

Teaching Proficiency and Personal Values: Prospect and Provinces of Teacher

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ABSTRACT

Our idea of this century is the interest of learning should be valued by individuals and by the world itself. Each person is promoted to take up learning possibilities over life. Hence, much expectations and responsibilities lie on the 21 century teachers for this vision to come true. Teachers are fundamental elements in making aspirants to face the future with confidence and to shape it with intention and determination. Their role as an agent of change has never been more obvious and critical than today. As this new challenge with the levitation of globalization, including India, is no more an isolated geographical spot each one being woven into a global web. It is thus no more a choice for any nation to be globally reasonable or not in its product, service, governing, ethics and evaluates. Manpower marked by skills and proficiencies are built on the groundwork of education which is largely dependent upon the quality of teacher education.

KEYWORDS: Teaching, Proficiency, Personal Values, Prospect, Teacher

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A National Perspective

A National Perspective Teacher education with its pre-service, induction and in-service programmes makes every possible efforts to stimulate teacher's attitudes to education, and produce competent teachers. For this, various commissions and committees have been set up by the Government of India from time to time to review the policies, programmes and role of teacher education in the light of the goals of national evolution and significances. The Secondary Education Commission 1952-53 viewed teacher education as inevitable for professional improvement. In the light of it the Education Commission 1964-1966 acknowledged that "of all the different factors which influence the quality of education and its contribution to national development, the quality, the proficiency and character of teachers are definitely the most significant. Nothing is more significant than securing a enough render to the teaching profession, providing them with the best potential professional provisions, and creating adequate condition of work in which they can be fully efficient." The first National Policy

on Education, 1968 realized the continuity and inseparableness of pre and in service teacher education and encouraged permanent education performances for it. This policy was followed by the National Policy on Education 1986. It calls for substantial improvement in the condition of work and the accountability of teachers. It too recommended improving the quality of teacher education through the establishment of District Institutes of Education and Training (DIETs) to organize pre- and in-service courses at elementary school level and the creation of National Council of Teacher Education to accredit institutions of teacher education. The implementation of this new policy was further rejuvenated by Programme of Action with emphasis on concretization of policy into action. The National Commission on Teachers- II 1983- 1985 studied in depth the problems and the status of teachers in the society. Its main recommendations were to enhance the period of teacher training, change in selection procedure of teachers and pedagogy of teacher education, and enrich the courses and practical work.

Teacher Education: The Role of Teaching Competency and Personal Values

Teacher education as a spindle in different programmes of education is liable for providing the future teachers with temperament to perform, commitment to consecrate, to shoulder and proficiency to teach. To sustain dedication, every teacher postulates attainment of certain abilities and the enthusiasm to perform with a sense of consecration and perseverance for the benefit of the learner. This necessitates a broad teacher preparation programme based on sound details of education and training. Besides, emphasis also should be given to a content free competency-based teacher education on the model suggested by International Encyclopedia of Teaching and Teacher Education and National Council for Teacher Education. It has been acknowledged that a competency-based teacher education programme trains teachers in the acquisition of teaching competencies as well as prepares them to be competent and committed for the quality of students' life.

Teaching Proficiency

The terms 'proficiency' and 'proficient' are used interchangeably. In the words of Singh, proficiency is a personal trait or a set of habits that leads to more effective and superior job performance.' Snyder and Drummond defined competency as 'a complex set of relationship between one's intent and performances.' In context of teaching, competency means the right way of conveying units of knowledge, application and skills to students. Here, the right way includes knowledge of contents as well as processes, and methods and means of conveying them in an interesting way.

Teacher education programmes aim at developing various types of teaching competencies in teachers. Cognitive-based teaching competencies: With these competencies the student teachers are expected to demonstrate intellectual abilities in the knowledge of the subject matter, psychological theories or educational strategies. Performance based teaching proficiency: These abilities require the teachers to demonstrate an ability to perform some activity. Consequence-based teaching competencies: In teacher education, these competencies are expressed not in what student-teachers know or do but in what they can accomplish through the achievement of pupils under their direction. Exploratory competencies: With these competencies, the student-teachers are expected to make their students to carry out innovative activities which have undefined student learning outcomes. Managerial teaching competencies: Managerial teaching competencies include a set of teacher behaviours and activities that

are primarily intended to foster students' cooperation and involvement in class-room tasks. Affective teaching competencies: Affective competencies focuses primarily on attitudes, values, beliefs and relationships that are expected from the student-teachers so as to meet the emotional needs of the students and bring positive change in them. Education identified the following ten inter-related.

Besides the above, National Council for Teacher teaching competencies to empower future teachers to perform their responsibilities with professional insight and confidence: Contextual competencies: These competencies make student-teachers familiar with the national policies on education and state level initiatives to understand its local and cultural ramifications. Conceptual competencies: With these competencies, the student-teachers will achieve mastery in identifying special needs of children and devising teaching learning situation to optimize their learning achievement, making teaching broad based and innovative, improving thinking and problem solving skills of the learner. Content competencies: Content competencies enable student- teachers to identify and focus special attention on content enrichment needs of children as well as to identify and correlate factors that contribute to joyful content learning both within and outside classroom. Transactional competencies: Transactional competencies as the backbone of teacher education prepare student- teachers to internalize fully their functions as transmitters and facilitators of learning. Competencies related to other educational activities: Competencies in domain of non- cognitive aspect of human development make the student-teachers capable of planning and executing various educational activities to imbibe the humanistic and moral values in the learners. Competencies to develop teaching-learning material: With these competencies, student-teachers will be able to identify and select appropriate materials as well as to prepare specific teaching aids. Evaluation competencies: Student-teachers with evaluation competencies, develop methods and techniques of evaluation that do not discourage or demotivate the children. Management Competencies: Student-teachers, who learn various techniques and skills to manage different activities and programmes in as well as outside the institution. Competencies related to working with parents: Student-teachers with these competencies are capable of understanding the role of parents in the child's learning-development and in building meaningful parents-teachers interaction. Competencies related to working with community and other agencies: Student-teachers with mastery of these competencies will act as nodal individuals to

bring different educational agencies and community together for overall school and community improvement.

These values too directly or indirectly influence teachers' competencies in teaching. In education programme, orienting the teachers in values along with teaching competencies is thus imperative for the development of the 'total teacher'. Teachers' personal values developed through self-reflective learning can act as one of the inner forces for the development of their personality in general and teaching competency in particular. Thus the teaching community as a whole need to display great firmness in respect to inculcation and internalization of fundamental human any teacher values as personal choices in themselves as well as in their students. Hence, tremendous obligation lies upon the teachers to guide student's learning that is personally gratifying, generally useful, nationally expected and globally accredited. This is possible when teacher edification is value-based. Value Orientation of Teacher Education.

Many evils in our society are the consequences of persistent and constant erosion of the essential values and education in these human values is seen as the panacea. Report on Value Based Education regarded to transform the existing arrangement of education with deliberate and held up efforts of contributing basic human values.

It is through education and, as inevitably, through teacher training that the task of communicating values can be considerably accomplished. Rajya Sabha Secretariat's report reiterated the same. It has resulted in introduction of an optional paper on value education or/and value education as an integral component of any teacher education programme.

The aim of value based teacher education program is to educate teachers with values. Because they are the real masons who can lay solid foundations, promote development of productive and positive human beings and make and remake a nation committed to human values. They are the key persons who can develop the human values in the boys and girls and enable them "to know well, love well and do well, and grow into tolerant citizens. It is through their identity, character and action, value education can be restituted to its rightful place to stem indentation of values. According to Radhakrishnan the boys and girls do not care for what is taught to them but they care for the example that the teachers set. Rajya Sabha Secretariat too viewed the need for reorienting teachers for imparting higher values to their pupils through example. National Council for Teacher Education viewed that the prospective teachers are

expected to understand critical issues involved in imbibing the values. It is anticipated of them to be well conversant with the values in the ethnic and existing contexts and to be capable of growing strategies of absorbing these values by their pupils.

Conclusion

The above mentioned role and responsibility can be carried out effectively by the teachers when they are capable of developing their own values oriented towards human development and welfare. Implications of globalization, privatization and liberalization can press on for a healthy, productive and disciplined life in the 21st century global society. Teacher education is believed to be the only hope to make the society better and it will be achieved only when it, in addition to cognitive component, gives due weight age to the affective of student-teacher behaviour such as emotional maturity, positive attitudes, beliefs and values. As a result, the conceptual shift from 'training' to 'education' emphasized a drastic qualitative change in its orientation - from the training of teacher as a craftsman to the developing of teacher well versed for helping children to learn and grow. It is a call for teachers doing in a competent way, with definite consciousness and discernment of the value significances. It is call for qualitative management, administration and deliverance of our teacher education program.

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