

CHAPTER - I

INTRODUCTION

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1.0 INTRODUCTION

Today's student-centered education emphasizes the all-round development of the student. Though the curriculum plays an important role in the education of the individual, there are other factors that influence the education and educational performance of the individual.

It is well accepted that no individual and society can lead an enriched complete and respectful life without education.

Efforts have been made at the Government level to impart 'education for all.' Essential educational facilities like primary schools, teachers, educational aids, text books etc. have reached the distant and remotest villages in the state. However, it is a fact that quality education has not reached all the boys and girls.

The government is determined to achieve Universalization of Primary Education before the end of the twenty first century and efforts ^{are being} are also being made at the international level.

When all the boys and girls in the age group of the 6-14 years are enrolled, retained in the school and provided with quality education only then universalization of primary education will become a reality.

1.0.1 Quality 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.

Recognizing such an enormous potential of education, all progressive societies have committed themselves to the universalisation of elementary education with an explicit aim of providing 'Quality Education for All.' They have also recognized the significance of expansion of secondary education, gradually reaching to a near universalization level and simultaneously improving its quality for effective empowerment of as many 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 frame work 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 be 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.

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 teaching learning aids, promoting active-based and joyful learning, introduction of self learning and group learning activities besides teacher-directed learning, offering non-formal and alternative education systems, initiative like Operation Blackboard (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, remain effective and functional should be

revamped and renewed urgently. What is more, effective teacher education for both elementary and secondary stages of education has to be conceived with a more comprehensive paradigm encompassing a number of inter-related components.

1.1 COMPETENCY

Every individual possesses some inborn qualities and abilities and when they are transformed into visible utility it is called 'Competency'.

Various aspects and stages of development of children are prescribed in the form of competencies.

Essential competencies have been identified for children in keeping with their age, similarly 'Professional competencies' for teachers need to be developed for greater effectiveness in teaching.

A new trend has emerged in the educational field to identify professional competencies of teachers and to make efforts to develop these competencies.

As competencies are prescribed for children, ten competencies are identified for becoming a good teacher. All aspects of an effective teaching are classified into 10 competencies. Ten competencies of teachers are given below:

1. Contextual Competency
2. Conceptual Competency
3. Content Competency
4. Educational Transaction Competency

5. Educational Activities Competency
6. Competency in Preparation and Use of Educational Aids
7. Evaluation Competency
8. Management Competency
9. Parent Related Competency
10. Community Rapport Competency

Universalization of quality education means the development of prescribed competencies upto mastery level in all children. This objective can not be achieved unless universalization of expected competencies in teachers is achieved.

1.2 DISCUSSION OF THE TEN COMPETENCIES IN BRIEF

Ten competencies are described in detail below;

1.2.1 The Contextual Competency :

A critical study of the history of the 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. The teacher who is aware not only gets motivated but also motivates others. All this is to be achieved through the development of the contextual competency in the teacher.

The scope of contextual competency can be understood from the discussion. 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 organized.

1.2.2 The Conceptual Competency :

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 leaving ? 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.

Reading, discussion and deep thinking are essential components for getting clarity of any concept. The mastery of over these components will develop this competency.

1.2.3 Content Competency :

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.

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.

1.2.4 Educational Transaction Competency :

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 to interaction of pupils inside and outside school through which learning takes place; all those factors and interactions are included in the transaction.

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

Out action must reflect our knowledge and good tendencies. If there is no coordination among knowledge, tendency and actions of teacher then it leads to contradiction in personality and consequently it affects the image of the teacher in the minds of pupils.

1.2.5 Educational Activities Competency :

Organization 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, 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.

1.2.6 Competency in Preparation and Use of Educational Aids:

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 of educational aids, collection of educational aids are included in this competency.

1.2.7 Evaluation Competency :

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 objectives. 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

1.2.8 Management Competency :

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 less material.

1.2.9 Parents Related Competency :

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 and at home. There should be a homely atmosphere in school and the atmosphere at home should be favorable to the learning of the child at school.

1.2.10 Community Rapport Competency :

A school which gets the participation of the society in its programme can overcome educational problems such as dropouts, stagnation and in attendance. As the physical facilities required by the school are provided through the school improvement programmes, with

the community support and affinity, they help to develop a lively atmosphere in the school. Such lively schools become the centre of learning for the society also.

Education is a change in behaviour. We get experience in the home, society and in social interaction through healthy social relations. 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.

1.3 BASIC SKILLS OF ENGLISH LANGUAGE

Along with the competencies of teachers, student performance is very important. Students performance is related to teachers competencies. Students performance can be evaluated skillwise.

English is taught as a third language at this level (Fifth Std.). Through this learning our students are supposed to acquire basic skills of English language. These basic skills are nothing but abilities of

1. Listening
2. Speaking
3. Reading
4. Writing
5. Talking

what is the difference?

If teachers' competencies are developed then we can expect students performance because every skill is related to each competency.

With a view to giving quality education and to prepare the teachers to use the syllabus and the text books designed for the same, ably and confidently, statewide teacher orientation programme is being implemented with a view to preparing teachers to make effectively use of the curriculum and text books for imparting quality education.

Karveer Taluka in Kolhapur District in the state of Maharashtra is place with a lot of rural influence and is an ideal geographical region for this research. where

The present study will bring out the relationship between teachers' competency and fifth standard students performance in English.

Student performance will be observed skill-wise.

1.4 SIGNIFICANCE OF THE STUDY

No study of this nature has been undertaken in this geographical area and for the fifth standard of this study, learning English is a turning point in their life, as their performance will determine not only their career but the future schooling prospects also. Teacher is a very important factor in student life, who must be competent to teach and therefore teachers' competencies play an important role in the students school performance.

Skills like Listening, Speaking, Reading, Writing and Talking need to be developed in students through competent teachers and hence the importance of this study in establishing the relationship between

teachers' level of competency and standard fifth students level of skill attainment.

Result of this study will be useful to the teachers of fifth standard, D.Ed. and B.Ed. teacher trainees, parents, government authorities such as D.I.E.T. and educationalist.

1.5 STATEMENT OF THE PROBLEM

“RELATIONSHIP BETWEEN TEACHERS' COMPETENCY AND FIFTH STANDARD STUDENTS PERFORMANCE IN ENGLISH –A STUDY.”

1.6 DEFINITIONS OF THE TERMS

The following terms have been operationally defined.

Relationship between :

The connection between teachers' competency and students performance.

Teachers' Competency :

- i. Every individual possesses some inborn qualities and abilities when they are transformed into visible utility, it is called “Competency”.
- ii. The teacher of fifth standard who teaches English as the third language.
- iii. Ten teachers'competencies are as follows :
 1. Contextual Competency ;
 2. Conceptual Competency ;

3. Content Competency ;
4. Educational Transaction Competency ;
5. Educational Activities Competency ;
6. Competency in Preparation and Use of Educational Aids ;
7. Evaluation Competency ;
8. Management Competency ;
9. Parent Related Competency ;
10. Community Rapport Competency .

Fifth Standard Students :

Students who are studying in fifth standard either attached to primary schools or secondary schools in Karveer Taluka, Kolhapur District and State of Maharashtra.

1.7 OBJECTIVES OF THE STUDY

The objectives of the present study were as follows-

Major Objectives :

1. To identify the dimensions of each of the ten competencies as advocated by the N.C.T.E. namely as follows:
 1. Contextual Competency
 2. Conceptual Competency
 3. Content Competency
 4. Educational Transaction Competency
 5. Educational Activities Competency
 6. Competency in Preparation and Use of Educational Aids
 7. Evaluation Competency
 8. Management Competency
 9. Parent Related Competency
 10. Community Rapport Competency

2. To identify the level of each of the ten competencies in fifth standard teachers
3. To find out the skill-wise performance in English of fifth standard students for the five skills namely as follows:
 1. Listening
 2. Speaking
 3. Reading
 4. Writing
 5. Talking
4. To relate the teachers competencies with fifth standard students skill-wise performance in English.

Minor Objectives :

1. To find out the relationship between primary school teachers three levels of contextual competency and their students skill-wise performance.
2. To find out the relationship between secondary school teachers three levels of contextual competency and their students skill-wise performance.
3. To find out the relationship between primary school teachers three levels of conceptual competency and their students skill-wise performance.
4. To find out the relationship between secondary school teachers three levels of conceptual competency and their students skill-wise performance.

5. To find out the relationship between primary school teachers three level of content competency and their students skill-wise performance.
6. To find out the relationship between secondary school teachers three levels of content competency and their students skill-wise performance.
7. To find out the relationship between primary school teachers three levels of educational transaction competency and their students skill-wise performance.
8. To find out the relationship between secondary school teachers three levels of educational transaction competency and their students skill-wise performance.
9. To find out the relationship between primary school teachers three levels of educational activities competency and their students skill-wise performance.
10. To find out the relationship between secondary school teachers three levels of Educational Activities competency and their students skill-wise performance.
11. To find out the relationship between primary school teachers three level of competency in preparation and use of Educational Aids and their students skill-wise performance.

12. To find out the relationship between secondary school teachers three levels of competency in preparation and use of Educational Aids and their students skill-wise performance.
13. To find out the relationship between primary school teachers three levels of evaluation competency and their students skill-wise performance.
14. To find out the relationship between secondary school teachers three levels of evaluation competency and their students skill-wise performance.
15. To find out the relationship between primary school teachers three levels of management competency and their students skill-wise performance.
16. To find out the relationship between secondary school teachers three levels of management and their students skill-wise performance.
17. To find out the relationship between primary school teachers three levels of parent related competency and their students skill-wise performance.
18. To find out the relationship between secondary school teachers three levels of parent related competency and their students skill-wise performance.

19. To find out the relationship between primary school teachers three levels of community rapport competency and their students skill-wise performance.
20. To find out the relationship between secondary school teachers three levels of community rapport competency and their students skill-wise performance.

1.8 ASSUMPTIONS

Following are the assumptions of the present study.

1. It is assumed that the teachers at all levels need to enrich their competencies in relation to the development of their students skills.
2. For students to attain the basic skills in English language there is need for teachers to develop new approaches to teaching based on a fuller knowledge of these skills.
3. Use of formulae diagrams, models, pictures and real things for teaching and learning they represent relationships of different kinds and thereby help to establish permanent learning.

1.9 HYPOTHESIS

Based on the objectives of the following hypothesis have been stated which will be verified.

1. There is no significant difference between primary and secondary school teachers levels of contextual competency and fifth standard students skill-wise performance in English.

2. There is no significant difference between primary and secondary school teachers levels of conceptual competency and fifth standard skill-wise performance in English.
3. There is no significant difference between primary and secondary school teachers levels of content competency and fifth standard skill-wise performance in English.
4. There is no significant difference between primary and secondary school teachers levels of educational transaction competency and fifth standard students skill-wise performance in English.
5. There is no significant difference between primary and secondary school teachers levels of educational activities competency and fifth standard students skill-wise performance in English.
6. There is no significant difference between primary and secondary school teachers levels of competency in preparation and use of Educational aids and fifth standard students skill-wise performance in English.
7. There is no significant difference between primary and secondary school teachers levels of evaluation competency and fifth standard students skill-wise performance in English.
8. There is no significant difference between primary and secondary school teachers levels of management competency and fifth standard students skill-wise performance in English.

9. There is no significant difference between primary and secondary school teachers levels of parent related competency and fifth standard students skill-wise performance in English.
10. There is no significant difference between primary and secondary school teachers levels of community rapport competency and fifth standard students skill-wise performance in English.

1.10 DELIMITATIONS OF THE STUDY

Due to constraint of time for the M. Phil. Course, the study was delimited to :

1. The geographical area was limited to Karveer Taluka in Kolhapur District in the State of Maharashtra.
2. Marathi medium co-educational primary and secondary school students, teachers of fifth standard of English.
3. (Study was limited to) teachers' ten competencies advocated by N.C.T.E. and S.C.E.R.T., Pune in 'TEACHER COMPETENCY ENRICHMENT' Published in April 1997.
4. (Study was limited to) 5 skills advocated by S.C.E.R.T., Pune in 'Let us Learn English' class-V published in April, 1999.
5. (Study was limited to) 15 primary school teachers and 15 secondary school teachers and their 600 primary and 600 secondary school students.

1.11 THE SCHEME OF CHAPTERISATION :

The scheme of chapterisation of the thesis is briefly described below :

CHAPTER I : INTRODUCTION

Chapter one is introductory in nature giving an overview of education and competency concerns. It raises the issue related to teachers competency in relation to students skill-wise performance in English and delineates the statement of the problem, delimitations, assumptions, significance, objectives and hypothesis of the study.

CHAPTER II : REVIEW OF RELATED LITERATURE

This chapter presents a review of related research studies in the area of teachers competency and students performance. They have been grouped in three levels.

1. Primary school level of Education
2. Secondary school level of Education
3. Teacher Education

CHAPTER III : COMPETENCY BASED AND COMMITMENT ORIENTED TEACHER EDUCATION FOR QUALITY SCHOOL EDUCATION

This chapter describes each of the ten competencies, its functional definition, objectives, content and how the competency can be developed?

CHAPTER IV – RESEARCH DESIGN AND PROCEDURE

The chapter deals with research design, tool, discussion, sample of the study and method of data analysis.

CHAPTER V – ANALYSIS AND INTERPRETATION OF DATA

This chapter is devoted to the analysis and interpretation of data as per the stated objectives as follows:

1. Distribution of primary school teachers according to the three levels for each of the ten competencies.
2. Distribution of secondary school teachers according to the three levels for each of the ten competencies.
3. Skill wise distribution of scores of primary school students according to the three levels for each of the five skills.
4. Skill wise distribution of scores of secondary school students according to the three levels for each of the five skills.
5. Primary school teachers level of each of the ten competencies and their students skill wise scores.
6. Comparison of Primary school teachers level of each of the ten competencies and their students skill-wise performance.
7. Secondary school teachers level of each of the ten competencies and their students skill wise scores.
8. Secondary school teachers level of each of the ten competencies and their students skill wise performance.

CHAPTER VI - SUMMARY, CONCLUSION AND TOPICS FOR FURTHER STUDIES

This chapter briefly summarises the work done. It elaborates the findings, conclusions of the study implications and topics for further studies.