

CHAPTER - III

COMPETENCY BASED AND COMMITMENT ORIENTED TEACHER EDUCATION FOR QUALITY SCHOOL EDUCATION

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With the introduction of competency based and the skill-based teaching of English language at primary and secondary school level Teacher Education by the NCTE it is of most important to find out the extent to which these identified competencies are prevalent in the primary school teacher and secondary school and whether the prevalence or absence of these competencies affects the school students performance in the five skills. But before dealing with this aspect understanding the importance of Competency Based Teacher Education, its backdrop and objectives is essential. This chapter is devoted to the National Council for Teacher Education's (NCTE) effort with Competency Based and Commitment Oriented Teacher Education (CBCOTE). A detailed discussion of each of the ten competencies essential for teachers along with their functional definition, nature, objectives, content and how they can be developed is discussed in this chapter.

3.0 INTRODUCTION

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

based and commitment oriented teacher education curriculum focussing ion quality and efficiency of teacher education vis-a-vis school education.

The present approach is based on the experience gained as a result of implementation of Prof. R. H. Dave Committee Report on Minimum Levels of Learning (MLL) at primary stage which have been found very encouraging by the teachers practically everywhere. To sustain these outcomes and to make them even more meaningful for quality schooling through the medium of teacher education, adoption of a similar approach in elementary teacher education institutions was thought of be essential.

Accordingly, the initiation document brought out by NCTE on 'Competency Based and Commitment Oriented Teacher Education for Quality School Education, highlighted the genesis of the approach and identified competencies, commitments and performance area which could hopefully lead to quality teacher education programme.

The present document, relying on the ideas expressed in the earlier document, focusses on in-service education strategies and expects to supplement the process of rethinking and establishing the implementation of Minimum Levels of Learning strategy in primary as well as upper primary schools through continuous in-service education of teachers. Once this approach is internalised as an integral part of in-service teacher education, it will radically change the very face and nature of the teacher preparation programme as a whole.

3.1 EFFECTIVE TEACHER EDUCATION

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

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

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

of school education. In other words, effective school education anticipates effective teacher education.

Teachers can act as trail-blazers in the lives of learners and in the process of education for development. If teachers acquire professional competencies and commitment, and if they are enabled and empowered to perform their multiple tasks in the classroom as well as in the school and the community in a genuinely professional manner, then a chain reaction can begin-starting with a sound teacher performance and culminating into a high quality learning among increasingly more students in cognitive, affective and psychomotor areas of human development.

There was a time, especially during the pre-independence period in India, when teacher education was just a single-shot event. But this once-in-a-lifetime model is quite inadequate in the post-independence period, particularly in the modern times.

In the last decades of the twentieth century, both school education and society have witnessed unprecedented technological advancements, communication revolutions, periodical reforms in school curriculum, introduction of competency-based and value-oriented education, adoption of Minimum Levels of Learning (MLL) strategy as envisaged by National policy on Education (NPE), 1986 (modified 1992), major reforms in text-books-cum-workbooks and other teaching-learning aids, promoting activity based and joyful learning, introduction of self-learning

and group learning activities besides teacher-directed learning, offering non-formal and alternative education systems, initiatives like Operation Black Board (OBB), Special Orientation Programme for Teachers (SOPT), Promoting Primary and Elementary Education (PROPEL) and host of other developments.

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

3.1.1 Pre-Service and Initial Teacher Education :

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

3.1.2 Recurrent In-service Teacher Orientation :

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

3.1.3 Continuing Professional Self-Learning:

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

3.1.4 Professional Orientation of School and Other Educators :

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

3.1.5 Upgradation to Higher Professional Education :

- Plans and provision for deserving teachers, headmasters and other educators to upgrade their basic professional qualifications to higher levels, such as the Master's or Doctoral degrees.
- Plans and provision to train high level specialists in different fields such as curriculum development, textbook writing and preparation of other teaching-learning material, evaluation and monitoring, planning and management, research and statistic etc.

- Plans and provision to prepare creative teacher educators and resource persons for effective pre-service and in-service teacher education at the elementary and secondary levels.
- Plans and provision to encourage international contacts.

3.1.6 Enrichment Opportunities for Teacher Educators :

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

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

Within this comprehensive paradigm, the first three components, however, call further examination in view of the urgent need for revision

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

Pre-service teacher education is a process of transformation of the untrained entrants possessing requisite background education into competent and committed professional educators. In-service teacher education refers to a recurrent, organised and need-based continuing education of teachers already on the job to update and enrich their professional competencies, strengthen their commitment and enhance their professional performance in the classroom as well as the school and community. As new developments take place in school curricula, educational techniques, evaluation procedures, classroom management and other aspects of school education, new needs arise from time to time for in-service teacher orientation and hence it becomes recurrent in nature. Various agencies and institutions such as Institutes of Advanced Studies in Education (IASEs), Colleges of Teacher Education (CTEs), District Institutes of Education and Training (DIETs), State Institutes of Educational Research and Training (SIERTs), Boards of Secondary

Education (BSEs) and also national institutions like National Council for Teacher Education (NCTE), National Council of Education Research and Training (NCERT) and National Institute of Educational Planning and Administration (NIEPA) undertake the responsibility of the particular sectors of teacher education.

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

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

- i. The job analysis of present day teachers.
- ii. The needs analysis for improving, among other things, enrolment, retention and quality of elementary and secondary school learners; and

- iii. The new demands and challenges of the initial decades of the twenty-first century.

The job analysis of present-day teachers shows that compared to the pre-independence period in India, the performance areas for the practising teachers have been enlarged. At present, systematic training is generally not provided to teachers by many of the colleges of education to help them perform several of these tasks in a professional manner. A teacher is after all, a professional practitioner.

3.2 BACKDROP

Various efforts at the national level have been made over the years to upgrade pre-service elementary teacher education in the country, particularly since 1978, when the erstwhile non-statutory NCTE came out with a curriculum framework for teacher education. Since we are now entering the twentieth year of the changes last made, it is, time to initiate the process of having a fresh look on the curriculum in terms of context, approach and transaction.

This is also necessary because theoretical knowledge, including that borrowed from other disciplines, is getting modified and enriched at such a great speed that the content in the syllabus soon becomes old and in certain cases, even obsolete and outdated. New additions are being made to the corpus of knowledge everyday which makes continual restructuring of the curriculum rather imperative to help it become up-to-

date and contemporaneous. In this age of information technology, a number of tangible innovations and experiment in the field of education are being conducted and their results deserve to be disseminated for wide replication. Since many of them are useful for improving the present practices, their inclusion in the curriculum would equip the teachers to perform their professional duties meaningfully. Curriculum changes are also constantly required at school level from time to time. Considering the nature of organic relationship between school and teacher education institution, it is but natural to accommodate relevant implications of curriculum changes in their theoretical as well as practical perspectives to make teacher education responsive to the school needs. There is also the perennial problem of the existing gap between theory and practice that needs to be integrated to make the teaching learning process productive. This issue deserves special attention during the process of curriculum renewal, its try out and implementation.

The unfulfilled commitment to universalising elementary education continues to be a big challenge that needs to be comprehensively responded to by teacher education. Several significant reasons/ factors have been identified for non-achievement of universalisation of elementary education. These include lack of enjoyable partnership-based and motivated teaching learning process. Consequently, teacher educators must remodel and redesign their strategies to achieve the desired level of behavioural changes amongst the student teachers.

3.2.1 NCTE's Initiative :

The NCTE, which has been assigned both regulatory and professional function in all aspects of teacher education programmes, both pre-service and to identify the competencies, commitments and performance areas which could emerge in totality from the curriculum of teacher preparation. The NCTE called upon teacher educators from all over the country to contribute in this endeavour and organised a number of meetings and workshop at a different places. A general framework emerged as a result of these consultations and activities.

Teacher performance became the pivotal point. Competencies needed for effective performance attracted the attention specially in the context of the success of competency based minimum levels of learning programme at the primary stage. It was, therefore, strongly felt that elementary teachers need to be adequately trained in competency based teaching learning activities as competencies thus developed among teachers would also be instrumental in nurturing appropriate competencies among their pupils too. This resulted in the development of competency based and commitment oriented teacher education programme and identification of ten competencies, five commitments and five performance areas.

The task before teacher education in implementation of competency based teacher education curriculum would be able to locate the specific identified competencies in the prescribed curricula and add

those that are missing. They have to ensure, by adopting suitable approaches and strategies, the acquisition of these competencies at mastery level by the student teachers. An attempt has been made to list some of the possible and probable competencies in each of the ten identified major competency categories. Such an attempt would always be re-looked into before planning a specific in-service education programme while in the pre-service programme all the areas are to be covered over a prescribed duration of time, in an in-service programme the focus may be on one or two areas only in a programme of one or two weeks each.

Others could be taken up subsequently in another programme. The relative priorities of the specific competencies within a competency category shall also depend upon the learning requirements of the group of in-service trainees working in the particular region and responding to the social, cultural and economic context of the area. For elementary stage, these would be critical ingredients in planning in-service programmes.

Developing the competencies would not only offer opportunities to teacher educators to discuss relevant theories and disciplines in the context of an interdisciplinary approach to teacher education courses but would also help the student teachers to observe, develop and put them to practice. Correspondingly, the five most needed commitments expected of teachers were identified to enable them to appreciate the role of the

community in educational initiatives to enable them to set a model before the most impressionable minds of pupils. Similarly, five performance areas, covering activities of the teacher, inside and outside the school, were identified. Thus emerged the curriculum frame-work of teacher education for pre-service teachers at the elementary level in a concise and integrated form of competencies, commitments and performances expected of the teachers of tomorrow.

3.2.2 Orientation of an In-Service Teachers :

The professional learning needs of an in-service teachers are equally significant and must be adequately met by the teacher education system. The skills and competencies acquired by these during pre-service training could easily become outdated and inadequate, because of the changing, particularly the new technologies. Therefore, they would need regular renewal and upgradation. In addition, any major curricular change can be introduced operationally on a large scale only when in-service teachers are fully equipped professionally to understand its implications.

Consequently, the need to orient in-service teachers in the competency based approach at elementary state deserves priority. Essentially the programme of Minimum Levels of Learning upgrades the quality of learning and provides a chance to practically every child to achieve mastery level learning. In support of this endeavour, several initiatives like operation blackboard, establishment of cluster level

resource centres, provisions of additional teachers etc. have already been taken. The District Institutes of Education and Training (DIETs) have a major mandate for good quality in-service training of school teachers.

Minimum Levels of Learning programme is based on the principles of competency based education and it has become imperative for every in-service teacher to master and internalise the concept. This can be achieved best by orienting teachers through competency based teacher education as it has been corroborated and strengthened by the findings of several experimental studies conducted by different agencies, at different places in the country under the aegis of Ministry of Human Resource Development, since 1991.

3.3 OBJECTIVES OF COMPETENCY BASED IN-SERVICE TEACHER EDUCATION

Competency based in-service teacher education course will enable the teacher to :

- Understand the cultural and socio-economic background of elementary school pupils;
- Develop an insight into problems of elementary education and acquire competence to solve them;
- Comprehend the importance and concept of Minimum Level of Learning for improving the quality of school education;
- Understand the concepts of cognitive and subject structures and their relationship with children's learning;

- Compare the ways and means of promoting learning under traditional and competency based teaching and make changes wherever necessary;
- Evaluate planning and implementation of co-curricular and other educational activities and modify the same;
- Develop understanding about the ways of procuring and using teaching learning materials to encourage guided/ independent self-learning among pupils;
- Use evaluation for continuous feedback of pupils with a view to assisting them in achieving the expected level of mastery.
- Understand principles and practices in getting other's co-operation inside and outside the school;
- Develop partnership with parents for facilitating development of pupils;
- Seek co-operation from the community and various other development agencies to make school a centre of development of the locality;
- Strive to attain professional excellence and follow basic values and
- Make sincere efforts to practice a value based approach

3.4 CONTENT COURSE

It is assumed that certain theoretical background is prepared in the minds of the student teachers in their pre-service course. They would have also augmented their skills and attitudes required for the profession through pre-service training and on the job experience. What is needed now is addition to the already acquired knowledge, strengthening of right attitudes and sharpening of professional skills. All this requires curricular content as a medium through which desired changes can be brought about in the behaviour of the learners.

Examination of the content of pre-service course vis-à-vis performance of teachers in the field reveals the certain aspects of the course are not internalised by the teachers in real terms. For example, the changed composition of pupils and their special needs, commitments towards achieving the goal of free and compulsory education for children under 14 years or the role of local participation in promoting education of children specially those coming from disadvantaged sections etc. have yet to be understood in right earnest.

Certain practices in the teaching learning transactions are also found wanting in the field. For example, use of teaching-learning aids, both traditional and modern, conducting other educational activities, establishing rapport with parents etc. are quite important in shaping pupils' personalities which need to be reiterated in the course content. There are a number of new developments in the field which the teachers

also need to be acquainted, with such as minimum levels of learning for quality improvement, vocational education, value education etc. and such their basic concepts demand immediate inclusion in the course content.

What is, however, most important is to organise the content in the language of competency statements in order to present course expectations in specific terms. This helps the learner to understand what he should strive for and also the educator to evaluate the achievement of the educand on the one hand and self-evaluate one's success in bringing about the desired change in the behaviour of the learners on the other. Breaking up of the entire task into smaller bits provides opportunities to the educand to achieve success easily. This further motivates him/ her to reach higher levels of achievement. Lastly when one undergoes a specific approach/ method particularly in the context of competency based education, one consciously develops an insight about it and with practice succeeds in internalising it. It is presumed that in-service teachers will do the same if the course content organised through competency statements.

To fulfill Objective no.1 of the study stated as 'to identify the dimensions of the ten teaching competencies as advocated by NCTE' the following discussion has been undertaken comprising of the functional definitions, nature, objectives, content and how the particular competency can be developed for each of the ten competencies.

3.5 COMPETENCY CATEGORIES

The following ten competency categories in teacher education have been identified :

- i. Contextual Competency
- ii. Conceptual Competency
- iii. Content Competency
- iv. Educational Transaction Competency
- v. Educational Activities Competency
- vi. Competency in Preparation and Use of Educational Aids
- vii. Evaluation Competency
- viii. Management Competency
- ix. Parent Related Competency
- x. Community Rapport Competency

Competency under each category, alongwith their respective importance are given below :

3.5.1 Contextual Competency

i. Functional Definition :

While performing any task, to achieve the objective, a knowledge of its various contexts in relation to the historical background, present position and the objectives laid down, acts as self motivation force and also motivates others. This power of knowledge is termed as contextual competency.

ii. Nature of the Competency :

Education is a sub-system of society. It emerges and grows in the context of society when other systems such as those of politics, economy,

culture etc. interact with education. It is necessary for the teachers to understand the forces of such contextual interactions in terms of constitutional commitments, government policies, resultant programmes and causes for their success and failure. They need to become aware of the changes around them and about the role bringing about desired changes in the society.

The system of education, aims of education and methods of education get transformed as per changing needs of the society. The present system of education has evolved through many such changes.

The changes in the educational system have not taken place on their own but are the result of various movements emerging in society from time to time. The endless efforts of social reformers who gave their lives for the cause of education, the changing political set up over the time and fast changing human life due to scientific and technological progress. To understand these changes one has to turn to the history of education. What was the system of education in past? How did it change? What were the policies formulated by the country from time to time? what direction did the development of education get through such policies? By studying such questions, a teacher will comprehend better the present system of education in a better manner.

Education has a political, social, cultural and economic background as well as a historical background.

A critical study of the history of education, its background, present position, objectives of education, upgraded knowledge of the profession will clarify the teachers intellectual role and increase his/ her self confidence as well as professional commitment. All this is to be achieved through development of contextual competency in the teacher.

iii. Objectives :

- Understand the importance of universalization of elementary education in national development;
- Comprehend the important of constitutional provisions, directive principals, articles and amendments for the achievement of universalisation of elementary education;
- Understand the significance of national policies 1968 and 1986 (modified in 1992) with special reference to elementary education, alongwith the recommendations of various commissions and committees;
- Collect information about provisions made by the state and central government in translating policies regarding universalisation of elementary education into practice.
- Identify the gaps between planned programmes like non-formal education, adult education, minimum levels of learning etc. and the achievements/ failures at the implementation stage; and

- Understand new roles and responsibilities in implementing measures of improvement at the local level and strive to translate the understanding into desired behavioural changes.

iv. Components of the Competency :

1. Primary education before independence
2. Primary education after independence
3. National Policy on Education – 1968
4. National Policy on Education – 1986 (Revised in 1992)
5. The Programme of Action of the Maharashtra State
6. Education of Girls and Weaker Sections
7. Quality Education
8. Teacher Training

v. How Can Competency Be Developed?

The scope of contextual competency can be understood from the discussion done so far. A teacher can update knowledge using reference books and educational magazines articles on education appearing in newspapers, listening and watching to educational programmes on all India Radio and on television respectively. Likewise workshops, discussions, camps and enrichment programmes could also be organised.

What is our role? How far are we from the attainment of objectives? Which are the geographic social and economical conditions in our area? How can we plan our work? All these aspects have to be thought over and the reality. Considered while planning and implementing the programme while undermining to attain the objectives.

3.5.2 The Conceptual Competency :

We are aware that it is necessary to make concepts pertaining to the process of education and training more clear to teachers. A critical study of concepts makes us aware of the work assigned to us and clarifies the nature of its implementation.

i. Functional Definition :

Intellectual clarity and depth of understanding of educational theories, various trends, methods, techniques and terms is called the conceptual competency.

ii. Nature :

Implementation of minimum levels of learning also demands understanding of its conceptual framework by the teachers. Since competency based approach to education is new and involves mixture of old and new concepts and theories, the teachers will need help in facilitating the learning of children and helping them to achieve mastery of skills.

Education is a developing science. New trends and techniques are assimilated in the educational management and methods considering the psychological, philosophical and sociological foundations of education. This has helped and is helping in the process of teaching, learning to be easy, effective and wider in scope. New concepts, terminology and phrases are being used with development of education. It is expected now-a-days that the process of education should be child-centered,

activity-oriented, based on living competencies and joyful. It is essential that teachers should clearly know the concepts pertaining to the nature of the process and skills and activities to be arranged related to it. But it is found that there is conclusion in the minds of teachers regarding some or new concepts and terms. The conceptual competency should be developed to remove this confusion. This will help us to get a right direction in our work and thus improve its quality.

Whether a concept is clear or otherwise can be judged while explaining it to others or while performing any work related to that concept. For getting intellectual clarity about any concept, one should first understand the meaning of the concept and think how it can be explained. Regarding discussion and quiet thinking (meditation) in that regard helps to understand the concept more clearly and to develop our conceptual competency.

iii. Objectives :

1. To understand clearly the basic educational concepts.
2. To have clarity regarding concepts pertaining to new trends, methods and techniques of education.
3. To get an insight in critical thinking about concepts, terms, methods and techniques.

iv. How to Develop this Competency :

Reading, discussion and deep thinking are essential components for getting clarity of any concept. The mastery over these components will develop this competency. To achieve this, teacher have to organise the following activities :

- Reading, discussion, recapitulating and deep thinking;
- Group discussion;
- Lectures by experts;
- Observing and listening to educational broadcasts/ telecasts released on Television and Radio;
- Group seminars

3.5.3 Content Competency :

Functional Definition :

Teachers deep knowledge of the prescribed subjects in the curriculum, the content in each subject and learning experiences to be given to the pupils is termed as the content related competency.

ii. Nature :

Content means various experiences that are to be given for all round developed to achieve the aims and objectives of education. Various subjects are included in the curriculum. Text books are produced to facilitate the implementation of the curriculum through day to day teaching and learning processes. Teaching contents in the text

books are given in the form of units and sub-units. Various terms, concepts, rules, principles and the information useful for life form the content of each subject.

Objectives laid down in the curriculum are achieved through learning experiences given to the pupils in the form of units and sub-units. More lessons in the text-books are not the contents, as the lessons included in the textbooks have certain limitations.

The teacher should have mastery over the curriculum and textual content for making teaching and learning effective. In the content of the curriculum and text books and teachers are expected to enrich their content knowledge by referring to teacher's hand-book, reference book, dictionaries etc.

To summarise, acquisition of deep knowledge by studying the curriculum, units and sub-units given in the text-books and reference material for giving suitable learning experiences to the pupil, to make daily teaching and learning process meaningful, effective and comprehensive is called the Content Related Competency.

Teachers everywhere have given more importance to facts and details of the concerned subjects they teach. They are seldom made aware that each subject has a distinct internal organisation or structure of its own which contains not only facts but also concepts and subsuming number of details. Concepts are further inter-related with one another

and their relationships are generally stated in terms of rules, principles or laws. These abstract units are indeed quite significant in the teaching learning process as understanding them helps in knowing the facts related to the subject in a more meaningful and lasting manner. Therefore, to acquaint the teachers with systematic arrangement in their respective subject goes a long way in helping them master it easily as well as with due understanding.

iii. Objectives :

1. To make the concept of the Content Related Competency clear.
2. To make the teachers realize the need for perfect understanding of the content knowledge.
3. To develop an insight for enriching the content.
4. To get acquainted with the means of developing content knowledge.

iv. Content of the Competency :

A critical study of the following is essential for enriching the content knowledge.

1. Primary Education Curriculum 1988
2. Competency Based primary Curriculum 1995
3. Competency based Text-books
4. Teacher hand-book
5. Other reference literature.

To develop content competencies to implement the minimum levels of learning programme minimize the content load and emphasizes the learning by using concepts.

These competencies help the teacher :

- Identify facts, concepts, principals and theories constituting the structure of the subject;
- Identify new developments in the subject and classify them in terms of structure of the subject;
- Understand the relationship between structure of the subject and its minimum levels of learning statements;
- Identify scope and limitations of competency statements;
- Compare the implied content in the minimum levels of learning statements of the subject with that of relevant content from the text; and
- Collect the necessary content material to develop a particular competency.

v. How can the competency be developed?

In order to develop the content competency teacher would take note of the following:

1. The competency is basically meant for developing the children's competency. Therefore, the teachers should critically study curriculum.

2. Study the text-book thoroughly.
3. Competencies in the children are expected to be developed in a sequence and as per the speed of an individual child. Clear understanding of the content helps the teacher in understanding the teaching of the competencies to be developed in the children.
4. Generally most of the teachers have the content knowledge level of Secondary or Higher Secondary level. But there is no guarantee that every teacher has mastery over the content study. Content knowledge of Higher Secondary level is not necessary.
5. Conscious efforts should be made to know new trends and new concepts of education.
6. Teachers should develop reading habits.
7. Teachers should exchange their experiences with their colleagues and other teachers (Primary and Secondary).
8. Teachers should get a copy of the time-table of the radio and television programmes and listen to them regularly. Some programmes can be recorded and discussion can be held later.

3.5.4 Educational Transaction Competency :

Functional Definition :

Educational Transaction Competency means the skills needed by teachers in their day-to-day teaching in order to achieve the educational objectives easily in teaching-learning process through the meaningful

interaction between teacher and pupil, pupil and pupil, pupil and the material and pupil and the environment by using different teaching methods, activities and technology in effective and in an integrated form.

ii. **Nature :**

The term “Educational Transaction” has been used in a wide sense. The word Transaction is not to be taken in a sense that is prevalent in day-to-day life. The factors of interaction of pupils inside and outside school through which learning takes place; all those factors and interactions are included in the transaction.

The objective laid down in syllabus are achieved through the interaction between teacher-pupil, pupil-pupil, pupil-material and pupil-environment in the class-room; school and the environment. There are two stages of interaction between teacher pupil.

1. General Interaction
2. Specific Interaction

Every action on the part of teacher whether educational or social, inspires pupils knowingly or unknowingly. General interaction means interaction between teacher-pupil, how the teacher speaks with the pupils whether they stand by their words or change them, how he behaves with the pupils and others, what are his feeling towards the teacher, how the teacher responds to the behaviour and the way he converses.

General interaction plays a vital role in developing the personality of the pupil because there is an ideal person and guide to the pupils.

The following points are to be noted in this regard :

1. The teacher must develop intimacy among the pupils through his behaviour, thought and dialogue.
2. This intimacy must create among pupils, parents and the society, respect towards the teacher.
3. Confidence has to be developed among pupils that the teacher has accepted them. It inspires pupils to obey the orders of the teacher.
4. The fear developed in the minds of pupils regarding school, teacher and education must be removed.
5. The feeling must be developed among pupils and parents that whatever the teacher does is for their welfare.
6. The pupil should not feel that their feelings are being neglected by the teacher.
7. In order to develop and enrich self-respect, self confidence, self inspiration among pupils teacher must create the congenial atmosphere through their behaviour and speech.
8. Language is the most important facet of the personality. Therefore there should be sincerity, love, softness in the language of the teachers. The speech of the teacher should reflect the sincerity and seriousness of the topic.
9. Teacher should develop inspiration, seriousness in the minds of pupils towards objective and activities on the clarity of language,

into nation, stress and pause on speed of the language. Teacher must remember that a word of appreciation patting with affection and sympathetic outlook gives much more to the pupils and it should be used by teacher in his daily teaching and learning process.

The second stage of interaction between teacher and pupil is to be considered as specific interaction in context of teaching-learning process. Teacher should be well conversant with various teaching methods, maxims of teaching, laws and principles of education to make the teaching more effective and meaningful and to motivate the learners. He should use various techniques to make teaching-learning process easy. Teaching-learning process must be child-centred, activity based and joyful.

iii. Objectives :

1. Understand the nature of mental processes to be developed while conducting competency based teaching learning activity;
2. Plan the use of textbook and other learning material in the competency based teaching learning process;
3. Help the pupils, through various steps suggested in competency statements, towards achievement of mastery learning;
4. Engage pupils in group-learning, peer-learning; individual learning and in using the occasion for close supervision;

5. Encourage student's initiatives in learning;
6. Monitor the progress of children towards mastery through continuous evaluation;
7. Provide necessary assistance to slow pacers to overcome hurdles and achieve mastery level learning; and
8. Provide challenging practice and learning materials to students who achieve mastery learning relatively early.

iv. Content :

From informal education to formal education. Generally the formal education of a child begins at six. Before this, the development of the child takes place in his family. In the atmosphere of the family and surroundings the child goes forward to formal education. This transition period is very important from sociological and psychological point of view.

Interaction in Educational Transaction :

Mainly there are four interactions in educational transaction :

1. Teacher-Pupil interaction
2. Pupil-Pupil interaction
3. Pupil-Material interaction
4. Pupil-Environment interaction

v. How the Competency Can Be Developed?

1. For the development of educational transaction, it is necessary for the teacher to conduct introspection and self-evaluation. After

having completed the teaching of unit it is necessary to go through introspection and self evaluation.

2. Teacher must use Radio-cum-Cassette player.
3. The teacher should take microlesson on various skills and discuss it.
4. The teacher should observe the lesson of other teachers.

3.5.5 Educational Activities Competency

i. Functional Definition :

A skill of imaginative planning and systematic and effective implementation of curricular and co-curricular activities for achieving educational objectives is called educational activities competency.

ii. Nature of the Competency :

Various educational activities are planned and organised in schools. Imaginative organisation of related activities for achieving educational objectives is called educational activities and programmes.

Organisation of curricular and co-curricular activities is necessary for achieving educational objectives. On the whole co-curricular activities are given more weightage than curricular activities. It should be noted that curricular and co-curricular activities for achieving educational objectives should be a combination of proper proportion, appropriate selection and imagination. In the content of quality UEE (Universalization of Elementary Education) all children are expected to

achieve mastery over competencies prescribed for each subject. Competencies related to knowledge, concepts and skills etc., are expected to be developed through curricular activities.

Activities are to be organised in the classroom, school and in the surroundings with a view to achieving the development of children in cognitive, affective and psychomotor domains of development, selection of educational activities appropriate to educational objectives and competencies is also a skill. Objectives of selected activities are to be laid down. Success of any activity depends on its proper planning and effective implementation. All the activities should be regularly monitored and evaluated for its effectiveness.

iii. Objectives :

1. To understand the need and importance of educational activities for the universalization of quality education.
- 2 To develop an eye for making proper selection of educational activities.
3. To get information about planning and implementation of educational activities.

iv. Competency Content :

We try to achieve all round development of children through classroom teaching and learning processes related to the objectives given in the curriculum. In the present content, it is observed that those

objectives are not fully achieved by class-room teaching and learning. This is caused mainly due to its class-centered and teacher-centered nature. Naturally, the teachers activities are given more importance. Teachers try to complete the syllabus and units from textbooks. Only a small number of students are benefitted by this. Teachers feel that their teaching is in the right direction. We should not forget that all children should be given quality education. Teaching and learning is generally conducted within the four walls. Teachers tend to verbally describe even those experiences which can be given directly and naturally.

In class-room teaching we teach all students at the same time. We can involve all children in teaching and learning process, as all children cannot learn with the same understanding and speed. Therefore, the teaching learning remains class-centered. This kind of teaching matches with the progress of only a small proportion of children. Teachers cannot pay attention to all children. Therefore, child-centered, activity based and joyful learning is emphasized here. Child's active participation and involvement is given more importance. Therefore all children should be given opportunities for their active participation.

Children's participation can be achieved by organising curricular and co-curricular activities inside and outside the classroom. Children get chance to work in small groups, individual children in small groups can have a chance to do some activity. As learning becomes meaningful, it also becomes joyful. Teachers also get job satisfaction.

Educational activities can be considered at two levels :

1. Curricular activities
2. Co-curricular activities

v. How can the Competency be developed?

1. A detailed discussions in staff meetings, block level meeting, etc. should be held about the planning and implementation of educational activities.
2. The educational activities should be planned and implemented after considering the strength, weakness and the means to solve them and the appropriate opportunities for planning and implementing such programmes.
3. Visits to educational exhibitions should be arranged and discussions with the organizers to be held.
4. Collecting information by visiting other schools in the neighbourhood, for understanding educational activities continued in these schools.
5. Useful information available in magazines, newspapers etc. should also be collected.
6. Conscious efforts should be made to develop the competency and skills required for organisation of educational activities.
7. Educational activities should be recorded in a separate register. Proper classification of activities and necessary details of each activity should also be recorded.

3.5.6 Competency In Preparation and Use of Educational Aids

i. Functional Definition

To achieve the educational objectives one can make use of resources available in the environment. A teacher can prepare a variety of educational aids from the available resources. Competency in preparation and use of educational aids is nothing but the ability of a teacher to make variety of teaching aids from available resources with his own imaginative power.

ii. Nature of the Competency :

Children learn best when they themselves are the virtual actors in the experience. In the actual experience they see the things themselves directly in their actual form and hear about the things directly. But it is not possible to provide all kind of learning experiences in their real and actual form. We can explore educational aids in such situations. Depending on the learning experience to be given one has to be critical in selecting the educational aids. Systematic use of educational aids material makes teaching learning process more effective and meaningful. Even the most abstract concepts can now be presented in a concrete manner by means of more than one teaching aid. Educational aids help to reduce verbalism in teaching procedures. They contribute to accuracy in learning by replacing vague concepts by clear ones in a much shorter span of time. Educational aids provide variety in class-room procedures. Children like activities and therefore they participate in teaching-learning

process. This helps in effective interaction between students, environment and students.

Attractive teaching aids make teaching learning process easy, activity-based and they serve the purpose of recreation. This competency includes preparation, selection and proper use of educational aids. The activities such as use of available local resources in preparation of educational aids, exhibitions of prepared material, give and take to educational aids, collection of educational aids are included in this competency.

iii. Objectives :

1. Identify various types of educational media/ teaching learning material and sources useful for educational purposes, especially for implementation of minimum levels of learning.
2. Use the teaching learning material as a means of meaningful interaction between the teacher and the taught and between the pupils themselves to make them work independently for self learning as well as collective, learning in the classroom;
3. Decide the type of teaching learning material to be prepared particularly in the context of analysing competency statements;
4. Identify factors, such as age group, size of the class, number of students in a class etc. to be considered while developing teaching learning material;

5. Prepare teaching learning material by using available resources and local materials and
6. Evaluate effectiveness of the teaching learning material, already available or prepared and modified, as per requirements of the teaching learning situation/ subject needs.

Educational aids play an important role in controlling attention of children, consequently making the teaching-learning process more effectively.

iv. How to develop a Competency?

Teachers should take advantage of in-service training in which the preparation and use of educational aids is taught.

Workshops, exhibitions, camps etc.

1. Participation in workshops where preparation and use of educational aids is taught.
2. Visits to exhibitions of educational aids.
3. Demonstration of ideal lesson using educational aids, in relation with particular competency.
4. Group discussions during monthly meetings. Topics for discussions related to educational aids. Joyful education, various methods of teaching-learning process.
5. To get guidance of experts for using science and mathematics kits.

6. Guidance of experienced teachers in sound recording.
7. Experiences relating to the use of educational aids, exchange of thought and ideas, classification of educational aids and discussion regarding the specific format of list.

3.5.7 Evaluation Competency

i. Functional Definition :

Evaluation competency means competency of teachers to judge perfectly how far general educational objectives of curriculum are achieved and evaluate continuously whether specific (prescribed) educational competencies of curriculum are attained proportionately by pupils.

ii. Nature of the Competency :

General and subjectwise objectives are specified (prescribed) in the curriculum. Subjectwise (mother tongue, Mathematics and General science) competencies are also given. It is expected that all the competencies are to be mastered and curriculum objectives are to be achieved by all children in primary school.

It will be very late if the competencies are tested at the terminal or annual examinations only. It may not be possible to overcome discrepancies, if any. Curriculum and syllabus are interdependent and are sequentially arranged. The next unit will not be properly followed if the pupils fail to understand the first one. It is necessary to assess the

achievement level of competencies with a view to adopting suitable remedial measures to achieve educational objectives through day-to-day teaching-learning process. It means that evaluation must be part and parcel of teaching-learning process.

Evaluation does not simply mean to prepare question papers, to take written examinations, to assess answer books, to give them marks and to declare them pass or fail, but it is a continuous process of assessing the attainment level of children in each competency. All round development of children is a major educational objective. It is possible through the development of competencies specified in curriculum. Main function of evaluation process is to understand the progress of a child. Teachers can understand difficulties faced by a child and suitably modify their teaching suitable for improving child's learning.

The nature of evaluation depends upon the student's background, age, nature of the competencies, teaching, learning speed of the child. Terminal examinations cannot give the real picture of teaching by teacher and learning by the child. Children must be evaluated in cognitive, affective and psychomotor domains of development.

iii. Objectives :

1. Understand the concept and importance of evaluation in the process of implementation of minimum levels of learning.

2. Understand the difference between evaluation based on behavioural objectives and competency based evaluation.
3. Categorise competencies that can be evaluated either by continuous evaluation or periodic evaluation.
4. Plan yearly/ monthly units of programmes of competency based evaluation.
5. Prepare a blue print for construction of competency based test.
6. Decide on an appropriate method, written or oral, etc. of evaluation for a particular set of competencies.
7. Construct criterion-referenced test items.
8. Analyse and interpret test data applying suitable method; and
9. Identify students needing remedial teaching programmes.

iv. Content of the Competency :

What is meant by real evaluation ? the performance of children was assessed by conducting Quarterly, Terminal and Annual examinations. This can be called as periodical evaluation. This does not reveal the real nature of evaluation. Responses received through written examination can tell very little about all round development of a child. Student's performance on competencies should be evaluated through oral and written test and practicals. Observation records should be maintained to evaluate likes and dislikes, habits, values, attitudes etc.

Evaluation process consist of following three major aspects:

1. Quantitative measure
2. Qualitative description
3. Teacher's opinion

v. How to develop the Evaluation Competency?

1. At the time of planning of classroom teaching and learning some kind of pre-planning for evaluation is essential, e.g. what questions are to be asked? Which activities are to be given for students?
2. While teaching teacher should not look at particular point or a student. He may lose his class control and he will not be able to judge whether students are following him or not. Therefore the teacher should attend each child in the class while teaching. Thus he would come to know how far the students are interested in the child's learning. The teacher should acquire the art of communications through his eyes. It will be very helpful in the development of evaluation competency.
3. During teaching learning try to avoid questions like "Do you pay attention? Do you understand?" Those are discouraging to the child.
4. Oral questions should be short and well set. Composition of the question should be clear, concise and properly worded.
5. Teacher should be patient as far as student's mistakes are concerned.

3.5.8 Management Competency

i. Functional Definition :

Management competency is the skill to achieve high quality educational objectives in minimum time, energy and expenditure through appropriate/ effective use of educational aids and by acquiring active participation of available human resources.

ii. Nature :

Management starts unknowingly when thinking about how to do any work is started, before doing it. Every one does the management upto some extent for the execution of the work. But the best management skills are needed when many objectives are to be achieved upto the best level within minimum time and with the help of the less material.

Every profession whether it belongs to industrial area or related to administration, needs good management. Human resources are being used to achieve physical targets mainly. In all such managements human resources are being used to achieve physical targets mainly. For effective planning of teaching-learning process various activities and actions by using available time, educational aids, and particularly the strengths within the pupils for the fulfillment of educational objectives scientific knowledge related to management is necessary.

iii. Objectives :

1. To clarify nature, need and importance of the management.
2. To get acquainted with the information of various aspects related to management.
3. To have information regarding proper planning orderly (appropriate) information and assessment of fulfillment of objectives.

iv. Content of the Competency :

Management is a science. Now a days management has more importance in various professions, programmes and activities.

While thinking of management through scientific approach, following major aspects are included in the management competency :

1. Specific awareness regarding objectives.
2. Availability of time.
3. Availability of physical aids, material.
4. Available human resources.
5. Planning.
6. Implementation
7. assessment of fulfillment of objectives.

v. How can competency be developed?

Any man made best activity is born through human thoughts should be remembered for ever. But management starts by considering following points:

Why to do a particular work? Which equipments are useful to compete this work? How much time is required? Which are the expected difficulties in this work? What should be done to overcome these difficulties? etc. Teacher must get used to think before they accept any educational work/ activity/ programme.

3.5.9 Parent Related Competency

i. Functional Definition :

Parent related competency is the ability of a teacher to get the co-operation of parents and their involvement (individual and in a group) for achieving the objectives stated in the curriculum for the development of the competencies in children.

ii. Nature of the Competency :

Besides school, teacher and society, the role of parents is equally important in the development of a child. Therefore, it is necessary to understand the role of parents as one of the important factors complementary to the education process. It is imperative to establish rapport with them in the larger interest of pupils. The development of a child will become easier. The all-round development of the child is the main goal of the teacher and the parents. Therefore, proper communication between parents and teachers and spontaneous co-operation by parents is very necessary.

The school should reach the home of the child and home should reach the school. The relation between parents and teachers should be healthy and cordial for making the education of the child meaningful in school at home. There should be a homely atmosphere in school and the atmosphere at home should be favourable to the learning of the child at school.

It is possible to create healthy relations and a conducive atmosphere in school and at home through the parents active participation and co-operation (individual and in a group). Parents send their children to school with great confidence in school.

iii. Objectives :

1. To understand clearly the importance of parent co-operation and participation in achieving the universalization of Elementary Education.
2. To understand the role of parents in the development of Children's Personality.
3. To gain knowledge about the Parent Related Competency.

iv. Contents of the Competency :

1. Role of parents in the development of children.
2. Enrolment
3. Attendance
4. Quality education
5. Co-curricular activities

6. Satisfying physical, physiological, educational and social needs of children.

Activities for establishing rapport with parents :

1. Welcoming the new-comers
2. Individual meeting with parents
3. Parents participation in curricular activities
4. Parent's day
5. Discussion about pupil's progress
6. Informal meeting with parents

v. How can the competency be developed?

The following instructions will be useful in developing the parent related competency.

1. Prior intimation should be given to the parents before visiting them.
2. The time given to the parents should be strictly observed.
3. Efforts should be made to visit once again those parents who have refused to meet the teacher the first time without getting frustrated or disappointed.
4. Teacher should communicate with the parents in their mother-tongue. Use simple language and speak clearly.
5. Be polite and natural while talking to the parents.
6. Deal tactfully with the disturbed and angry parents.
7. Speak to the parents mainly about the child's progress.

8. Try to express love, affection and concern about the child.
9. Try to collect information about children's hobbies, interests, habits, surroundings, circle etc. while talking to the parents.
10. Discuss not only the demerits of the child, but also the merits of the child.
11. Be brief and to the point while talking to the parents.
12. Visit the parents not with complains but go with an intention of finding some remedial measures.
13. Parents should be requested to participate in the child's learning.
14. Greet the parents whenever you meet them.
15. Plan your activities with a view to establish contacts with parents as and when required.
16. Cordially invite the parents to visit the school.
17. While communicating with the parents see that it is a two way process. Let the parents also speak. Listen to the parents carefully. Convey your thoughts clearly.

3.5.10 Community Rapport Competency

i. Functional Definition :

To secure the co-operation and participation of society by creating in it, awareness, affinity and a feeling of responsibility for the all-round development of the school is the Community Rapport Competency.

ii. Nature of the Competency :

The school is a social institution. Its function is to impart education for the allround development of children in a desire direction. The hopes and aspirations of the society are fulfilled through the agency of the school. Various schemes are being implemented by the Government from time to time to improve the quality education.

Schools also organise many activities. However, unattractive school atmosphere, inadequate educational aids, irregular attendance of pupils, insufficient physical facilities, scarcity of material for games etc. hamper the progress of the school and development of the pupils in the desired direction and pace. It is therefore essential to provide all the essential infrastructure facilities necessary for the development of the school with the co-operation of the community. Unless there is a sense of belongingness in the society it will not share the responsibility for the development of the school. Efforts made by the Government will be fruitful with willing support of the society. Hence it is necessary to develop in the society an awareness regarding the objectives of the school and a feeling of affinity, co-operation, participation and responsibility. To achieve this the school should always try to strengthen the rapport with the society. Love for the school should be developed in the society by gathering information about the society, its manpower, its customs, its festivals and by mixing with society wherever possible. The school should also undertake activities which are useful for the society. The co-operation of the society will be valuable for the school in getting

essential facilities and in performing successfully the educational activities undertaken.

A school which gets the participation of the society in its programme can overcome educational problems such as dropouts, stagnation and in attendance.

iii. Objectives :

1. To be convinced that the co-operation and participation of society is essential along with the efforts of the Government in improving enrolment, attendance and achieving quality education.
2. To get an insight into planning for fulfilling for the physical needs of the school with the co-operation of the society.
3. To understand the importance of Village Educational Committee in getting the co-operation of the society.

iv. Competency Contents :

1. Enrolment
2. Attendance
3. Co-operation and participation of the society for the improvement of Quality of Education.
4. Availability of physical facilities.
5. Participation of society in school management.
6. VEC- An effective medium of society rapport.
7. Functions of V.E.Cs.
8. Various educational schemes.
9. Useful activities for the society.

v. How to develop this competency?

1. The Head Master with the help of his fellow teachers, should objectively evaluate his school by using Gradation tools for primary schools. Gradation tool is an effective tool to objectively evaluate the school to decide the quality of the school. This gradation helps us to get a complete and clear picture of the school on various aspects related to it.
2. Institutional planning : Grading help us to have an idea to which items in the school are adequate or otherwise, similarly which items are in good condition or not in use. A teacher should prepare a list of inadequate items and undertake short and long term planning to procedure them. In addition, they should play for activities with or without financial implications. Activities which would be undertake with community participation should be considered on priority.
3. To collect information of available human resources.
4. Village profile.
5. Problems of a village
6. Community Rapport Competency can be developed by a careful study of the community in which one lives with a view to understand it. By convincing the community that one is working wholeheartedly for the progress of the school and community. By mixing with different start of society, taking a lead in a social

work, understanding the view point of others while explaining one's own and accepting the democratic way of life.

Education is a change in behaviour. We get experience in the home. One's behaviour develops in a desired direction. It is necessary to study the nature of society to understand the factors, institutions and forces which influence the behaviour of an individual. In short a teacher should be both a philosopher and a sociologist.

Conclusion :

A detailed discussion of the NCTE's effort to bring about qualitative improvement in school education by introducing Competency Based Committee Oriented Education has been undertaken in this chapter. Each of the ten competencies essential for teachers have been elaborated. The next chapter is devoted to the plan and procedure of the present study.