching for them is a mission – to which they are transparently and whole-heartedly dedicated. For professionally committed teachers, teaching is not just a career to make a living. They are not mere technicians conveying the understanding of the constituents of
syllabi. They are rather passionately dedicated to the great cause of education – the education which lies in the unfoldment and development of human potentialities in a manner as to ensure constant progress of civilization and culture.

Ananda (1992) observes “The total commitment to the teaching profession, and enjoying being in it, enhances teacher’s effectiveness.”

The rapid expansion of knowledge and competitive character of modern societies has inevitably led to professional specialization and thus in turn, has further heightened the urgency of Professional Commitment. In other words Professional Commitment is not merely a philosophic obligation but also an unavoidable necessity and an inevitable demand of the dynamics of modern society.

In a very real sense Professional Commitment on the part of teacher educators assumes extra importance for the obvious reason that they have to introduce teacher-trainee to multifarious tasks, responsibilities and dynamic expectations of teaching profession. If teacher educators are themselves committed, they can perform whatever needs to be accomplished to make teacher trainees professionally well versed, professionally capable and professionally worthy. They can inspire the teacher trainees to realise that professional excellence is an attainable goal and that professional excellence knows no limit.

Keeping in view the indispensable need of Professional Commitments in the field of education, NCTE, document 98 / 36, titled "Competency Based and Commitment Oriented Teacher Education for Quality School Education" in "Pre-Service Education" has explicitly worked out a commitment paradigm for pre-service teacher education this paradigm comprises of the five types of commitments, namely, commitment to the learner, to the society, to the profession, to achieve excellence, and to basic Human values.
1.6.1 COMMITMENT TO THE LEARNER

This commitment basically implies readiness to help learners and to do all that is possible for their all round development. Helping learner means rendering help along the lines of their actual abilities, potentialities and their cognitive background and age level. Helping in this way would require teachers to know the learners as thoroughly as possible. Helping learner, however, does not mean doing things for them or performing tasks for them; rather it essentially means rendering reasonable assistance to them in doing things and in carrying out such activities which can ensure their all round development. In the learning centre, teachers can create a joyful environment by their sensitive handling of children that takes care of their learning needs and tendencies along with their capacities and abilities. It is the teacher’s commitment to the learner, which leads to the total development of the child (Page 34 of NCTE document 98 /36).

From the standpoint of commitment oriented teacher education, the student teacher according to NCTE is expected to develop positive commitment to

1. Love the pupils and deal with them sensitively to meet their learning needs.

2. Understand their emotions, aspirations and talents for learning and wholesome development of their body, mind and soul.

3. Understand each learner individually to provide personal attention in the learning process.


5. Conduct introspection and self – analysis of one’s own behaviour towards pupils to get necessary feed back for continuous self – improvement.
6. Develop positive commitment and love for the all round progress of learners and their development.

7. Make learning a joyful and rewarding experience for the learners.

(Page 35 of NCTE document 98/36).

1.6.2 COMMITMENT TO THE SOCIETY

This commitment implies correct perception of and concern for the impact of activities of teachers on the degree and quality of advancement of families, communities and nations.

The development of this type of commitment can be insured only through establishing a strong bondage between the school and community and by seeing to it that the teacher's job does not remain restricted only to the imparting of the knowledge to the learners within the classroom or the school premises, their accountability should extend towards the community individually as well collectively.

(Page 36, NCTE document 98/36).

From the standpoint of commitment oriented teacher education, the student teacher according to NCTE is expected to develop and cultivate positive commitment to

1. Accountability and responsibility towards the local community, individually as well as collectively.

2. Build a strong interaction link between the school and the community.

3. Understand various problems of the community and provide necessary help and participation to solve them.

4. Identify and mobilise community resources for overall improvement of school and vice versa.
5. Develop a sense of belonging between the community and the school to effect total development.

6. Inculcate sympathy and tolerance and behave with understanding towards the community suffering from blind faith, unhealthy traditions or customs, superstitions etc.

7. Behave in the manner of being a member of the community that takes utmost care for its development.

8. Develop positive behaviour of being a true friend, philosopher and guide of the community.

9. Understand the local community and participate in various activities relating to the development of the school and the community.

10. Join the community in planning steps for preventing environmental degradation.

11. Encourage the community to use school’s resources.

(Page 36-37, NCTE document 98 / 36).

1.6.3 COMMITMENT TO THE PROFESSION

This implies genuine internal expectation or internalisation of the role and the responsibility of teachers’ profession, irrespective of the nature of circumstances one entered into it. From the standpoint of this commitment, in colleges of education, the student teacher according to NCTE is expected to develop positive commitment to

1. Feel that teaching is one of the noblest professions, take pride in the profession and maintain strong desire for professional development.
2. Identify and analyse factors, which have been responsible for bringing down the prestige of the teaching profession vis-à-vis teacher’s role.

3. Develop adherence to professional ethos and professional ethics so as to re-instate the profession of its pristine status.

4. Develop full confidence and faith in the profession to help learners promote the concept of learning society with total dedication to the nation building process.

5. Develop internal commitment towards nobility of the profession and remain always occupied with thought of children, their growth individually as well as collectively.

6. Extend cooperation and collegiality to follow teachers and other educators in their collective work giving them due respect and reverence.

7. Participate in the profession and its organisation with a positive attitude towards professional development and national welfare.

8. Utilise various forums for discussion of academic matters for enhancement of understanding.

9. Visit institutes of excellence and share experiences with the teachers and the experts for updating knowledge.

10. Suggest measures and act accordingly for all round effectiveness of the institution.

11. Participate actively in organising co-curricular activities.

12. Adhere to code of conduct and behave democratically throughout.

13. Keep one informed of the innovations in the field of education, educational technology, and methods of teaching and preparation of
learning materials through attending courses for continuous orientation.


1.6.4 COMMITMENT TO ACHIEVE EXCELLENCE

This commitment implies that whatever is to be done should be done in the best possible manner. Do-it-best attitude is the core of this commitment. Teachers with this commitment show utmost care and concern for doing or performing whatever is to be done – in classrooms, in schools and in larger community situations, is to be done or performed in the best possible manner.

From the standpoint of commitment oriented teacher education, according to NCTE student teachers, through practice and active participation in various activities and programmes are expected to develop commitment to

1. Perceive Knowledge, scientific temper and wisdom as the ultimate aims of educational excellence in the profession.
2. Attain excellence in qualities and traits of being an ideal teacher not only in belief but also in action, behaviour, conduct and character.
3. Develop alternative approaches to acquire higher levels of excellence and proficiency in day-to-day work in classroom, in the school and outside.
4. Become better human beings to act as the guide, friend and philosopher of the learning society.
5. Work honestly for total development of the self as a teacher and wholesome development of pupils.

51
6. Develop consciousness to see that all the learners achieve excellence in all the subjects.

7. Develop excellence in teaching methods and preparing learning aids for the children through action research.

8. Develop the habit of performing every action at the level of excellence.


1.6.5 COMMITMENT TO BASIC HUMAN VALUES

This commitment implies practice of human values such as integrity, honesty, objectivity, and impartiality. One who is committed to the basic values has a correct comprehension of them but he does not stop short at the point of their comprehension. He actually lives each of these values and is not discouraged in practising or living them even when confronted with unfavourable circumstances or situations.

From the standpoint of commitment oriented teacher education, student teachers, through continuous practice and active participation in relevant activities and programmes can be expected to imbibe and develop commitment to

1. Understand basic values of the teaching profession for total human development.

2. Understand the values enshrined in the constitution of India with special reference to fundamental rights to education vis-a-vis duties entailed.

3. Develop positive attitude towards the value underlying the national policies of education and the role of the teachers to realise them.
4. Develop positive behaviour towards the value of unity in diversity in the social fabric of the country to help learners imbibe essential values for building a wholesome society.

5. Inculcate universal human values among the learners through transaction of the curriculum and through personnel example as teacher.

6. Develop human values among the learners through organising various activities which foster values such as role-play, quiz, story telling, drama, biographies of eminent persons.

7. Incorporate value based lessons while teaching various subjects.

8. Develop democratic citizenship through lessons.

9. Develop respect for nature and environment, altruism, and values related to national interest.

10. Remain conscious that pupils treat teachers as their role models.

11. Promote human rights through various awareness programmes.

12. Organise excursions, picnics and other activities for mutual understanding and development of brotherhood and cooperation.


All the five commitments namely, commitment to the learner, commitment to the society, commitment to the profession, commitment to achieve excellence and commitment to basic human values, were taken up for the present study. A brief summary of the sub-components of each of these five commitments is presented in the summary Table no.1.2 below
### TABLE SHOWING TEACHING COMMITMENTS

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>1.6.1</th>
<th>1.6.2</th>
<th>1.6.3</th>
<th>1.6.4</th>
<th>1.6.5</th>
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</thead>
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<tr>
<td></td>
<td>Commitment to the learner</td>
<td>Commitment to the society</td>
<td>Commitment to the profession</td>
<td>Commitment to achieve excellence</td>
<td>Commitment to basic human values</td>
</tr>
<tr>
<td>1.</td>
<td>Love the pupils</td>
<td>Accountability and responsibility</td>
<td>Take pride in the profession</td>
<td>Perceive Knowledge</td>
<td>Understand basic values</td>
</tr>
<tr>
<td>2.</td>
<td>Understand their emotions</td>
<td>Build an interaction link</td>
<td>Identify and analyse factors</td>
<td>Attain excellence</td>
<td>Understand the values in the constitution</td>
</tr>
<tr>
<td>3.</td>
<td>Understand each learner</td>
<td>Understand various problems</td>
<td>Develop adherence to professional ethics</td>
<td>Develop alternative approaches</td>
<td>Develop positive attitude</td>
</tr>
<tr>
<td>4.</td>
<td>Improve teacher-learner relationship</td>
<td>Mobilise community resources</td>
<td>Faith in the profession</td>
<td>Become better human beings</td>
<td>Develop positive behaviour</td>
</tr>
<tr>
<td>5.</td>
<td>Conduct continuous self-improvement</td>
<td>Develop a sense of belonging</td>
<td>Develop internal commitment</td>
<td>Work honestly</td>
<td>Inculcate universal human values</td>
</tr>
<tr>
<td>6.</td>
<td>Develop positive commitment</td>
<td>Inculcate sympathy and tolerance</td>
<td>Extend cooperation</td>
<td>Develop consciousness</td>
<td>Develop human values</td>
</tr>
<tr>
<td>7.</td>
<td>Make learning a joyful experience</td>
<td>Behave as a member of community</td>
<td>Participate with a positive attitude</td>
<td>Develop excellence</td>
<td>Incorporate value based lessons</td>
</tr>
<tr>
<td>8.</td>
<td>Develop positive behaviour</td>
<td>Utilise various forums</td>
<td>Performing at the level of excellence</td>
<td>Develop democratic citizenship</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Participate in various activities</td>
<td>Visit institutes of excellence</td>
<td></td>
<td>Develop respect for nature and environment</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>Planning steps</td>
<td>Suggest measures</td>
<td></td>
<td>Teachers as role models</td>
<td></td>
</tr>
</tbody>
</table>
11. Encourage to use resources 
organising co-curricular activities 
Promote human rights

12. Adhere to code of conduct 
Organise excursions

13. Innovations in the field of education

<table>
<thead>
<tr>
<th>11.</th>
<th>Encourage to use resources</th>
<th>organising co-curricular activities</th>
<th>Promote human rights</th>
</tr>
</thead>
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<tr>
<td>12.</td>
<td>Adhere to code of conduct</td>
<td>Organise excursions</td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td>Innovations in the field of education</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 1.2

1.7 ATTITUDE TOWARD TEACHING

An attitude is generally defined as a response readiness to a particular object or a class of objects, a profession or a class of professions, an occupation or a class of occupations, a stimulus or a class of stimuli. It is a learned orientation or disposition towards objects or situation, which provide a tendency to respond to them favourable or unfavourable.

Long back, Alport (1935) defined attitude as a mental or neural state of readiness, organised through experiences, exerting a directive or dynamic influence upon the individual’s response to all objects with which it is related. Kretch & Kretch field (1948) defined attitude as an enduring organisation of motivational, emotional, perceptual and cognitive process with respect to some aspect of the individual’s world. According to Hilgard (1957) “An attitude represents an orientation towards or away from some object, concept or situation and a readiness to respond in a predetermined manner to related objects, concepts or situations. Both orientation and readiness to respond have emotional, motivational and intellectual aspects.”

Oppenheim (1982) views attitude as a construct, which cannot be directly apprehended. It is an inner component of mental life, which expresses itself, directly, or indirectly through such obvious processes as stereotypes.
and beliefs, verbal statements or reactions, ideas or opinions, selective recall, anger or satisfaction or some other emotions, and in various other aspects of behaviour. Attitude forms patterns and in each of us such patterns create our own unique outlook on life.

Rao, & Rao (1996) state that attitudes reflect how one feels about something either favourable or unfavourable, while Panda (2001) is of the view that a favourable attitude of teacher makes the task of teaching easier when he states that a favourable attitude makes the work not only easier but also more satisfying. An unfavourable or negative attitude on the other hand makes the teaching work harder, more tedious and unpleasant. The NCTE (document 2004/78) in a bid to make a presentation to the teachers and teacher educators to bring out the quintessential and seminal ideas of The Mother, Aurobindo Ashram enunciated that as regards attitude of teachers in the school, it should be an opportunity for progress for the teacher as well as for the students. Each one should have the freedom to develop freely. A method is never so well applied as when one has discovered it oneself. Otherwise it is as boring for the teacher as for the student.

That attitudes play a vital role in the lives of human beings. There is hardly any aspect–any dimension or any area of life–any occupation or any profession–in which attitudes do not exceedingly matter. This emphatically holds for the teaching profession as well. The attitude of people at large towards it–very particularly of those who operate as teachers and educators – has far reaching consequences for pupils. It is for this reason that researchers and investigators have been focusing their attention on the problem of exploring and changing the attitude of teachers towards their own profession.

It is generally admitted that the attitude of teachers towards their own domain of work is largely the product of their own direct experiences. However, the role of indirect experiences in the formation of any attitude cannot be over – looked. Thus we find that people develop one or other kind of attitude towards teaching profession even without having become
teachers. In view of this reality, young people who seek admission to colleges of education cannot be presumed to be completely blank or a white sheet of paper in terms of any sort of attitude towards the teaching profession. They do develop and do actually have some thoughts, some feelings and some beliefs about the role of teachers in human life and above the nature of teaching itself, as they have already spent some years in schools, colleges, universities or in other types of educational institutions. It is thus reasonable and logical to presume that if they have chosen to enter the teacher education programmes they have formed, however restricted, some positive attitude towards the teaching profession. It is unthinkable that any young man or woman would seek admission to a college of education or think or dream of becoming a teacher who has already become ill disposed or ill oriented towards the teaching profession. But, it is equally logical to reason that the teacher education programmes have to fully shape and chisel the attitudes of the trainees (that is prospective teachers) towards their profession, so that in due course of time these attitudes formulate into internalised values.

1.8 ATTITUDES TOWARDS TEACHING, TEACHING COMPETENCIES AND COMMITMENTS

From the nature of attitude and its importance as determinant of human behaviour, described and highlighted in the field of social psychology, one can logically draw the conclusion that the nature of attitude must be intimately related to the problem of development and acquisition of competencies. If one's attitude towards an area of life is favourable and at the same time one opts to enter it he/she will find himself / herself well disposed and ever well motivated to acquire competencies for undertaking and completing tasks of that area. If, on the other hand, the attitude towards an area of work is unfavourable (whatever may be the reasons for it) it may prevent one from opting for the area and if somehow under the compulsion of circumstances of the world of work if the person enters into it, it would be difficult to sufficiently motivate him for learning the
required competencies. Teacher education and teachers are no exception to it.

For development and acquisition of competencies favourable attitude towards that area is a significant asset. However, a mere favourable attitude for a field of work cannot in itself ensure the development of the desired competencies. This kind of development would require the implementation of a programme aptly suited to the acquisition of wanted competencies. The programme must be such that it enables undergoing the relevant experiences over a period of time.

From what has been said regarding the nature of attitude as a dynamic determinant of human behaviour, it is safe to subscribe to the proposition that favourable attitudes towards any profession can surely facilitate the formation of the needed or the desired commitments relating to the multifarious work requirements of that profession. Apparently, a favourable attitude towards an area of life somehow seems to perceive the development of commitment relevant to that area. For this reason, positive attitudes towards any area of human activity are deemed to pave the way for the cultivation of commitments needed in that area. Whatever the area of life, negative attitude towards it will surely militate against the formation of desired or essential commitments. The same can be taken to be broadly true about the relationship of attitude with human abilities or competencies. A favourable attitude towards any areas of life can provide necessary motivation or even inspiration for developing the abilities or skills or competencies required for performance in that area. Competency for the work of a particular area can, in turn pave the way for developing favourable attitudes towards that area.

It needs to be stated that mere description of a number of topics in a serial order as the curriculum of a paper does not impart it the attribute of competency based and commitment oriented curriculum. Attitudes, competencies and commitments relevant to the heart of the field of education do not fall from the sky and heavens. These are the products of
intensely relevant experiences resulting from direct and active interactions between the teacher and the taught. It needs to be fixed in mind that a substantial segment of the game of life in modern societies centres around competencies and commitments. With this high realisation it should be possible for the teachers to make contents of their subjects competency based and commitment oriented.

1.9 SCHOOL ORGANISATION

The course of Teacher Education - being professional in nature - primarily centres around the development of positive attitudinal orientation, commitments and a large variety of functional teaching competencies and skills that teacher need for effective performance in different segments of their fields. This multi-faceted development basically requires prescription of curriculum for Colleges of Education truly in line with the said goals of development. Several papers, having separate and unique contents are prescribed for learning at the B.Ed. level. Some of them are compulsory in the sense that all teacher-trainees have to learn them. The rest of the papers fall in the category of the optional papers. The learning teaching of both the groups of papers, if carried on right line, certainly contributes to the attainment of goals of Teacher Education. However, it is generally realised by teacher educators that no compulsory papers at the B.Ed level affords greater scope for competency based and commitment oriented teaching programmes.

The paper of School Organisation is taught as a compulsory paper at B.Ed. Level. A critical look at the contents of various compulsory papers supports this contention that there is hardly any aspect of the curriculum of School Organisation, which does not necessitate active planning, active involvement, and active execution of activities relevant to the development of teacher competencies and teacher commitments. It is also pertinent to mention that it is in this paper the teacher trainees specifically learn the characteristics of an ideal school. Again it is in this paper that teacher trainees learn what a teacher should be as a teacher in terms of his
qualities of head and heart and with respect to his attitudes, competencies and commitments. Taking in this view and also because the researcher herself is a teacher of this subject, the curriculum of the subject of School Organisation was taken to make it competency based and commitment oriented. The tremendous scope for the use of the modular approach in connection with the curriculum of the subject was a more potent and exciting reason for the choice.

1.10 EMERGENCE OF THE PROBLEM

As indicated in the preceding pages, there has never been any serious problem with regard to the recognition and identification of educational competencies and professional commitments. However, the need for the inculcation of specific educational competencies and professional commitments has been more keenly and widely felt in recent times and it is very rightly to be felt for more comprehensively in times to come.

Consequently, during the last few decades one of the problems that has been particularly stirringly in the mind of teacher-educators is how to chalk out, build up and implement educational programmes that can ensure fostering of essential educational competencies and professional commitments in pre-service teacher education. This necessitates research into the integration of the competency and commitment aspects in every parameter of the teacher education for ensuring quality, which is comprehensive, dynamic, continuing, perceptive and exceptional. Viewed in this way curriculum aspect of teacher education programme is a vital component.

Obviously, any programme of fostering educational competencies and professional commitments in teacher-trainees for improving the quality of teaching at the secondary school level would directly centred around various parameters of quality, of which development of teacher competencies and commitments are important aspect. At present curricular areas are prescribed by the universities for colleges of education. But the
approach for negotiating the same to teacher-trainees can always be improved upon. Hence in the present study attempt has been made to develop competency based and commitment oriented curriculum within the boundaries defined in the NCTE document for competency based and commitment oriented curriculum for quality school teachers (1998/36) in keeping the contents of the prescribed syllabus but by the subject of school organisation and further to examine its effectiveness in terms of prospective teachers academic achievement in the subject and their attitudes towards teaching at the secondary level of pre-service teacher education.

The problem of development of teacher competencies as enunciated by NCTE can be properly addressed only through the implementation of a suitable programme of pre-service teacher education. Such a programme must be directly relevant to the development of teacher competencies and must be carried out imaginatively and seriously taking the teacher trainees through the sea of relevant experiences over a very reasonable stretch of time - the experiences leading effectively to the development and acquisition of the desired competencies the teacher trainees would need as regular teachers. In the light of these imperatives colleges of education must have a totality of curriculum - the curriculum of all prescribed papers which is consciously competency based and which being so open the doors or vistas for the teacher trainees to acquire the necessary, the needed and the desired competencies by implying which the quality of secondary education in schools can be enhanced to the optimum level.

Almost down to this day, the study of relevant literature shows that the investigators in the field of education have been conducting research for ascertaining and determining the efficacy of programmed learning, microteaching and several other approaches including the modular approach. But their efforts have remained confined to the school curriculum, school subjects and the school pupils. There have been very few research efforts undertaking relating to the use of any competency based and commitment oriented approach for the teaching of curriculum of B.Ed. subjects specially for the paper of school organisation for
improving the quality of pre-service teacher education at the secondary school level. It was exactly this vacuum in the research conducted so far in the field of education in India that led this investigator to chisel out and undertake the problem of the present work.

It was also with the perception of the NCTE's publication of the document 98/36, a development with regard to the urgency of competency based and commitment oriented programmes of education that prompted this investigator to take up the present problem – with the strong fear of potential difficulties in mind, notwithstanding.

1.11 STATEMENT OF THE PROBLEM

EFFECTIVENESS OF COMPETENCY BASED AND COMMITMENT ORIENTED CURRICULUM FOR QUALITY TEACHER EDUCATION AT SECONDARY LEVEL

1.12 OBJECTIVES OF THE STUDY

The present study has been directed to the following objectives:

1. To develop a competency based and commitment oriented (CBCO) curriculum through appropriate teaching modules incorporating the teaching competencies as basis and commitments as orientation in the contents of curriculum that is syllabus prescribed for the subject of School Organisation, in B.Ed. pre-service programme by Guru Nanak Dev University for the Academic Session 2000-01.

2. To study the effectiveness of Competency Based and Commitment Oriented (CBCO) Curriculum in respect of differences in the academic achievements of teacher trainees taught by Competency Based and Commitment Oriented Curriculum from those taught by traditional curriculum in the subject of School Organisation.
3. To study the effectiveness of Competency Based and Commitment Oriented (CBCO) Curriculum in the paper of School Organisation in respect of inculcation of teacher competencies and commitments as reflected in students' achievement in Skill-in-teaching examination.

4. To study the effectiveness of Competency Based and Commitment Oriented (CBCO) Curriculum among teacher trainees as reflected in their achievement in the field of Community Work.

5. To study the effectiveness of Competency Based and Commitment Oriented (CBCO) Curriculum by comparing it with that of the traditional curriculum in the development of favourable attitude towards the teaching profession among pre-service B.Ed trainees.

6. To suggest competencies and commitment areas that can successfully be implemented in the B.Ed syllabus at the planning, designing and implementation stage of the curriculum.

1.13 HYPOTHESES

Keeping in view the objectives of the study, following hypotheses were formulated. Objective 1 of the study was to be realised through development of the curriculum, hence no hypotheses has been formulated for the first objective of the present study. Likewise objective 6 was realised through submitting the suggestions with regard to the areas of competencies and commitments which can be successfully incorporated in designing and implementing the pre-service teacher education curriculum.

For the remaining objectives, following hypothesis were formulated on the basis of trend of results emanating from the review of related studies:

1. The academic achievement of teacher trainees taught through Competency Based and Commitment Oriented Curriculum of school
organisation is significantly greater than the achievement of their counterparts taught through traditional curriculum.

2. The competency based and commitment-oriented curriculum is more effective than the traditional curricular approach of teaching as reflected in prospective teachers’ achievement in skill-in-teaching examination.

3. Competency Based and Commitment Oriented Curriculum approach as compared to the traditional approach is significantly more effective in transacting the knowledge and skills in working with the community as reflected in the achievement of prospective teachers in the field of Community Work.

4. As compared to Traditional curriculum, the Competency Based and Commitment Oriented Curriculum is significantly more effective in the development of favourable attitude towards teaching profession.

1.14 DELIMITATION

The study is delimited in respect of following

- On account of the constraints imposed by the experimental design employed in the present study, its sample was limited to one college of education where the investigator herself being a Lecturer, could obtain the cooperation for conduct of study over a full academic session.

- The development of competency based and commitment oriented curriculum and its implementation was limited to only one subject of study i.e., school organisation, taught as a compulsory paper at the B.Ed. level.

- While all areas of commitments were included in the study, the selection of competencies incorporated in the curriculum was

64
limited to only five competencies out of NCTE's list of ten teaching competencies.

1.15 OPERATIONAL DEFINITION OF KEY WORDS

Competency – competency in the present study has been defined within the framework of NCTE that is being competent in the process of teaching and learning. Accordingly five types of competencies namely, content competencies, competencies related to other educational activities, management competencies, competencies related to working with the community and other agencies and competencies related to working with parents have been integrated in the CBCO curriculum of school organisation (NCTE...document 98/36).

Commitment – commitment has also been defined within the framework of NCTE as doing one’s duties with devotion and a sense of responsibility, it is a pledge, promise, a word to the learner which leads to the total development of the child. Five commitment areas namely, commitment to the learner, commitment to the society, commitment to the profession, commitment to achieve excellence and commitment to basic human values (NCTE document 98/36) have been integrated in the CBCO curriculum of school organisation.

Competency based and commitment oriented curriculum

In the present study competency based and commitment oriented (CBCO) refers to the integration and transaction of five competencies, namely, content competencies, competencies related to other educational activities, management competencies, competencies related to working with the community and other agencies and competencies related to working with parents and five commitments namely, commitment to the learner, commitment to the society, commitment to the profession, commitment to achieve excellence and commitment to basic human values, in the syllabus of school organisation in the modular form. Pre-service teacher education
is a process of transformation of lay persons into competent and committed professional educators. The activities such as classroom teaching through self-instructional modules (SIM), group-discussions, dramatisation, seminar presentations, field trips, conduct of morning assemblies formed a part of the CBCO Curriculum.

**Attitude towards teaching**

Attitude towards teaching in the present study refers to intensely relevant experiences (as defined in the manual), a frame of mind, opinion and a point if view and its measure relates to scores obtained by student teachers on 'Teaching Attitude Inventory (1978) by Ahluwalia'.

**Effectiveness**

In the present study the effectiveness of the CBCO curriculum refers to its facilitation in the regular formal systematic development of the learner in comparison to traditional syllabus taken in respect of teacher trainees’ (a) academic achievement in the theory examination of school organisation, (b) their scores on skill-in-teaching examination, (c) community work and (d) attitude towards teaching.

**1.16 SIGNIFICANCE AND NEED OF THE STUDY**

While undertaking this experimental study it was anticipated that its findings would enlighten the education of the teacher educators about the possibilities and probabilities – advantages and disadvantages – of teaching various subjects of the Bachelor of Education by competency based and commitment oriented curriculum.

Further, the results of the study at B.Ed. would reveal whether this innovative approach to curriculum has any clear advantage over the traditional curriculum and traditional method of teaching in nurturing
among the teacher trainees of educational competencies and in developing among them the professional commitments of school organisation.

It is also felt that the results of this study would indicate whether the use of competency based and commitment oriented curriculum makes any noticeable difference in achievement in theory and skill-in-teaching examination over and above the outcomes of the use of traditional methods of teaching.

It was also felt that the findings of the study would also reveal whether or not the use of competency based and commitment oriented curriculum in colleges of education has any significant advantage over the use of traditional methods in effecting desirable attitudinal changes in teacher-trainees towards teaching.

1.17 ORGANISATION OF CHAPTERS IN THE REPORT

After having introduced the theoretical and conceptual framework of quality teacher education and the importance of competency based and commitment oriented curriculum in the quality teacher education in chapter 1 of Introduction. Chapter 2 has been devoted to the review of the Related Literature. While procedural details of the study have been given in Chapter 3, the Chapter 4 is related to the Designing and Development of Instructional Tools i.e., Modules for teaching. Chapter 5 deals with Analysis of Data and Discussion of Results. Summary and Conclusions form the content of the last Chapter, i.e., 6th. Bibliography and Appendices are given at the end of the research report as usual.