

APPENDICES

APPENDIX A

TESTING MATERIAL – TOOL

(TAG)

It was decided to study the effect of model developed on selected competencies of teaching. To select the competencies, help of NCTE booklet was taken. The NCTE has been assigned both regulatory and professional functions in all aspects of teacher education and has given a serious thought to evolve strategies of quality enhancement in teacher education programmes, both pre-service, and to identify the competencies 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 endeavor and organized a number of meetings and workshops at different places. A general framework emerged as a result of these consultations and activities.

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

- 1) **Contextual competencies.**
- 2) **Conceptual competencies.**

- 3) Content competencies.
- 4) Transactional competencies.
- 5) Competencies related to other educational activities
- 6) Competencies to develop teaching learning material.
- 7) Evaluation competencies.
- 8) Management competencies.
- 9) Competencies related to working with parents and
- 10) Competencies related to working with community and other agencies.

Discussions were held with the experts to finalize the four competencies. As the experts have more than 25 years of experience as teacher-educators, their suggestions were really helpful. At last, following four competencies were finalized.

- 1) Content competencies.
- 2) Transactional competencies.
- 3) Evaluation competencies.
- 4) Management competencies.

Each of these four major types of competencies is further elaborated into five observable sub-competencies each with the help of experts. Thus, twenty points were available to grade student teachers.

All the above twenty points were assigned maximum five points each and minimum one. Thus, a five-point scale was ready as an observation tool.

(A) Content: -

- 1) Identification of factors that contribute to joyful content learning.
- 2) Conduction of content analysis of the subject for meaning teaching in the classroom.
- 3) Analysis of the subject into facts, concepts, principles.
- 4) Collection of required content from other sources to bridge the gap between the syllabus and textual material.
- 5) Collection of more information from different sources regarding key concept.

(B) Transactional: -

1. Awareness of teaching learning process.
2. Selection of teaching method.
3. Practice essential skills of the teaching process.
4. Locate pupils who either need timely help to develop relevant competency or those who need enrichment programme.
5. Guide needy pupils individually.

(C) Evaluation: -

1. Practice different techniques and methods of continuous and comprehensive evaluation.
2. Identify the weakness of children on content.
3. Development of self-made evaluation tools to promote better learning by the learners.
4. Conduct competency based tests (written, oral and performance sections)
5. Evaluation is improvement oriented.

(D) Management:

- 1) Mastery in the techniques and skills of management for classroom teaching.
- 2) Budget time and management of the learning process.
- 3) Proper arrangement for the use of teaching aids.
- 4) Effective use of available resources.
- 5) Mastery in techniques of handling overcrowded classes.