

A comparative study of teaching competency of Elementary School teachers in Gaya District of Bihar

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The most important school learning factor is good teaching

- ▶ quality education to all the children till 14 years of age.
- ▶ supported by three key pillars:
 - ensuring access to quality teachers
 - providing use of quality learning tools and professional development
 - and establishing safe and supportive quality learning environments.
- ▶ strengthening professional excellence and training of the untrained teachers.

Right to Education Act 2009

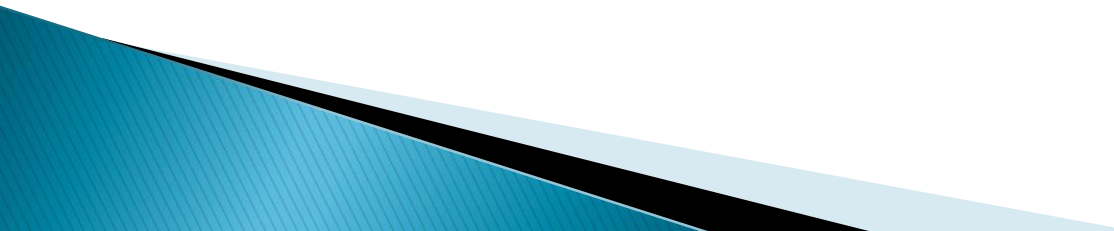
Present scenario of Teachers and Teacher Education Institutions in Bihar

**Total Number of teachers:
4,67,866**

- ▶ **Trained Teachers: 2,38,453**
- ▶ **Untrained Teachers: 2,29,419**

Source: U-dise Report 2015-16

Regular Mode	Number of institutions	Number of students
Training colleges	15	2735
Training Schools	195	1529

- Training of such a large number of untrained teachers has become a challenge and can't be done by Regular mode
 - SCERT with the help of Unicef started training Program of In-service 30,000 teachers through ODL mode in 2013 and successfully completed training of first batch of 10,000 teachers in 2015.
 - Central government with the World Bank collaboration started the much ambitious 'Teacher Education Program' as pilot project in which 53,000 more teachers will be trained with the help of SCERT from 2014 to 2018.
 - Aim of these teacher training programs are to prepare effective or competent teachers.
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What is Teaching Competency

- content knowledge
- ethical values and
- Pedagogical skills

- ▶ According to Ryan (1960) an effective teacher may be understood as one who helps in the development of basic skills, understandings, proper work habits and desirable attitudes, value judgements and adequate personal adjustment of the students.

Teaching competency as per NCTE

- ▶ Contextual competency
- ▶ Conceptual competency
- ▶ Content related competency
- ▶ Transactional competency
- ▶ Educational activities related competency
- ▶ Competency to develop teaching learning material
- ▶ Evaluation competency
- ▶ Management competency
- ▶ Competencies related to working with parents
- ▶ Competencies related to working with community and other agencies

And these competencies are developed through In-service and Pre-service Teacher Education Programs through Regular and Distance mode.

Research question

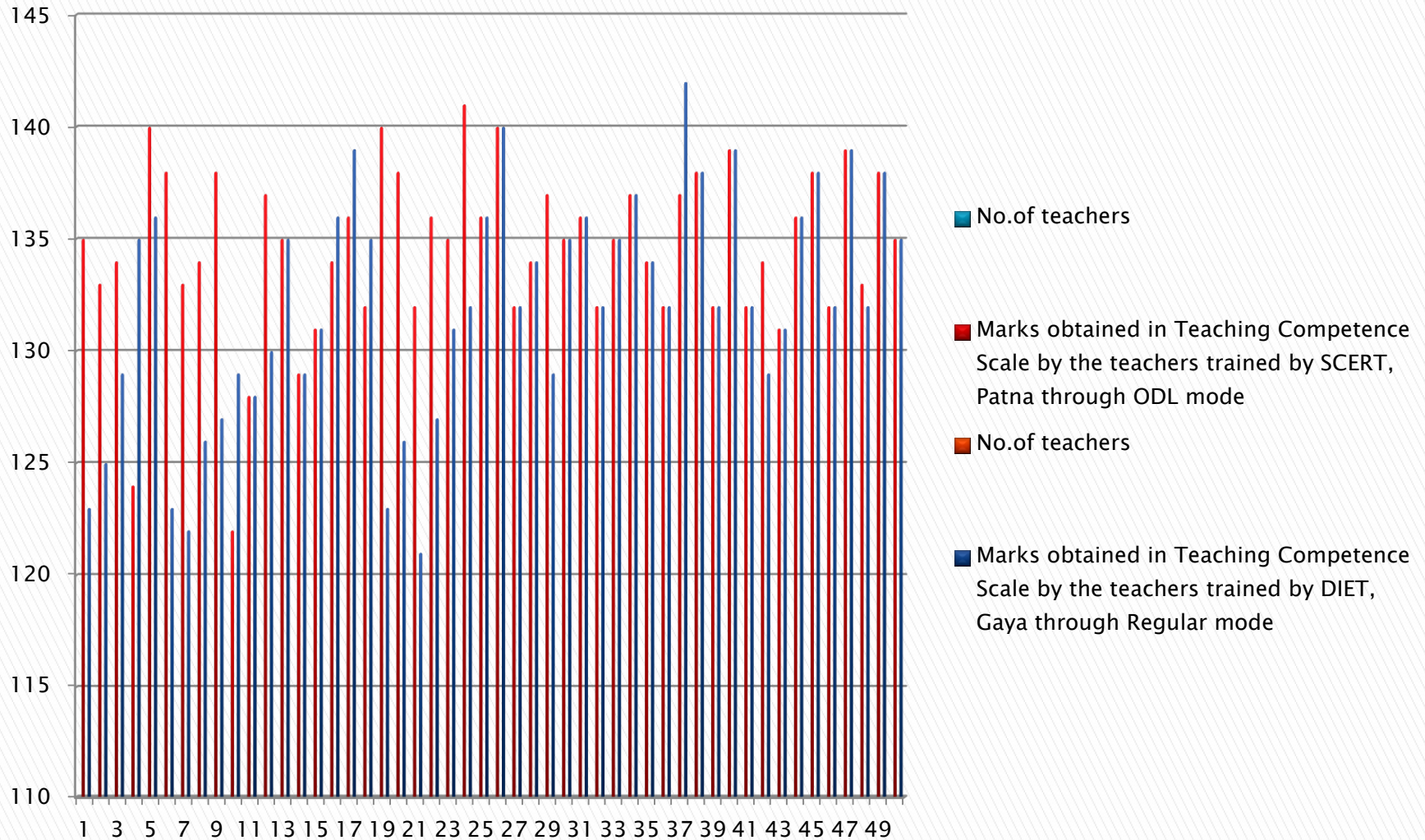
Now, The research question is - Is there any difference in teaching competency of elementary school teachers, trained by the Teacher Education Institutes in Regular mode and the much ambitious Teacher Education project started in ODL mode?

Methodology

- Descriptive survey method was used.
- **Sample:** Purposive sampling procedure was used.

The study was conducted on a sample of 100 trained elementary school teachers i.e. 50 teachers trained by SCERT in ODL mode and 50 teachers trained by DIET, Gaya in regular mode.
- **Tool:** General Teaching Competency Scale by B.K. Passi and M.S. Lallitha, 1994 having 21 questions on five aspects : Planning, Presentation, Closing, Evaluation and Managerial Skills. The items are on seven point rating scale measuring the teaching skills of the teachers in classroom measuring different aspects. Here '1' stands for 'very poor' to '7' for 'excellent'.
- **Statistical Analysis:** Mean, S.D. and 't'- test was used for Data analysis.

Fig. : Comparative Marks obtained in General Teaching Competency Scale by the Teachers trained by ODL and Regular mode



Comparison of the Results obtained in General Teaching Competency Scale by the Teachers trained by ODL and Regular mode:

Planning:

Both group did it well

Presentation:

- **Lessons were very nicely introduced by most of the teachers trained by ODL mode.**
- **Questions were appropriate, well structured and properly put.**
- **TLM were used in proper way at proper timing, impact of Art classes and use of ICT was clearly visible in ODL students.**

Closing:

Done effectively by both groups

Evaluation:

Done in a better manner by ODL trained teachers in the form of assignments and simple projects

Managerial Skills:

Majority of the ODL mode trained and some of the Regular mode teachers did it very well.

Difference between Regular and ODL mode of teachers training Program

Regular Mode

- Most of the Training colleges and schools don't have adequate number of Teacher Educators
- Follow old teaching pattern
- For Trainee Teachers Theory and Practical are independent work
- Regular classes, less time for self study
- Except for practice teaching no direct classroom experience
- Evaluation: Internal and external evaluation
- Lesson plan, School Based Activities, Action Research etc. done to fulfill the requirement of the syllabus

ODL Mode

- Around 1500 well trained Resource persons working for ODL in Bihar
- knowledge update of Resource Persons by rigorous workshops and training
- For Teacher Trainees Theory and Practical are inter dependent
- Weekly contact classes, rich Self Learning material, defined self learning hours
- experience the concept and theories in classroom environment everyday
- 3 Types of evaluation: Self, Internal and External evaluation
- Since they are in-service so they understand the need and do the learning plan, SBA, Action Research in real class room situation

Conclusion

- ▶ Teachers trained through ODL mode by SCERT showed better teaching skills and are much efficient than the teachers trained through Regular mode.

why?

- ▶ New curriculum, delivered in a very organised, systematic way
- ▶ Dedicated team of Resource persons
- ▶ Syllabus, SLM, assignments, projects, School Based Activities and above all the weekend contact classes were organised and evaluated timely.
- ▶ This shows that any program in ODL mode also can be run successfully if a devoted team leader, dedicated Resource persons, well structured syllabus is taught practically and not only theoretically.



Thanks