Professional Competencies of Teacher Educators under New Curriculum of NCTE: Issues and Suggestions

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Abstract

The teaching profession is a very responsible occupation. The demand of competent teacher is always very high in global level. In this context, the teacher-training programme play very crucial role in the development of professional competencies of prospective teacher. There are so many reports highlighting, no crisis of teacher in India but few number of teacher is competent. The aim of new curriculum framework of teacher education is to produce the competent teacher. However, it is very tough job how to develop the professional competencies in the prospective teacher. NCFTE (2009) has given a systematic and comprehensive framework for teacher education. After long time the NCTE has started the course duration of B.Ed. and M.Ed. course will be two years from 2015. Almost every aspects of teacher's education got preference in this framework. The aim of paper is to determine efficient educational technologies providing the formation of prospective teachers' professional competencies during their practical training at school. In the conditions of implementing competence approach into the system of teacher training the issues of prospective teachers' personality, their teaching skills, and the problem of undergraduates' professional self-determination are of great importance. The paper has discussed some issues and questions, what are professional competencies? How to improve professional competency in the teacher educator? This paper also tries to facilitate and understanding about professional competencies.

Key Words: *Professional Competencies, Teacher Educators & Teacher Education*

Introduction

Teachers are and will remain the backbone of education system. However the socio-cultural and technological changes are causing a strong need for teachers to relook their role in the learning process and the equip themselves with modern method. At the present stage of the development of teacher training school practice, is the most important part of the educational process in the system of higher education, which is necessary for forming prospective teachers' professional competencies, their gaining experience in teaching, developing the traits of their character, which are essential for working as teachers? Teacher education is global profession that needs to be understood properly. It is essential to grasp a global prospective of the profession as it is today to make assumption about it in the near future and to utilized the best thinking and instruction model available in the present time. Professionally, powerful teaching is very important and increasing in our contemporary society because of the steam of dynamic initiatives of human development and evolution. Due to these development and evolution, standards of learning would be higher in 21st century than it has been in the 20th century.

Professional Development

Professional development is not a quick fix, one-time affair. No one is a full-blown professional at the end of a professional education degree like that of a B.Ed., M.Ed., or Ph.D. Neither are we just "born teachers ". As teacher educators, we are in the process of "becoming" effective teachers. We need to discover who we are and what we stand for, our intentions both

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for ourselves and for the profession of our choice, and how we want to express ourselves as persons and contribute to the causes we have espoused. We do this through ongoing and consistent study, through our deliberate practice as well as reflection on our practice and through our dialogue with our peers and mentors. Becoming an authentic educator is also about discovering our unique gifts, building our strengths, learning from others, cultivating our best qualities, nurturing ourselves, raising our levels of awareness, connecting with our passion for teaching, fostering meaningful relationships with students and peer groups. (Vadaya, nd.)

Teacher Education

Teacher Education = Teaching Skills + Pedagogical theory + Professional skills.

Teacher education encompasses teaching skills, sound pedagogical theory and professional skills

According to Goods dictionary of education teacher education means, "all the formal and non-formal activities and experience that help to qualify a person to assume responsibilities of a member of the educational profession or to discharged his responsibilities more effectively"

Teacher education refers to both pre-service and in-service programmes, which adopt both formal and/or non-formal approaches. It is a continuing process, which focuses on teacher career development.

A *teacher* is a person directly engaged in instructing a group of pupils (or students). Heads of educational institutions, supervisory and other personnel are only counted as teachers when they have regular teaching functions. (UNESCO, 1990)

Theoretical Approach in NCFTE, 2009

In the new curriculum framework of Teacher-education seeks to draw theoretical knowledge from associated disciplines like philosophy, psychology, sociology, political science and history. These are required to provide theoretical understanding of different aspects of education in their respective disciplinary perspective; and the expectation is that this will lead to a composite understanding of various educational processes and action decisions to be made therein. At present, however, this is attempted by drawing relevant 'implications' when teacher educators teach associated disciplines separately as part of teacher-preparation programmes. In this approach, associated disciplines are taught as 'liberal arts'. Such knowledge remains isolated and does not get integrated to obtain a composite understanding of education as a complete process. (NCERT, 2009). The New Curriculum frame work also emphasized in the language proficiency and proficiency in ICT. The experiences for social and environmental sensitivity, the education for peace and issue of Conservation and Environmental Regeneration include in the curriculum.

Practical Approach in NCFTE, 2009

The teacher education curriculum for two years try to sustained engagement with the self and child, parents and the community and school at different level. In the first year, there shall be work on the field minimum four week in the school for acquired the experience of teaching learning process in the guideline of school's teacher and the supervision of teacher education as mentor. The prospective teacher can understand the environment of the school and they learn how to manage the class teacher in your classroom in the teaching learning process. In the second year, there will be 16 week of engagement with the school 15 weeks for intern ship and one week for other fieldwork. Thus, the 4+16= 20 week shall be allocated in the duration of two years teacher training programme in the curriculum. The new curriculum fully focused in the fieldwork of prospective teacher and tries to realize to actual situation of present education system. To understand the school in totality, its philosophy and aims, organization and management; the life of a teacher; needs of the physical, mental, emotional development of

children; aspects of curriculum and its transaction; quality, Transaction, and assessment of teaching–learning

Throughout the programme, several other specialized courses shall be offered to enhance the professional capacities of a student teacher. The EPC courses shall be internally assessed and are as follows:

- Reading and Reflecting on Texts
- Drama and Art in Education
- Critical Understanding of ICT
- Understanding the Self

A course on critical understanding of ICTs shall be offered as an important curricular resource, according primacy to the role of the teacher, ensuring public ownership of digital resources, and promoting constructivist approaches that privilege participation and co-creation over mere access to ICTs. Courses that would focus on developing the professional and personal self of a teacher will be designed to integrate theoretical and practical components, transacted through focused workshops with specific inputs on art, music, drama and yoga. These courses shall offer opportunities to self-reflect, study issues of identity, interpersonal relations, while viewing schools as sites for social change; developing social sensitivity and the capacity to listen and empathies. (NCFTE, 2009)

Teacher Competency

Competency is the conscious use of one's own knowledge, abilities, skills, talents, values, attitudes and behaviour patterns, in order to resolve issues and problems, overcome challenges, fulfilling one's duties and achieving the aims proposed.(General Directorate of Education, Vocational Training and Learning Innovation. Year 2010-2011)

- **Knowledge:** Nurturing group harmony, Conflict management and monitoring constructive community life, Students' rights and responsibilities.
- **Skill:** Maintaining leadership by encouraging enthusiasm, interest and effort, Plan, manage and resolve conflicts or issues create a suitable emotional atmosphere, Drive group efforts and create environments characterized by mutual trust and respect, early detection of problems & appropriate response.
- **Attitude**: Abating and belittling problems, Tolerance and respect for people's feelings, fostering a cooperative atmosphere, rapid response to a problematic situation & Integration and non-discrimination.
- **Behaviour:** Make decisions without displaying hesitation; be attentive to any changes in-group dynamics that may occur, Establish rule by consensus, Enforce compliance with existing rules & Reach agreements on re-education.

Categorization of Competency

According to Hoyle Joyce Professional development consists of all natural learning experiences and those conscious and planned natural activities, which are intended to be direct or indirect benefit to the individual, group or school and which contribute through these to quality of education in the classroom. Unless a high degree of professional qualities and commitment are inculcated in teacher's personality, the training programme would remain incomplete. For this reason the development of professional teaching competencies are highly needed to produce enriched teacher for the society. The professional competencies needed for a good teacher and for his teaching may be categorized under the three major competencies namely Instructional Competences, Organization Competences and Evaluative Competences.

- **Instructional Competences:**

Theoretical Competence, Situation Competence, Transactional Competence, To develop teaching learning resources, Up to date of latest information and Competent in ICT

- **Organization Competences:**
  Competences related to identifying resource. Competences related to organize resource. Management capability, Adjustment skill, Competence related to organization co-curricular activities, Competence related to working /dealing with parents, Competence related to working with community and community members, Co-ordination Competence
- **Evaluative Competences:**
  Construct evaluative items. Conduct tests, Assessment procedures, Interpretation of results, Acquired with new trends in evaluation

Issues and Challenges

The condition of Government secondary school of India is suffering the many challenges related infrastructure, teacher, administrator etc. The condition of private teacher training colleges is not very satisfactory. In this context, the preparation of professionally competent teacher is very tough job. There are so many challenges in front of new curriculum of teacher education in the development of professional competency of prospective teacher and teacher educator. These are following.

- Lack of professional competent teacher educator in the institution
- Lack of good teacher training institutions
- Lack of good school environment for training programme
- The crisis of teacher in the secondary school of India
- The appointment process of teacher is unscientific
- Teaching profession is not attract the fresher student
- The student chooses the teaching profession as secondary choice.
- No job certainty after the completion of teacher training
- Competitive Examination pattern for teacher is illogical

Suggestion for Professional Competences

Under the new curriculum of national council for teacher education, there are some suggestions for enhancing professional competence of teacher educators. These are following:

- ✓ To promote the fresher student in the teaching profession by chose not by compulsion
- ✓ To promote the integrated course such B. A+ B. Ed, B. Sc + B. Ed, M. A +M. Ed., M.Sc. + M.Ed.
- ✓ After the completion of 10+2 course, student can chose any profession according to their interest.
- ✓ There should be organize the in-service programme for teacher in every semester and introduce to new information and technology in the field education.
- ✓ There is a need of major change in the field of teaching profession. Those candidates enrolled in teacher education programme, which were selected in teaching post.
- ✓ There should be a model school for internship and teaching practice of teacher trainees. This school will be role as a training centre.
- ✓ For the teaching profession there is need of national level entrance exam.
- ✓ There should be making the teaching profession attractive.

Sum Up

The teaching is classified as a profession. Teaching is no simply an occupation aimed at making money for livelihood but it is a social service for national development. A teacher should be permanently committed to his work. Those who have chosen teaching as profession,

acquire necessary knowledge and skills with no personal likes and dislikes. Professional commitment means, the feeling of dedication among the individuals of a group towards their profession. The competency based approach teacher education, on its being translate into actual practice will lead in improving not only the performance of the teachers but would also help them raise their status in society.

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