An over view of the competencies, required to be a good teacher

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The aim of Minimum Level of Learning (MLL) at primary school stage is to improve the quality of pupil achievements with equity and social justice and also to develop certain competencies and a set of values through curricula, textual material and otherco-curricular activities within the school as well as outside the school.

MLL based curriculum facilitates the teacher to relate the textual information and objective with the general environment of the students so that they can apply this knowledge in their daily life.

The implementation of this exercise essentially needs the working out of the competencies and qualities of the teacher. In the consultations initiated by the NCTE at several national seminars, the following ten inter-related categories of competencies have emerged quite prominent:

Competency categories-

(i) Contextual competencies;
(ii) Conceptual competencies;
(iii) Content competencies;
(iv) Transactional competencies;
(v) Competencies related to other educational activities
(vi) Competencies to develop teaching-learning material;
(vii) Evaluation competencies;
(viii) Management competencies;
(ix) Competencies related to working with parents; and
(x) Competencies related to working with community and other agencies.

1. Contextual Competencies:

The first and foremost requirement of this exercise for the primary teachers is to understand the socio-economic, cultural, language and religious context of specific family and community. This policy gives as opportunity to understand equality, social justice, and educational opportunity both in written and applied form. The teacher's job is not only to operate in educational field but also in social and cultural field. They must be aware and also be able to analyses the obstacles in the path of growth of literacy. The teacher must follow an integrated approach and understand various other issues like developmental, activities, urbanization, unemployment, value inculcation etc. To develop all these skills in teachers the curriculum must be explored and to find out the remedial measures for removing the loopholes in the curriculum.

2. Conceptual Competencies:

The teacher must have to develop certain competencies in them, which build a positive attitude towards learning that they receive new experiences meaningfully and study the impact of socio-economic and socio-cultural factors on them.

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They should also be known to different stages of child development to facilitate the fulfillment of physical, mental and social and cultural needs of the child. To make the curricular and co-curricular activities effective, the teacher should also have knowledge of sociometry of the class.

The student teachers should appreciate the three components of constitution (i) Universal Enrolment (ii) Universal Retention (ii) Universal quality education.

The student teacher should be able to identify and realize special needs of the handicapped and retarded children so as to provide congenial environment for their learning.

3. Content competencies:

It is needless to say that the teacher should have full mastery over the content of the curriculum.

Dave committee report identified that teacher must achieved saturation level over the content in their teacher preparation programmes at the teacher education institutes. This process helps them to analyses the curriculum content so that they can create it with relevant competencies and find out the remedial measures for removing the loopholes in the process of learning. Teachers should also identify the scope for joyful activities, individual and group learning.

4. Transactional competencies:

The teacher taught interaction in teaching learning process is must to achieve maximum results of the decided competencies. Teaching involves three stages: planning, teaching-learning process and evaluation.

One of the factors affecting achievement at primary level is poor curriculum transaction. Acharya Ramamurti Committee Report, 1992 on national policy on Education, 1986 revealed that the present teacher education programme, being mainly theory oriented, due emphasis is not being given on practice teaching. In 1964-66 commission recommended it's strengthening on top priority basis.

Young children can't pay attention for long duration, so teacher- directed learning should be planned such so as to devote maximum time to group learning and individualized self-learning by children themselves. It involves direct involvement of the child through a number of activities like storytelling, singing, games, and field visits, celebration of national, social and cultural events which are enjoyed by the child.

The teaching learning process should involve the use of teaching aids and teaching learning material to strengthen it & make it effective and lasting. Continuous evaluation must be done to recognize the weaker and brighter children in order to take remedial measures and give enrichment programmes respectively the teacher must acquire competency of heights order to handle the children of different grades.

5. Competencies Related to Other Educational Activities:

The development of students in non-cognitive areas is very important. For this students should have human values and these values are absorbed by children naturally and by participating in educational activities such as morning assembly, celebration of national festivals, cultural events like Diwali, Id and in community life activities like Gram-Safai, Eye camp, Polio campaign, and interaction of children with more creative individuals who have attained more competencies in life. This helps the teacher to acquire skills and competencies in planning and executing all such educational activities.

6. Competencies to Develop Teaching Learning Material:

Learners must use self-learning material for achieving competencies at mastery level. Textual material should be prepared for generating group interaction and inter learning and this

material must fulfill the needs of learner. The teaching learning aids such as pictures, charts, maps, models etc. should be made so as to add quality to the teaching skill further.

Teaching learning materials based on new technology such as audio tapes, video tapes, radio, T.V. etc. should be used by the teacher to make their teaching effective and lasting. Some specially designed material should also be prepared based on the analysis of the individual weakness and strengths for achieving decided goals.

7. Management competencies:

Every teacher is a manager of class or of school he should be taught such skills of classroom and school management so that these competencies and qualities help him for the effective management and maintenance.

A teacher is a part of school and school is a part of a larger system which is governed by a set of rules and regulations. Therefore, the teacher has to develop necessary competencies and qualities to function effectively and responsibility because he has to carry out certain additional responsibilities particularly in terms of management competencies.

8. Competencies related to working with parents:

Universalization of elementary education is the most important part of elementary education and our targets are dropouts and enrolled children. For this role of parents is quite crucial. Parents are from different backgrounds, may be they are illiterate, poor and of different castes or tribes. Because of certain reasons they are unable to send their children to school and even they are not aware of the future of their children. Therefore, the teacher should develop certain skills so that they get parental co-operation for universal enrolment, retention and quality of their children. These competencies help the teacher to discuss various problems like punctuality, regularity attendance and studies of their children.

In classroom there is a variety of children like naughty & weak students and a teacher has to come up with them. In such cases a teacher could seek the parent's helps for the proper development of every child. These competencies of parental co-operation must be developed in teachers during their teacher training.

9. Evaluation competencies:

The entire programme and teaching learning is based on quantitative as well as qualitative achievement of the learner. The achievement of the learners only can be measured by Evaluation.

Therefore, a teacher should inculcate the competencies of evaluation system. The following prints need to be given due consideration:

(1) Proper focus and due attention must be given on improving the reading and writing skill of the primary school students. The examination system must not be limited only on 35 percent marks; it means meritocratic system must be vanished.

(2) The teacher should develop the concept of illuminative evaluation. It helps the teacher to get frequent feedback and he can adopt different measures to remove weaknesses of the students. Illuminative evaluation provides opportunity to teachers to do self-analysis so that they can improve their teaching strategies which in turn, improve the learner's improvement.

(3) The concept of continuous evaluation is ideal therefore it should be adopted. This concept must be based on classroom observation.

In addition to all these evaluation, a teacher should do periodic evaluation, in a systematic and formal manner for diagnosis of the students. This will help teacher to take remedial actions, which in turn, help in enrichment of students.

ACC to rules and regulation comprehensive evaluation is necessary. If the education is able enough to develop all the competencies in students of primary level then there will be

better personality development of a human being since his childhood. Annual examinations are merely a basis of comparison of actual performance with the standards and more stress must be given in developing capabilities in student rather than conducting annual examinations and showing fake/false better request in that.

10. Competencies related to working with community and other agencies:

An equal participation and co-operation is needed from the members of the community to improve the school situation. No school can function as an isolated and segregated figure so the teachers must direct their work so as to bring the school and community as close as possible and related. To achieve this goal, the teachers seek a professional systematic orientation. The teachers should be aware of the importance of the community's role in development of the school.

However, some steps have been taken in this field but still there is a great need for a more planned and systematic approach. The formation of village education committees is a positive step in that direction.

The teachers should be able to do activities like community survey, school mapping etc. because a teacher must attain competencies so that we can be accepted by community and in turn, get the co-operation from the community.

In order to establish rapport with members of the community, it is useful to prepare 'Community Profile' containing basic information like historical and cultural elements related to community distribution of scheduled community, scheduled tribes, the literary level, structure etc. So, the teacher education must include the proper training to inculcate this competency in the teachers so as to elicit maximum support from the community.

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