

A STUDY OF TEACHING COMPETENCIES ACQUIRED IN TEACHER TRAINING TO SCHOOL TEACHING BY ELEMENTARY SCHOOL TEACHERS IN DELHI STATE

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ABSTRACT

They say “ One who dares to teach must always learn.” Learning is a life long process. Every individual is required to learn for attaining a better life. Teachers are change agents. They always seek a positive change in the learners. This change can only be brought through competent teaching. Teachers learn various skills in teacher training programs, still there is so much left to be attained through in service teacher training programs. A competent teacher is one who is able to employ all possible methods to make a child understand. There is still a huge gap between teacher training and actual teaching. The curriculum of elementary teacher training may be reviewed in the light of changing scenario.

INTRODUCTION

Elementary Education plays vital role in a child's life. Elementary Education being our constitutional commitment, realization of this objective cannot be delayed any further. Education has always occupied an honored place in India. Education in any society does not depend so much on any education system. All committees and Commissions have emphasized the importance of the role of the teacher in education. The common Wealth Report (1974) states, “The teacher has a major role in educational development whether he approaches his work actively or passively. He can influence development adversely by opposing innovation or merely remaining mute in the face of a growing need for a reform, on the other hand he can participate actively as an initiator himself or an interpreter of the plans devised by others.”

The role of teacher in the education system is recognized everywhere and at all levels. The Education commission (1964-66) in India has emphasized the importance and role of teacher in the following words “of all the different factors which influence the quality of education and its contribution to national development; the quality, competency and character of teacher are

undoubtedly the most significant.”

Nothing is more important than securing a sufficient supply of high quality recruits to the teaching profession, providing them with the best professional preparation and creating satisfactory conditions of work in which they can be fully effective.

At elementary school stage teacher's role becomes more significant, at this stage the foundation stone of learning is laid down. Teacher plays the key role in the attainment of educational objectives. Again the role of an elementary school teacher requires a special emphasis in this regard not only because of constitutional commitment to this age group of children, but also because teacher at this stage deals with the most impressionable years of child's life. The quality of teacher depends on two major factors. The first is educational qualification of teachers and second is the quality of teacher education.

Elementary Teacher Education in India Elementary education refers to the education imparted to children between the age group of 4 and 14. The education system in India is supposed to be second largest and well developed after America but in the rural areas, the number of dropouts at the elementary level is quite high.

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NEED OF THE STUDY

Elementary level education lays the foundation of learning in a child. It is, thus very important that teachers acquire proper training in order to handle children at elementary level.

There is shift in emphasis from teaching to learning. The role of teachers will have to be redefined with the changing times. The expectations are to deliver good quality education to children. During their pre-service teacher training programmes, trainees are exposed to a variety of methods and techniques of teaching. They are also given various application of knowledge skills in improvising instructional objectives in terms of terminal behavioral outputs are also imparted and they are given opportunities for evaluating pupils' performance. Motivational and such other devices as to develop creativity and interest in teaching of different subjects.

No such claims are ever substantiated by objectives studies, nor any effort made investigate if the teacher training skills are practiced by teachers in their in-service professional duties and practices in the classroom. The present study seeks to identify the extent to which the trainees have acquired the skills and strategies involved in various methods of teaching their ability to use them in the classroom practices. It also seeks to investigate limitations and reasons for their not being able to put to practice of what teachers learnt in their pre-service teacher-training programme.

For children to learn effectively, teachers need to be well trained, well resourced, and have positive attitudes to multigrade teaching.

STATEMENT OF THE PROBLEM

"A study of Teaching competencies acquired in teacher training to school teaching by elementary school teachers in Delhi State"

OBJECTIVES

1. To find out the extent to which the practicing teachers of the elementary stage are

familiar with the skills, strategies and different pedagogies learnt during their pre-service teacher training programme.

2. To find out the extent to which they are able to employ such teacher training competencies and pedagogies in teaching in their classrooms.
3. To investigate which of the competencies and approach of teaching are popular among the teachers.
4. To inquire in to difficulties and limitations of teachers in using their pedagogical skills and competencies in actual teaching in order that teachers training programmes may receive feedback for its restructuring and relevance to teaching situations.

HYPOTHESES

1. The practicing teachers of the elementary stage are familiar with the skills, strategies and different pedagogies learnt during their pre-service teacher training programme.
2. Elementary Teachers are able to employ such teacher training competencies and pedagogies in teaching in their classrooms.
3. The competencies and approach of teaching are popular among the teachers.
4. Teachers are facing difficulties in using their pedagogical skills and competencies in actual teaching, restructuring and relevance to teaching situations.

THE SAMPLE

It is a preliminary study based on a sample of 400 elementary teachers. Schools are selected on the basis of the representative sampling of schools in Delhi State keeping in view the rural urban areas consideration to which they cater as well as the administrative zones in which they are placed.

METHODOLOGY

The Questionnaire is the major device for collecting teachers opinions on a wide ranging skills and competencies they have learnt and practiced over the years of their professionalism. Study of relevant research studies on teacher

training and teacher competencies has been done. Literature on universalization Elementary education as well as teachers support through the methodological and material development in Elementary teaching Subjects has been reviewed.

TOOLS AND TECHNIQUES

The Investigator developed a questionnaire and prepared an interview schedule with a view to find out the competencies employed by elementary teacher.

MAJOR FINDINGS

1. All teachers concluded that they had sufficient knowledge of the subjects.
2. All teachers did not initial preparation for the course in advance.
3. The objective of teaching was maintained as all teachers responded with a conclusive 'yes' to this question. The worrying factor that remains is the fact that not many could correctly identify the objectives in exact behavioral terms. The conclusion that has been drawn here is the fact that specific inputs are required during teacher training for teachers to correctly identify the behavioral objectives.
4. It was noticed that all teachers did analyze the course contents.
5. While analyzing the methods of teaching used by teacher it was noticed that problem solving, Play way and inductive and deductive techniques were used most extensively. Project work, Laboratory and auto instruction were the least utilized. The restrictive way in which education is being imparted is a relevant point to be considered as all techniques were assumed to be equally important as teaching tools by the researcher. It was also noticed that none of the teachers could come up with a new method of teaching beyond those indicated.
6. Similarly it was observed that the responses indicating the frequency of usage (teaching techniques) usually observed around one or two techniques being used predominantly.
7. On the micro teaching level in terms of skills

and competencies of the teachers the observation was that the teachers are either not aware of all the techniques or the skills are not being fully utilized as the method of teaching is only restricted to the use of one or two techniques.

8. Illustrations and applications and problem skill were the two teaching techniques used most often while dramatization and audio visual aids featured as the techniques least used.

9. Teachers with a higher level of education seem to improvise more than teachers with a lower qualification who tend to restrict themselves to their known skills.

10. All teachers tend to give homework on a daily basis.

11. Most of this homework was given from the assigned textbook and rarely does the teacher venture out to other sources.

12. The homework in general terms is checked often by teachers.

13. There was no clear consensus by the teachers on the use of diagnostic tools for assessment of the pupil's learning capabilities, the responses were varied.

14. Suggestions given by the teachers for remedial action to improve the present state of affairs did not indicate any concrete line of action even though some of the suggestions were good.

15. Most teachers indicated that they did not use any material except the textbook for teaching.

16. When asked to suggest improvements in the syllabus, again the response was low.

17. Most teachers agreed that the present syllabus was good but could not site particular strengths and weaknesses in the syllabus.

18. All teachers could give examples for mathematics as a tool for developing reasoning and imagination.

19. Creativity and imagination were sighted as the most important tools to develop interest in the pupil for their subjects.

20. All teachers agreed that teacher training had helped them to enhance their skill but not many could specially point to the micro level skills that it had helped them develop.

21. Contradictions were noticed in some cases, which might have skewed the evaluation process.

CONCLUSION

The report concludes on that the pilot study done on the skills acquired during the teacher training and the usages differ greatly. In general the teachers lack the full quorum of skills required to make them fully involved instructors. The whole process of learning may have to be redefined at the teacher training level and the syllabus level to achieve higher levels of learning in schools. The schools are in a dire need of a paradigm shift as the whole process seems to have become rigid and monotonous. Most skills mentioned at the micro level in the questionnaire were not responded to satisfactorily. This could indicate either the lack of knowledge of these skills or the under utilization of these skills due to the rigidity of the system.

The researcher strongly recommends that teacher education Pre service-in service) process be reviewed in light of these findings and changes made to the system at both the micro and macro levels.

These changes have to be particularly directed at the training level of teachers to impart new skills and encourage the usage of these skills as would be applicable in the school system.

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