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## AN EVALUATION OF PROFESSIONAL COMPETENCY AMONG UNTRAINED TEACHERS



**Ashu Kumar**

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### Short Profile

Ashu Kumar is working as an Assistant Professor at Department of Education in B.G.S.B. UNIVERSITY RAJOURI. He has completed M.A. (Education)., M.Ed., NET.He has professional experience of 2 years at UG Level and 1 year at PG Level.



### ABSTRACT:

Education without teacher is just like a body without soul, as the quality of citizens depends on the quality of their education and quality of education depends on the quality of teacher. Teacher in the emerging society has a pivotal role in the social reconstruction and in the transmission of wisdom, knowledge and experience of one generation to another. Hence, there is a great need of competent teachers to meet the ever changing demand of the present society. The present study focuses on "An evaluation of professional competencies among untrained teachers in Rajouri District of Jammu & Kashmir (India). For the

present study data have been collected from a sample of 100 teachers without B. Ed, D. Ed and E.T.T and others types of training working in different schools of Rajouri of Jammu and Kashmir. The present study concluded that the teachers appointed without prior teacher training (B. Ed, D. Ed and E.T.T) are professionally untrained, don't meet the challenges of present era of education system and teaching by such teachers is injustice to the students.

### KEYWORDS

*Evaluation, Professional competency, Untrained teachers.*

## INTRODUCTION:

Education without teacher is just like a body without soul, as the quality of citizens depends on the quality of their education and quality of education depends on the quality of teacher. Teacher in the emerging society has a pivotal role in the social reconstruction and in the transmission of wisdom, knowledge and experience of one generation to another. Hence, there is a great need of competent teachers to meet the ever changing demand of the present society.

The ability to connect and interact with students has become increasingly difficult for today's teachers who have to often overcome a large generation gap in order for their students empathize with them. Not only do they have to instruct their pupils about concepts identified years after their own education, but they also have to keep abreast with the latest technologies and life style changes. Students are more likely to connect with someone who thinks and acts like they do, rather than someone firmly identified with antiquated beliefs and processes. Even the very process of teaching has changed over the years: while education has traditionally been meant to increase the students' comprehension of concepts and theories, it has now become more important to focus on grooming their analytical and application skills. Students must now not only study and understand concepts, but must go a step further and learn to analyze and apply them to practical situations. This vocational-centric idea of education has resulted in an extensive change in the very definition of good education. With this changing situation, it has become important to provide teachers with the necessary training to become more effective in imparting knowledge. With the growing importance of specialization across the world, the need for better-trained teachers is now being also felt beyond both national and cultural boundaries, making the well-trained teacher an invaluable product in a highly competitive world.

It is well known fact that quality and extent of learner's achievement is determined primarily by teacher's competence, sensitivity and teacher motivation. Keeping this fact in view, the present topic tries to present bird's eye opener view of the essence of professional competencies needed for teacher responsible for effective teaching by using professional competencies needed for good teacher and for his teaching in his day to day life. Today teaching is a profession requiring specialization interims of knowledge and skills. There exists a wide gap between theory and the knowledge and skills. There exists a wide gap between theory and the knowledge and skills of teaching required in the actual classroom curriculum transaction. For this reason, routine-bound teacher cannot acts in accordance with the emerging needs unless he or she is trained and frequently oriented. One of the most important requirements to promote and strengthen education is the training of teachers who are the key resources in the reform, redirection and renewal of education.

## OBJECTIVES OF THE STUDY

The present study is conducted focusing on the following objectives

- 1.To know the behavior of untrained teachers
- 2.To review the quality of teaching of untrained teachers
- 3.To suggest reforms for improving skills of untrained teachers

The present study covers the areas of teacher education (pre-service and in-service).Teacher education and professional competencies among untrained teachers

## METHODS AND PROCEDURE

Research procedure followed in this study includes a sample of hundred untrained teachers from primary, middle and high schools of Rajouri District. A self made questionnaire was used. The questionnaire is comprised of forty items each item assesses a particular competency of a teacher on the basis of which teacher behavior is determined. This questionnaire was distributed to respondents and respondents completed with yes or no, which are collected from them. In the present study percentage is used as it is a simple and reliable statistical technique for analysis of the data. The calculation of tallies enabled the investigator to work out with the frequencies of positive and negative responses (yes/No) to be awarded by the total sample and multiplied it by hundred.

Interpretation:-The questionnaire contains statements based on different competencies which are needed for effective teaching, the researcher interprets the response in terms of yes or No. When the respondent responds to the given statement in "yes" we interpret that whether a professional competent teacher agrees with it then we can say that he/she possesses this competency but on the other hand if this statement is not true according to the professional knowledge of teaching then by marking "yes", we declare them that he/she is not competent in this area. In case of "No" we follow the same that is professional knowledge regarding the statements. The researcher uses simple percentage technique to calculate which percentage of teachers is professionally trained and what not.

## RESULTS

After the analysis of the data, the present study shows the following results:-

1. Majority (82%) of the respondents have responses which declare them as incompetent.
2. Majority (83%) of the respondents can deal with the students in their traditional way.
3. Majority (73%) of respondents don't have the knowledge of Educational psychology.
4. Majority (82%) of respondents far away from the maximum of teaching
5. Ninety one percent of the respondents unaware about educational technology which is the need of the hour.
6. Not more than twenty percent respondents acquired mastery over teaching skills.
7. Maximum respondents rely on two or three methods but they rarely use those methods.
8. They take teaching as profession than a passion.
9. They rely on the dictum that teachers are born and not made which is an outdated dictum.
10. Maximum of them take it as a profession because no other option lies before them.
11. They are unaware about techniques of teaching which are varying from teaching of one subject to another.
12. They always treat the child as an adult and not go to the level of the teaching, which hampers learning.
13. They only touch memory level of teaching but not even think of understanding and reflective level.
14. Eighty percent of the respondents think that interactive is the only phase of teaching and there is no such phase as pre-active and post-active phase
15. Maximum respondents don't know about the technique of communication which is the core of teaching process.
16. They don't know the application knowledge of socialization, social mobility, social change, modernization in teaching process.

## CONCLUSIONS

The research indicates towards the need of trained teachers and faculty improvement programmes for in-service teacher, as untrained teacher not do justice with the students. Teacher as a director in classroom environment, he must know the content area of the subject. Without having knowledge of professional skills he cannot make the direction purposeful also not is able to manage the classroom learning. As we all know, the societies of the world are at a dreadful impasse. The only things that are moving forward are human suffering, rampant materialism and fear for the future. Money is God. Everyone is afraid to have it and not to have it. Nations and Governments are paranoid about money — not education, not good teachers. Surprisingly, good education and good teachers will give us not only the prosperity we need but also happiness and peace.

It is not wrong to say that a good teacher is the most valuable asset of a nation. The teacher's place in a community is the most important one. Teachers can be the redeemers of a void-filled society. To build a civilization of caring and thoughtful people we need good teachers.

## RECOMMENDATIONS

During this research, it was found many flaws in education system that teacher with full knowledge of subject (content) fail in teaching task because they don't have the knowledge and practice of the technicity of teaching. As we all know that teaching is not only dictated the content but it induced learning on the part of learners. Learning is the permanent change in the behavior of the learners which is not a simple task. The behavior of the students is influenced by teacher behavior. The following recommendations we suggest for betterment of school system.

- There should be pre-service training for teachers who are going to become teachers.
- Only trained teachers should be appointed in the school means those who have love and zeal for teaching
- Trained teachers should be equipped with knowledge of educational psychology, educational technology, educational philosophy and educational sociology.
- The trainees should be well equipped with teaching skills and must gain experience through maximum practice.
- There should be in-service teacher education for those who are already in teaching profession and wants to improve their competencies in order to meet the oncoming needs of the students
- New teaching methods should be developed that can increase the educational outcomes. Teachers can be trained on new and advanced standards of education.

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